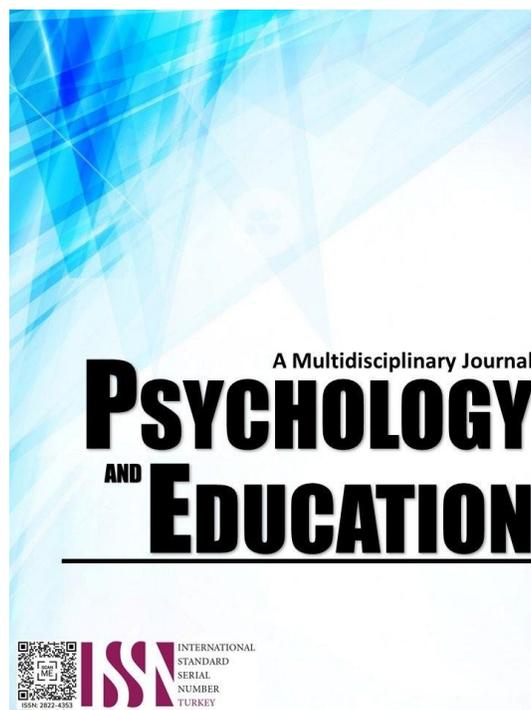


TEACHERS' ATTITUDE AND TEACHING METHODOLOGY TOWARDS PHILIPPINE INFORMAL READING INVENTORY: A READING APPRAISAL



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 44

Issue 5

Pages: 573-577

Document ID: 2025PEMJ4281

DOI: 10.70838/pemj.440505

Manuscript Accepted: 06-23-2025

Teachers' Attitude and Teaching Methodology Towards Philippine Informal Reading Inventory: A Reading Appraisal

Arthur C. Ortiz*

For affiliations and correspondence, see the last page.

Abstract

The study aimed to determine the extent of teachers' attitude towards Phil-IRI and teachers' teaching methodology to pupils' reading levels among Grades 4 and 6 of Malinao Elementary School, Gingoog City Division. Results show that teachers' attitude towards Phil-IRI is frequently observed and teachers' teaching methodology in teaching reading is always practiced by teachers. Evidently, pupils' reading performance has improved. However, statistically, teachers' attitude towards Phil-IRI has no correlation to pupils' reading levels but teachers' teaching methodology has significant influence to pupils' reading performance. It was recommended that school heads should inspire teachers to exploit more effective teaching approaches and strategies in teaching of reading and teachers to continuously provide appropriate instructional reading activities to stimulate pupils' reading performance. Additionally, a research on extensive reading instructional strategies should likewise be conducted in order to establish likelihood in improving teachers' teaching proficiency in the teaching of reading proficiency.

Keywords: *teachers' attitude towards Phil-IRI, teaching methodology, pupils' reading levels*

Introduction

The ability to read is one determinant of pupils' success or failure. A good reader has a better opportunity for greater achievements. The skills acquired in reading can promote the acquisition of language skills in listening, speaking, and writing. Unfortunately, many elementary pupils have difficulty in reading and comprehending despite the fact that reading is hardly taught to them. This problem, though, does not only occur in elementary schools but pertains to all reader categories.

The framework of the study is anchored on the flagship of the DepEd "Every Child A Reader Program" (ECARP), through the Department of Education (DepEd) Memorandum Order No. 402, series of 2004 and Administrative Order No. 324, which highlight the goal of the government to enable every Filipino child to communicate in English and Filipino through effective reading instruction in the public basic education.

Pupil's ability to read is very important in order to learn other skills and competencies in the different learning areas in primary education. The need to proficiently read, however, is equally important in order for the pupils to perform adeptly in academic activities along with other language skills such as speaking, listening, writing, and viewing.

DepEd initiated the Every Child a Reader Program which aims to make every Filipino child a reader and a writer at his/her grade level. Part of its design is the introduction of the Philippine-Informal Reading Inventory (PHIL-IRI).

While it is true that there are teachers whose attitudes are positive towards the promotion of good performance of their pupils/ students. Reading is a crucial form of communications through which individuals get most of the information required in teaching and learning situations and in every life. The word attitude is defined within the framework of social psychology as subjective or mental preparations for action. It defines outward and visible postures and human beliefs.

