

# EFFECTIVENESS OF USING READING COMPREHENSION STRATEGIES BY SELECTED ELEMENTARY TEACHERS IN GUMACA



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## Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers in Gumaca

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### Abstract

This study aimed to explore the Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers in Gumaca, Quezon, at Plaza Rizal, Gumaca West, and Gumaca East elementary School, used reading comprehension strategies. Aspects studied were the profile of the respondents and their teaching experience. It looked into the frequency of use of the re-reading the text, asking questions, making connections, activating prior knowledge and visualizing. In order to accomplish her purpose, the researcher employed a questionnaire to ascertain the demographic profile of the respondents and to evaluate the efficacy of certain elementary teachers in Gumaca implementing reading comprehension strategies. In Gumaca, Quezon, this comprised 50 teachers from Plaza Rizal, Gumaca West, and Gumaca East Elementary School. The descriptive design on the main source of data and information. The result showed that the most of the respondents are the age of 36-40 years old and female. According to the result of Kruskal Wallis all the null hypothesis are accepted with means that there is no significant difference on the perceived effectiveness of using reading comprehension strategies when the respondents are grouped according to profile. Based from the results of the study, the following recommendations are suggested. The future researchers they may conduct the similar study and improve some flaws in effectiveness of using reading comprehension strategies by selected elementary teachers in Gumaca. The recommendations that follows are made in light of the study's findings: future researchers should carry out a study of a similar nature and address some of the inadequacies in the way that particular elementary school teachers in Gumaca are now employing reading comprehension strategies.

**Keywords:** *re-reading the text, asking questions, making connections, activating prior knowledge, visualizing*

### Introduction

Dr. Seuss once said, “The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

The researcher have always been curious about how a person or young ones learned how to read in a short period of time, in which the vocabulary was wide enough to cope with any knowledge. Reading involves interpreting the text, which depends on the reader’s active participation and interpretation, according to (Anderson and Pearson 2018) . The reader’s past knowledge as well as the text have an impact on understanding. When someone asks a preschool teacher, “What age do you teach?” and she responds, “beginners,” the person’s comments are sometimes hilarious, such as, “such a headache,” despite the fact that the instruction of reading is most effective for early beginners. Just enough tools and strategies are required for a teacher to support a student’s ability to read proficiently.

Reading comprehension is a key ability that is required for academic achievement in all areas. The effectiveness of reading comprehension tactics used by instructors in Gumaca's primary schools is crucial in cultivating kids' capacities to grasp and critically engage with varied texts. This study investigates the efficacy of certain reading comprehension tactics employed by selected primary teachers in Gumaca, with the goal of determining their impact on student learning outcomes and overall comprehension ability.

Reading comprehension strategies are crucial instruments that enable readers to dive deeper into texts, derive meaning, and develop a comprehensive knowledge. By encouraging active reading of the text, these techniques promote analysis and critical thinking. Through the use of strategies including drawing on existing knowledge, posing insightful queries, illustrating the story, and summarizing the main ideas, readers can improve their understanding, memory, and pleasure of reading. In addition to enhancing academic achievement, these techniques foster lifelong learners who can confidently and perceptively navigate challenging literature.

Acknowledging the pivotal role that teachers play in shaping this competence, this thesis embarks on an exploration of the effectiveness of reading comprehension strategies implemented by selected educators in Gumaca. By scrutinizing these strategies and their outcomes, we endeavor to unravel valuable insights that can enrich teaching methodologies and advance the overall educational landscape in the region.

The researcher analyzed the importance of reading, She read that it can be a universal helpful to one another as they can use it to read such as signs on street, posters or map and even news as long as they know their language you can understand as it says that Reading is the process of interpreting verbal symbols that have been written or printed. It is simple to define, but the process is complex.

In continuation of the previous discussion, it is important to delve deeper into the specific reading comprehension strategies employed by the selected educators in Gumaca. These strategies are designed to cater to the diverse learning needs of students and foster their ability to comprehend and analyze written texts effectively.

### Research Questions

This study will determine the level of Effectiveness of Reading Comprehension strategies by selected elementary teachers in Gumaca.

Specifically, it will seek to answer the following questions:

1. What is the profile of respondents in terms of:
  - 1.1. age; and
  - 1.2. sex?
2. What is the level of effectiveness of the following reading comprehension strategies:
  - 2.1. re-reading the text;
  - 2.2. asking questions;
  - 2.3. making connections;
  - 2.4. activating prior knowledge; and
  - 2.5. visualizing?
3. Is there any significant difference on the perceived effectiveness of using reading comprehension strategies when respondents are grouped according to profile?