Any Filipino child with sufficient reading skills would have greater chances of success in school compared to a child whose reading skills are poor. This is relatively shown in the weak results in reading comprehension tests during the National Achievement Test (NAT) which was taken by both elementary and secondary students (Cabardo, 2016). Hence, this study would like to determine the teachers' attitude and teaching methodology towards PHIL-IRI of pupils in Malinao Elementary School, Division of Gingoog City, School Year 2023-2024.

Research Questions

This study aimed to determine the teachers' attitude and teaching methodology towards the Philippine Informal Reading Inventory (Phil-IRI) in the Reading Level of Grade 4- 6 pupils of Malinao Elementary School, Division of Gingoog City, SY 20203-2024. Specifically, this research sought to answer to the following questions:

1. How do the respondents manifest considering the following:
 - 1.1 teacher's attitude towards Phil-IRI; and
 - 1.2 teaching methodology?
2. What is the reading level of the respondents based on the following category?
 - 2.1 independent;
 - 2.2 Instructional; and
 - 2.3 Frustration?

3. Is there significant relationship in reading levels of the respondents when grouped according to:
 - 3.1 teacher's attitude towards Phil-IRI; and
 - 3.2 teaching methodology?

Methodology

Research Design

The descriptive correlational - research design will be used in this study which is considered to be the most appropriate one because it deals basically with the gathering of information needed for evaluating and analyzing the reading performance of the respondents. Since this study is concerned with determining the factors that are significantly related with the reading abilities of the respondents and describing, interpreting the relationship that exists between the independent and dependent variables, it is then appropriate and fitting that a descriptive method will be employed.

Respondents

The respondents of the study are the three (3) teachers and one hundred forty (140) pupils from Grade 4 (48 pupils), Grade 5 (49 pupils), and Grade 6 (43 pupils) at Malinao Elementary School, school year 2023-2024.

Instrument

This study adapted Torres' (2018) assessment instrument for pupils' reading literacy. This research included two (2) sets of questionnaires. The first set includes the teacher's attitude regarding Phil-IRI as well as their teaching style for PHIL-IRI. The second set contains the respondents' reading level as measured by the Philippine Informal Reading Inventory questionnaire, which included two (2) components: Reading Comprehension and Reading Ability.

Procedure

The researcher asked permission from School principal to allow her to use the results of the Phil-IRI Reading test in his master's thesis. As permission granted, the pupil-respondents immediately be given survey questionnaires, the researcher gave proper instructions and information.

Data Analysis

The statistical treatment used to analyze the data gathered in the study will involve the following:

- Problem 1. The mean and standard deviation were used to determine the teachers' attitude and teaching methodology towards PHIL-IRI.
- Problem 2. Frequency and percentage were utilized to identify the respondents' reading level.
- Problem 3. To answer the significant relationship of the two variables, Pearson Product-Moment Correlation Coefficient was used.

Results and Discussion

This section comprises the analysis, presentation, and interpretation of the finding resulting from this study on teachers' attitude and teaching methodology and reading levels of Grades 4 and 6 pupils of Malinao Elementary School of the Division of Gingoog City for the School Year 2023-2024. The analysis and interpretation of data is carried out based on the results of a survey questionnaire based on the problems presented.

Problem 1. How do the respondents manifest considering the following? Teacher's attitude towards Phil-IRI and teaching methodology?

Table 1.1 displays the mean distribution of teachers' attitude towards Phil-IRI. Overall, the respondents rated the teachers' attitude as "most of the time" practiced with a mean value of 3.37 (SD=.575). This result implies that teachers frequently manifests their positive attitude towards Philippine Informal Reading Inventory (Phil-IRI) to describe the pupils' reading performance.

The indicator which states that "teacher ask the pupils to match vocabulary from the passage with its meaning" obtained the highest mean of 3.42 (SD=.576) which is verbally described as "always". The result indicates that teachers inquire and required pupils to match vocabulary from the passages in the reading selection with its in-depth meaning.

Mangarin and Ibo (2023) averred that pupils will enhance reading and improve word recognition through matching semantics from the passages and selection with its meaning or context of the sentence. Additionally, it was emphasized that this reading practice will help pupils improve not only word recognition but also comprehension levels of elementary school pupils.