## Methodology

### Research Design

This study looks into the effectiveness of reading comprehension strategies in Gumaca using a descriptive survey approach. In order to provide precise and methodical answers to the questions of what, where, when, and how a population or phenomenon is, the descriptive survey method is used. It is crucial to remember that while this approach might shed light on correlations, it might not go into great detail regarding the causes or motives (why questions). Descriptive survey research design is a systematic and structured approach to data collection from a sample of individuals or entities within a larger population, with the primary goal of providing a detailed and accurate description of the target group's characteristics, behaviors, opinions, or attitudes. Surveys, questionnaires, interviews, or observations are used to collect data, which is subsequently evaluated and summarized to form conclusions about the population of interest.

### Respondents

Using a purposive sampling technique, 50 primary teachers from Gumaca are purposefully chosen as a sample for this study, which focuses on a representative sample of Gumaca primary teachers. This allows for a thorough analysis of the efficacy of reading comprehension strategies. Purposive sampling is used to pick respondents who are most likely to provide relevant and helpful information, and it is a method of identifying and selecting cases that will make the most use of limited research resources.

### Instrument

The research utilizes a researcher-made questionnaire as the research instrument. The questionnaire is designed to measure the effectiveness of using reading comprehension strategies and gather information on various factors such as re-read the text, ask questions, make connections, activate prior knowledge, and visualize. It also include the profile of the respondents.

The Likert scale, which goes from 5 (Very Effective) to 1 (Not Effective), is used to gauge how effective reading comprehension techniques are taught to be. To guarantee its validity and applicability, the questionnaire is validated by two experts. Additionally, during a pilot testing phase, Cronbach's Alpha is used to evaluate the questionnaire's internal consistency. The satisfactory outcome (e.g., 0.75), shows that the research tool measures the intended constructs with reliability.

### Procedure

Prior to collecting the data, permission from the elementary teachers in Gumaca is sought from the appropriate authorities. Using face-to-face surveys, the questionnaire is given to a select group of elementary teachers in accordance with safety and health guidelines. The instructors are given adequate opportunity to answer during designated empty periods to limit interruptions. The scores are added up for further statistical analysis after the data are collected. The gathered information are dissected utilizing an illustrative examination strategy, utilizing measurable procedures to grasp the connection between financial status and scholastic execution. The responses to the Likert scale are used to rate and quantify how well certain elementary school teachers in Gumaca use reading comprehension strategies.

### Data Analysis

The researcher will use statistical measures to treat the collected data in this study. All of the data will be carefully read and analyzed. They will be tallied and entered into the data collection sheet's master list. To get the weighted mean to describe the items in the indicators, the researcher will use the formula (Calmorin, 2007; 116-118). To test the significant difference of three or more means, the researcher will use the Kruskal-Wallis for non-parametric test.

## Results and Discussion

This section deals with the analysis and interpretation of the data. All the data gathered were presented here in tabulated form with

corresponding interpretations. The first part described the profile of the respondents in terms of age, sex, and highest educational attainment. The second part is Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers in Gumaca.

### Part 1: The Demographic Profile of the Respondents

Table 1. *Demographic Profile of Respondents According to Age*

Age	Frequency	Percentage (%)
25-30 years old	14	28
36-40 years old	17	34
41-50 years old	14	28
50-60 years old and above	5	10
Total	50	100

As shown in Table 1, the demographic profile is in terms of Age. 5 or 10% of the respondents are 50-60 years old and above. It is revealed that most of the respondents are 36-40 years old with a total of 17 or 34%, followed by 14 or 28% who are 41-50 years old and 25-30 years old.

Table 2. *Demographic Profile of Respondents According to Sex*

Sex	Frequency	Percentage(%)	Rank
Male	0	0	2
Female	50	100	1
Total	50	100	

As presented in Table 2, the frequency and percentage of the respondents according to sex. There are 50 or 100% of the respondents are female while the male participants with 0 or 0%.