On the contrary, the lowest mean of 3.33 (SD=.570) is verbally described as "most of the time" in the indicator "teacher helps improve reading skills". This finding implies that teachers frequently provide activities that enhance reading performance of grade school pupils. It can be deduced based on findings that teachers provide strategies that help intensify pupils' reading competencies such as reading

aloud, providing books at the right level, rereading to build fluency, and the like.

Table 1.1 Mean Distribution of Teachers' Attitude towards Phil-IRI

Indicators	Mean	SD	Verbal Description
1. Teacher helps improve reading skills.	3.33	.570	Most of the Time
2. Teacher give time to participate in reading activities.	3.37	.542	Most of the Time
3. Teacher spends time to develop skills in reading.	3.40	.572	Most of the Time
4. Teacher explains the reading skill being emphasize in the passage.	3.34	.584	Most of the Time
5. Teacher asks two to three broad questions that pupils must answer with a complete sentence.	3.37	.615	Most of the Time
6. Teacher encourages pupils to use vocabulary from the passage in the paragraph.	3.37	.542	Most of the Time
7. Teacher introduces the selection to the readers and ask them to determine the main idea.	3.40	.572	Most of the Time
8. Teacher ask the pupils to recall the literal information from the passage.	3.40	.548	Most of the Time
9. Teacher ask the pupils to match vocabulary from the passage with its meaning.	3.42	.576	Always
10. Teacher provides several prompts for pupils to respond critically to the passage in writing including their own interpretation.	3.35	.633	Most of the Time
Overall Mean	3.37	.575	Most of the Time

Legend: 3.41-4.00 Always/2.61-3.40 Most of the Time/1.81-2.60 Sometimes/1.00-1.80 Never

Mangarin and Iba (2023) indicated that teachers may help improve pupils' reading competence through identifying and summarizing ideas in a selection, setting reading goals, establishing a regular reading routines, and promoting independent reading. Additionally, it was emphasized that pupils will develop reading skills through emphasizing all skills in reading, especially critical reading, which involves reading between and beyond the lines. They can also provide assistance in phonetics, syllabication, and selecting appropriate reading materials based on pupils' age, time, and capacity.

Table 1.2 presents the mean distribution of teachers' teaching methodology. Overall, the respondents rated the teachers' teaching methodology as "always" practiced with a mean value of 3.44 (SD=.547). This result implies that teachers continuously utilized appropriate teaching methodology to develop pupils' reading proficiency through different reading activities. It can be deduced based on findings that teachers utilized effective teaching strategies and methodologies in reading such as but not limited to reading through the text to grasp the main idea and quickly scuttles across the sentences to get to a particular piece of information as well as the use of intensive and extensive reading activities.

Table 1.2 Mean Distribution of Teachers' Teaching Methodology

Indicators	Mean	SD	Verbal Description
1. Teacher gives proper motivation that arouses pupils' interest.	3.40	.573	Always
2. Teacher uses visual aids in presenting and discussing the lessons.	3.47	.529	Always
3. Teacher uses various teaching techniques necessary to improve reading skills.	3.46	.567	Always
4. Teacher gives assignment as enrichment activities.	3.45	.591	Always
5. Teacher gives assessment after the lesson.	3.49	.556	Always
6. Teacher provides activities that enhance reading competence.	3.41	.494	Always
7. Teacher gives clear and proper direction of each activity.	3.43	.497	Always
8. Teacher guides in every performance tasks through instructions.	3.44	.498	Always
9. Teacher checks and returns assignments	3.45	.540	Always
10. Teacher presents instructional materials in the class.	3.43	.625	Always
Overall Mean	3.37	.575	Always

Legend: 3.41-4.00 Always/2.61-3.40 Most of the Time/1.81-2.60 Sometimes/1.00-1.80 Never

The indicator which states that "teacher gives assessment after the lesson" obtained the highest mean of 3.49 (SD=.556) which is verbally described as "always". The result indicates that teachers always provide an assessment as strategy to determine the degree or level of pupils' mastery of the subject matter and mastery of the desired learning competencies. The assessment and evaluation were conducted to also assess the level of teachers' teaching competence based on pupils' achievement results. It can be deduced based on findings that test and assessment were conducted by the teachers to monitor pupils' learning progress so that necessary intervention will be introduced by the teacher.

Monteiro (2023) avowed that assessment is conducted to diagnose, monitor, direct pupils' learning, make informed decisions about the curriculum and instructional methods, and evaluate pupils' learning performance.

On the contrary, the lowest mean of 3.41 (SD=.494) is verbally described as "always" in the indicator "teacher provides activities that enhance competence". This finding implies that teachers constantly and regularly provide reading activities that stimulate reading competence. It can be deduced based on findings that teachers provide strategies that help intensify pupils' reading competencies such as reading aloud, providing books at the right level, rereading to build fluency, and the like.

Mangarin and Iba (2023) averred that teachers' teaching methodology which include but not limited to provide highly engaging reading activities to enhance pupils' reading competence helps improve pupils' reading competence as well as their comprehension performance. Additionally, it was suggested that through teachers' well-design reading activities help pupils improve reading and comprehension levels.

Problem 2. What is the reading level of the respondents based on the following category? Independent instructional and frustration?

Table 2. *Frequency Distribution of Pupils' Reading Level*

<i>Reading Performance</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Independent	63	45.0%
Instructional	77	55.0%
Frustration	0	0.0%
Total	140	100.0%

Table 2 presents the frequency distribution of pupils' reading level. Results show that 77 out of 184 or 55% of the pupils were instructional readers while 63 or 45% were independent readers. This finding suggests that majority of the pupils are instructional readers. This is the highest level at which a reader is not independent, but has adequate background knowledge for a topic, and can access text quickly and with no or few errors.

Carreon (2022) avowed that teachers' teaching methodologies in reading help stimulate pupils and improve reading performance from frustration to instructional and independent reading performance. Additionally, instructional reading level is the level at which a child needs the support of a teacher, parent, or tutor. The pupils will be introduced to new vocabulary and is where the greatest progress in reading occurs.

Problem 3. Is there a significant relationship in reading levels of the respondents when grouped according to: Teacher's attitude towards Phil-IRI and teaching methodology?

Table 3. *Significant Relationship between Teachers' Attitude towards Phil-IRI and Teachers' Teaching Methodology to Pupils' Reading levels*

<i>Teachers' Attitude</i>	<i>Pupils' Reading Level</i>			
	<i>r</i>	<i>Sig 2-tailed</i>	<i>Interpretation</i>	<i>Decision on Ho1</i>
Teachers' Attitude towards Phil-IRI	.060	.480	Signifies moderate correlation	Accepted
Teachers' Teaching Methodology	.155	.067	Indicates low or slight relationship	Rejected

Table 3 displays the results of the test of the significant relationship between the teachers' attitude towards Phil-IRI and teachers' teaching methodology to pupils' reading level. Results revealed that teachers' attitude towards Phil-IRI denotes negligible correlation to pupils' reading level as evident by the r value of .060 which is less than the significant value of .480. Thus, the null hypothesis was accepted.

It can be deduced based on findings that pupils' reading proficiency is not influenced by teachers' attitude towards the Phil-IRI.

This finding negates to the findings of Mangarin and Ibo (2023) who found out that pupils' reading competence is influenced by teachers' attitude towards Phil-IRI and it was also emphasized that pupils' reading competence is influenced by teachers' attitude towards Phil-IRI. Additionally, it was emphasized that reading practice will help pupils improve not only word recognition but also comprehension levels of elementary school pupils.

Subsequently, teachers' teaching methodology signifies low or slight relationship with the pupils' reading level as evident by the r value of .155 which is greater than the significant level of .067. Thus, the null hypothesis was rejected.

This finding was supported by Monteiro (2023) who suggests that teachers utilized effective teaching strategies and methodologies in reading such as but not limited to reading through the text to grasp the main idea and quickly scuttles across the sentences to get to a particular piece of information as well as the use of intensive and extensive reading activities.

Conclusions

From the findings, it was concluded that in general, teachers' attitude towards Phil-IRI is observed most of the time and teachers' teaching methodology is always practiced by teachers to help pupils stimulate learning and intensify reading performance.