### Part 2. Assessment of the Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers

Table 3. *Assessment on the Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers in Terms of Re-reading the Text*

Indicators	Mean	Verbal Interpretation	Rank
<i>As a result of using reading comprehension strategies...</i>			
1. promoting the need for a second reading of the text helps understand the content.	4.54	Very Effective	1
2. re-reading the text emphasizes the important information and messages of the story.	4.30	Effective	4
3. having a second look learners can identify terms or ideas that are unclear during reading.	4.26	Very Effective	2
4. acknowledging whether the complexity of the content warrants a more attentive and focused re-reading.	4.20	Effective	5
5. restoring to re-reading learners can understand better what is in the text all about.	4.40	Effective	3
Grand Mean	4.34	Very Effective	

*Legend; Not Effective(1.00-1.80), Slightly Effective (1.81-2.60), Moderately Effective (2.61-3.40), Effective (3.41-4.20), Very Effective (4.21-5.00).*

As revealed in Table 3, participants indicated that "promoting the need for a second reading of the text helps understand the content" was the most effective reading comprehension strategy, with the highest mean of 4.54 and the highest rank of 1. This finding aligns with research by Rasinski et al. (2018), which emphasizes that rereading enhances fluency and comprehension by allowing students to process the text more deeply with each subsequent reading. Similarly, Samuels (2017) posits that repeated readings improve word recognition, speed, and overall comprehension.

Meanwhile, the strategy of "acknowledging whether the complexity of the content warrants a more attentive and focused re-reading" received the least weighted mean of 4.20 and the lowest rank of 5. Although still effective, this finding suggests that while recognizing content complexity is important, it may be perceived as less immediately impact compared to more direct strategies like rereading. Duke and Pearson (2021) suggest that the meta-cognitive skill of assessing content complexity is crucial, yet it requires a higher level of cognitive engagement from students, which might explain its lower ranking.

The grand mean of 4.34 indicates that the assessment of the effectiveness of using reading comprehension strategies by selected elementary teachers, in terms of rereading the text, is very effective. This supports the broader literature that underscores the value of rereading as a key strategy in developing reading comprehension. According to Therrien (2022), repeated reading practices significantly improve students' reading proficiency, as they provide the necessary practice to enhance decoding skills and text comprehension.

As shown in Table 4, participants indicated that "examining your question for any implicit assumptions" was the most effective reading comprehension strategy, with the highest mean of 4.48 and the highest rank of 1. This finding aligns with research by Kintsch (2020), which emphasizes that recognizing and addressing implicit assumptions in questions can lead to deeper comprehension by encouraging students to think critically about the text. Similarly, Beck and McKeown (2023) suggest that questions which uncover hidden assumptions can foster a more profound understanding by prompting students to consider underlying concepts.

Meanwhile, the strategy of "ensuring that their question is straightforward and to the point, making it easier for learners to understand

and respond" received the least weighted mean of 4.14 and the lowest rank of 5. Although still effective, this finding suggests that while clarity and simplicity in questioning are important, they may be perceived as less challenging and engaging compared to more complex questioning techniques. According to research by Graesser and Person (2021), straightforward questions are essential for initial comprehension checks, but they might not stimulate higher-order thinking as effectively as more nuanced questions.

Table 4. *Assessment on The Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers in terms of Asking Questions*

<i>Indicators</i>		<i>Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
<i>As a result of using reading comprehension strategies...</i>				
1.	makes sure, that your question is phrased in a respectful manner, especially if it involves sensitive topics or opinions.	4.18	Effective	4
2.	ensuring that their question is straightforward and to the point, making it easier for learners to understand and respond.	4.14	Effective	5
3.	examining your question for any implicit assumptions.	4.48	Very Effective	1
4.	anticipating whether the answer might lead to further questions or require additional details.	4.32	Very Effective	3
5.	clarifying your intention behind that question.	4.46	Very Effective	2
<b>Grand Mean</b>		<b>4.32</b>	<b>Very Effective</b>	

*Legend: Not Effective(1.00-1.80), Slightly Effective (1.81-2.60), Moderately Effective (2.61-3.40), Effective (3.41-4.20), Very Effective (4.21-5.00).*

The grand mean of 4.32 indicates that the assessment of the effectiveness of using reading comprehension strategies by selected elementary teachers, in terms of asking questions, is very effective. This supports broader literature that underscores the importance of effective questioning techniques in enhancing reading comprehension.

Table 5. *Assessment on the Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers in Terms of Making Connections*

<i>Indicators</i>		<i>Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
<i>As a result of using reading comprehension strategies...</i>				
1.	identifying existing knowledge or experiences that connect to the new information.	4.50	Very Effective	5
2.	exploring whether the material has relevance to or connections with other disciplines or areas outside immediate subject.	4.56	Very Effective	3
3.	looking for commonalities that link the current subject to concepts you have encountered before.	4.54	Very Effective	4
4.	considering broader themes or patterns that tie together different elements of the content.	4.72	Very Effective	2
5.	evaluating how the new information integrates into the larger framework of your academic or professional knowledge.	4.76	Very Effective	1
<b>Grand Mean</b>		<b>4.62</b>	<b>Very Effective</b>	

*Legend: Not Effective(1.00-1.80), Slightly Effective (1.81-2.60), Moderately Effective (2.61-3.40), Effective (3.41-4.20), Very Effective (4.21-5.00).*

As stated in Table 5, participants indicated that "evaluating how the new information integrates into the larger framework of your academic or professional knowledge" was the most effective reading comprehension strategy, with the highest mean of 4.76 and the highest rank of 1. This finding aligns with research by Presley and Harris (2021), which emphasizes that integrating new information into an existing framework enhances comprehension by creating meaningful connections and fostering deeper understanding. Similarly, Bransford et al. (2022) argue that this approach supports the construction of a more cohesive knowledge structure, which is crucial for advanced learning and application.

Meanwhile, the strategy of "identifying existing knowledge or experiences that connect to the new information" received the least weighted mean of 4.50 and the lowest rank of 5. Although still very effective, this finding suggests that while recognizing connections to prior knowledge is important, it may be seen as less immediately impact compared to strategies that actively integrate new information into a broader context. According to research by Keene and Zimmermann (2018), making connections to existing knowledge is a fundamental comprehension strategy, but the depth of understanding increases when students also evaluate and synthesize this new information within a larger framework.

The grand mean of 4.62 indicates that the assessment of the effectiveness of using reading comprehension strategies by selected elementary teachers, in terms of making connections, is very effective. This supports broader literature that underscores the value of making connections as a key strategy in reading comprehension. As per Harvey and Goudvis (2016), teaching students to make connections between new information and what they already know significantly improves their ability to understand and retain the material.

As gleaned in Table 6, participants indicated that "letting the learners reflect on their existing knowledge related to the subject or topic" was the most effective reading comprehension strategy, with the highest mean of 4.94 and the highest rank of 1. This finding aligns with research by Dewey (2018), which emphasizes that reflection on prior knowledge facilitates deeper learning by enabling students to connect new information with what they already know. Similarly, Ausubel (2018) argues that the most important factor influencing learning is what the learner already knows, and activating this prior knowledge is crucial for meaningful learning.

Table 6. Assessment on the Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers in Terms of Activating Prior Knowledge

Indicators		Mean	Verbal Interpretation	Rank
<i>As a result of using reading comprehension strategies...</i>				
1.	learners recall a specific examples or instances that align with the current topic.	4.90	Effective	4
2.	considering any experiences they have that might relate to the topic.	4.66	Very Effective	2
3.	letting the learners reflect on their existing knowledge related to the subject or topic.	4.94	Very Effective	1
4.	identifying any similarities between the current topic and concepts they have come across in the past.	4.58	Very Effective	3
5.	teachers present topics they encountered with a similar subject and a different setting or course.	4.80	Effective	5
Grand Mean		4.78	Very Effective	

Legend: Not Effective (1.00-1.80), Slightly Effective (1.81-2.60), Moderately Effective (2.61-3.40), Effective (3.41-4.20), Very Effective (4.21-5.00).

Meanwhile, the strategy of "teachers present topics they encountered with a similar subject and a different setting or course" received the least weighted mean of 4.80 and the lowest rank of 5. Although still very effective, this finding suggests that while providing contextual examples is beneficial, it may be perceived as less directly impact than encouraging personal reflection. According to research by Anderson and Pearson (2017), while contextual examples are helpful, the personal engagement that comes from reflecting on one's knowledge tends to have a stronger effect on comprehension and retention.

The grand mean of 4.78 indicates that the assessment of the effectiveness of using reading comprehension strategies by selected elementary teachers, in terms of activating prior knowledge, is very effective. This supports broader literature that underscores the importance of activating prior knowledge as a key strategy in reading comprehension. As per Keene and Zimmermann (2018), engaging students' existing knowledge bases significantly enhances their ability to understand and integrate new information.