Additionally, teachers always utilized different teaching methodology and continuously employed fitting teaching practice to develop pupils' reading proficiency through different reading activities such as but not limited to reading through the text to grasp the main idea and quickly scuttles across the sentences to get to a particular piece of information as well as the use of intensive and extensive reading activities.

The wide-ranging used of teaching methodologies stimulated pupils' reading proficiency as evident on pupils' reading level assessment. Majority (55%) of the pupil-respondents achieved independent level while 44% were rated with instructional competence. These imply that teaches' teaching method was effective and efficient.

Subsequently, it can be concluded that teachers continuously application of effectively proven teaching methodologies in developing reading had influenced pupils' reading performance as evident by the r value of .155 which is greater than the significant level of .067 which proved that teachers' teaching methods significantly influenced pupils' reading competence and performance.

Based on the findings and conclusions presented, the following recommendations were being offered to be considered:

School heads are encouraged to inspire teachers to exploit effective teaching approaches and strategies in teaching reading in order to stimulate pupils' reading performance and proficiency. Additionally, it is recommended that proper monitoring on teachers' instructional reading program is likewise be conducted in order to provide necessary technical intervention to ensure effective implementation of the reading program to achieve better pupils' reading performance.

Teachers are invigorated to continuously provide appropriate instructional reading activities and design interesting reading lesson presentation and encourage an overall enthusiasm to form positive relationship and strengthen pupils' reading outcomes.

A study on extensive teachers' instructional strategies should be conducted in order to explore its effect to pupils' reading proficiency development and at the same time establish its likelihood in improving teachers' teaching proficiency in the teaching of reading.

References

- Badon, Paul Y. "Predictors of Reading Comprehension Skills among Grade V Pupils in East-I and East II Districts of Cagayan de Oro City S.Y. 2010-2011" (Masters Thesis, Cagayan de Oro College, Cagayan de Oro City)
- Cacho, R. G (2007). *Style, Strategy and Skill in Reading*. New York: Harper and Row
- Chua, Hirah Marie B., "Philippine Informal Reading Inventory (Phil-IRI) Program: Its Effect on reading Performance among Grade VI pupils in District II, El Salvador City, (Masters Thesis, Cagayan de Oro College, Cagayan de Oro City)
- Donnelly, Verity "European Agency for Development in Special Needs education, (2010)
- Eivers, E., Shiel G., Perkins, R., & Cosgrove, J. (2005). *The 2004 National Assessment of English Reading*. Dublin: Educational Research Centre.
- Kane, Thomas J., Jonah E. Rockoff, and Douglas O. Staiger (2006). *What Does Certification Tell Us About teacher Effectiveness? Evidence from New York City, NB Working Paper, 12155*
- Mapano, Rodrigo F." *Learning Style Influences on Reading Proficiency Level of Grade V Pupils in Gumaod Elementary School, Claveria District I. (Masters Thesis, Southern Philippines College, Cagayan de Oro City)*
- National Reading panel. *Teaching Children to Read (2000). An Evidence Base Assessment of the Scientific Literature on Reading and its Implications for Readig Instruction*. Bethesda MD: National Institute of Child Health and Human Development
- Pagara, Eleonor E. "Results of the Application of the Philippine Informal Reading Inventory (Phil-IRI) among the Third year Students in Iligan City National High School Tambacan Annex S.Y. 2009-2010: A basis for Developing A Reading Program" (Masters Thesis, Cagayan de Oro College, Cagayan de Oro City)
- Reis, S.M. Eckert R.D., McCoach, Btsy D. Jacobs, Joan K; Coyne, Michael. (2008). *Using Enrichment Reading practices to increase Reading Fluency, comprehension and Attitudes. The journal of educational Resaerch (Washington DC) 101 no 5 299-314 My/Je.*
- Taylor, B., Pressley, M., & Pearson, P. (2002). *Research-Suported Characteristics of Teachers and Schools that Promote Reading Achievement*. Washington DC. National Education Association.

Affiliations and Corresponding Information

Arthur C. Ortiz
Malinao Elementary School
Department of Education – Philippines