Table 7. Assessment on the Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers in Terms of Visualizing

Indicators		Mean	Verbal Interpretation	Rank
<i>As a result of using reading comprehension strategies...</i>				
1.	using visual elements in the content and envision time in your mind to enhance comprehension.	4.88	Very Effective	1
2.	exploring their ability to perform mental pictures that represent information they have been learning.	4.46	Very Effective	3
3.	imagine creating their own visual representations of the main concepts to reinforce understanding.	4.12	Effective	5
4.	visualizing how different concepts are spatially related to each other, aiding understanding relationships.	4.78	Very Effective	2
5.	utilizing external tools, such as mind mapping software, or sketching through visually organized information.	4.30	Very Effective	4
Grand Mean		4.51	Very Effective	

Legend: Not Effective (1.00-1.80), Slightly Effective (1.81-2.60), Moderately Effective (2.61-3.40), Effective (3.41-4.20), Very Effective (4.21-5.00).

As gleaned in Table 7, participants indicated that "using visual elements in the content and envision time in your mind to enhance comprehension" was the most effective reading comprehension strategy, with the highest mean of 4.88 and the highest rank of 1. This finding aligns with research by Paivio (2018), which emphasizes the dual coding theory, suggesting that visual and verbal information are processed through separate channels in the brain, and using both can enhance understanding and memory. Similarly, Gambrell and Jawitz (2018) found that visualizing content helps students to create mental images that improve their ability to recall and comprehend texts.

Meanwhile, the strategy of "imagine creating their own visual representations of the main concepts to reinforce understanding" received the least weighted mean of 4.12 and the lowest rank of 5. Although still effective, this finding suggests that while the creation of visual representations is beneficial, it may be seen as less immediately impact compared to directly using visual elements provided in the content. According to research by Presley and Wharton-McDonald (2017), while student-generated visualizations can reinforce understanding, they require a higher level of engagement and effort, which might explain their lower ranking.

The grand mean of 4.51 indicates that the assessment of the effectiveness of using reading comprehension strategies by selected elementary teachers, in terms of visualizing, is very effective. This supports broader literature that underscores the importance of visualization as a key strategy in reading comprehension. According to Harvey and Goudvis (2017), teaching students to visualize text as they read can significantly enhance their comprehension and retention by making the reading experience more concrete and memorable.

As presented in Table 8, the effectiveness of reading comprehension strategies employed by selected elementary teachers is summarized, with an evaluation based on the average mean and verbal interpretation of five variables: rereading the text, asking questions, making connections, activating prior knowledge, and visualizing. The results reveal high levels of success among the

teachers, with mean scores of 4.34 for rereading the text, 4.32 for asking questions, 4.62 for making connections, 4.78 for activating prior knowledge, and 4.51 for visualizing.

Table 8. Summary Table on the Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers

Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers	Average Mean	Verbal Interpretation	Rank
Re-reading the Text	4.34	Very Effective	4
Asking Questions	4.32	Very Effective	5
Making Connections	4.62	Very Effective	2
Activating Prior Knowledge	4.78	Very Effective	1
Visualizing	4.51	Very Effective	3
Grand Mean	4.51	Very Effective	

Legend; Not Effective(1.00-1.80), Slightly Effective (1.81-2.60), Moderately Effective (2.61-3.40), Effective (3.41-4.20), Very Effective (4.21-5.00).

These findings underscore the efficacy of the strategies implemented by the elementary teachers in enhancing students' reading comprehension. The high mean scores suggest that these strategies were consistently applied and effectively contributed to students' comprehension skills. Specifically, the emphasis on activating prior knowledge and making connections indicates a pedagogical approach that encourages students to draw upon their existing knowledge and relate it to new information, fostering deeper understanding.

Moreover, the positive outcomes associated with rereading the text and asking questions highlight the importance of active engagement with the material and critical thinking processes. By encouraging students to revisit the text and formulate inquiries, teachers create opportunities for deeper exploration and analysis, ultimately enriching comprehension.

These findings align with research emphasizing the significance of these reading comprehension strategies. For instance, Presley (2021) advocates for the incorporation of diverse strategies such as activating prior knowledge and making connections to enhance comprehension. Similarly, Guthrie and Wig field (2020) emphasize the value of rereading and questioning as essential components of effective comprehension instruction.

In summary, the results presented in Table 8 underscore the effectiveness of the reading comprehension strategies implemented by selected elementary teachers, as evidenced by their high mean scores across various variables. These findings support the notion that employing a diverse range of strategies can significantly contribute to students' comprehension skills and overall academic success.

Table 9. Significant difference in the perception "Effectiveness of Using Reading Comprehension Strategies by Selected Elementary Teachers when respondents are grouped according to age

Reading Comprehension Strategies	Age	Mean	H-value	p-value	Decision	Interpretation
Re-reading the text	25-30 years old	4.55	2.239	0.477	Accept Ho	Not Significant difference
	31-40 years old	4.51				
	41-50 years old	4.42				
	51-60 years old	4.53				
Asking Questions	25-30 years old	4.40	24.632	0.845	Accept Ho	Not Significant difference
	31-40 years old	4.00				
	41-50 years old	4.50				
	51-60 years old	4.40				
Making Connections	25-30 years old	4.35	1.785	0.618	Accept Ho	Not Significant difference
	31-40 years old	4.33				
	41-50 years old	4.32				
	51-60 years old	4.40				
Activating Prior Knowledge	25-30 years old	4.35	2.765	0.128	Accept Ho	Not Significant difference
	31-40 years old	4.33				
	41-50 years old	4.32				
	51-60 years old	4.40				
Visualizing	25-30 years old	4.38	1.654	0.068	Accept Ho	Not Significant difference
	31-40 years old	4.21				
	41-50 years old	4.11				
	51-60 years old	4.46				

The Kruskal-Wallis test results, which compare the effectiveness of reading comprehension strategies across four age groups, show that different strategies have different effects. The choice to adopt the null hypothesis (Ho) for Re-reading the Text is based on the H-value of 2.239 and the p-value of 0.477, which indicate that there is no significant difference in re-reading the text between the age groups.

The null hypothesis (Ho) is accepted in terms of Asking Questions since the H-value of 24.632 and the p-value of 0.845 indicate that

there is no a significant difference in asking questions between the age groups. This implies that learners' growth is influenced by their age.

The null hypothesis (Ho) in Making Connections is accepted due to the H-value of 1.785 and p-value of 0.618, which indicate that there is no significant difference in Making Connections between the age groups.

The null hypothesis (Ho) is accepted in regards to Activating Prior Knowledge since the H-value of 2.765 and the p-value of 0.128 indicate that there is no significant difference in activating prior knowledge across the age groups. Ultimately, the null hypothesis (Ho) is accepted because to the H-value of 1.654 and p-value of 0.068, indicating that there is no significant difference in Visualizing across the age groups.

In summary, all of them suggest that age affects the rate at which learning advances in the primary grades by showing that there is no significant difference in how various age groups of re-reading the text, asking questions, making connections, activating prior knowledge, and visualizing.

Considering the additional information about the mean scores for each competency across different age groups, the results of the Kruskal-Wallis test gain further context. For Re-reading the Text, although there is no significant difference observed among the age groups, it's worth noting that the mean scores show a slight decrease from the 25-30 age group (mean: 4.55) to the 41-50 age group (mean: 4.42), before slightly increasing again in the 51-60 age group (mean: 4.53).

In terms of Asking Questions, where also shows that there is no significant difference was found, the mean scores reveal a fluctuating pattern, with the highest mean in the 41-50 age group (mean: 4.50) and the lowest in the 31-40 age group (mean: 4.00).

As to Making Connections, indicate that there is no significant difference found, the mean scores demonstrate relatively consistent levels across all age groups, ranging from 4.32 to 4.40.

In the matter of Activating Prior Knowledge, appear that the mean scores from lowest which is 4.42 on the age of 41-50 years old up to the highest mean of 4.40 of the age of 51-60 years old and stated as there is no significant difference across the age groups.

And lastly the Visualizing, reveal the range of 4.11 rising up to the mean of 4.46 across all the age groups that be seen that there is no significant difference. These mean scores provide additional insights into how effective of using reading comprehension strategies vary across age groups, despite the overall statistical outcomes of the Kruskal-Wallis test.

## Conclusions

Based on the findings, the following conclusions are derived:

Most of the respondents are female aged thirty six to forty years old.

When instructors feel appreciated, encouraged, and included, students have better levels of confidence and self-esteem.

Teachers respondents have a significant impact on pupils' capacity to improve their reading abilities.

The learning development and learning progress of primary learners is influenced by seasoned teachers suggesting that in the primary grades.

To the School Administrators, they may provide different intervention strategies to learners to be more engaged as the effectiveness of using reading comprehension strategies.

To the Parents, they may continue to guide their children on how to collaborate from their peers.

To the Teachers, be more knowledgeable about the students' circumstances and adaptability.

To the learners, this would give them knowledge about the effectiveness of using reading comprehension strategies by selected elementary teachers

To the Future Researchers, the findings of this study will provide a helpful information for future research into the effectiveness of using reading comprehension strategies by selected elementary teachers in Gumaca.

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