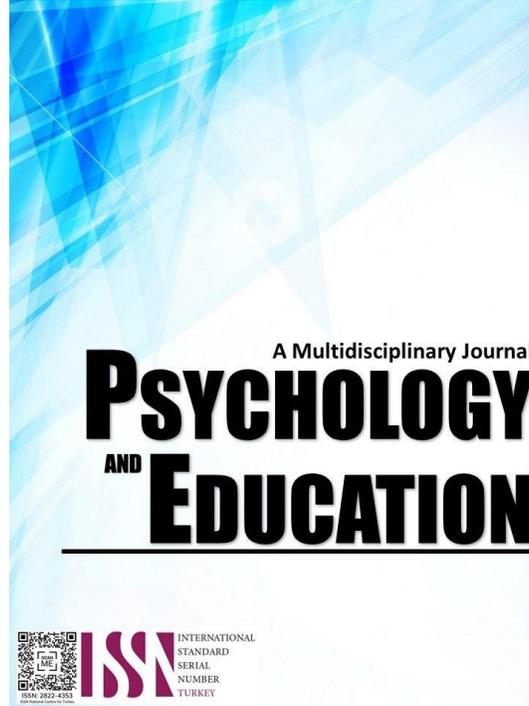


# RELATIONSHIP BETWEEN TEACHING PRACTICES AND LEARNERS' READING SKILLS



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## Relationship Between Teaching Practices and Learners' Reading Skills

Michae Rhejane Jayme,\* Ruel C. Duran  
For affiliations and correspondence, see the last page.

### Abstract

Developing reading skills is fundamental to a learner's academic success and lifelong learning. Effective teaching practices are crucial in enhancing these skills and fostering comprehension and a love for reading among students. This study aimed to determine the extent of the teaching practices regarding differentiated instruction, formative assessment, and reading scaffolds. Moreover, it also determines the level of reading skills development in terms of habit, attitude, knowledge, and skills. This study utilized a descriptive-correlational research design. This study was conducted in District IX, Valencia, Bukidnon. The respondents of the survey were the one hundred eleven (110) elementary teachers and the selected sixty-six (66) grade 4, 5, and 6 learners in District IX: Lumbo Integrated School, Sinalayan Integrated School, Malingon Elementary School, Liloan Elementary School, Cabanbanagan Integrated School, and Cabanuangan Elementary School, Division of Valencia, during the School Year 2024-2025. Mean and standard deviation were used to determine the teaching practices and reading skills level. Pearson r correlation was utilized to find out the significant relationship between the level of teaching practices and its level on improving reading skills. The result revealed that the teachers effectively implemented the teaching practices regarding differentiated instruction, formative assessment, and reading scaffolds. Moreover, the level of reading skills among learners in terms of habit, attitude, knowledge, and abilities is significantly involved. The result also revealed a strong positive correlation between teaching practices and reading abilities, confirming a statistically significant association between the variables. The result suggests that TEACHERs implement evidence-based teaching strategies to enhance learners' reading skills. Teachers should receive professional development programs to equip them with effective instructional techniques tailored to different reading levels.

**Keywords:** *teaching practices, reading skills, differentiated instructions, formative assessment, reading scaffolds, habit and attitude, knowledge and skills*

### Introduction

Gaining proficiency in reading is essential for both academic achievement and lifetime learning. Good teaching methods are essential for developing these abilities and encouraging learners to appreciate reading in addition to comprehension. Evaluating different teaching methods that promote reading development is becoming more and more crucial as educational environments change to accommodate a range of learning requirements and technological breakthroughs. In addition to examining conventional techniques, this examination also incorporates cutting-edge strategies that really engage students. To foster a supportive atmosphere where learners can develop into proficient readers who can navigate challenging texts and engage in critical thinking activities in an information-rich world, teachers must comprehend and apply effective teaching approaches. The development of elementary learners' reading abilities might be hampered by inadequate teaching methods, including those related to adaptation, strategy, and reading scaffolds.

Regarding insufficient adjustment, instruction is not differentiated to meet the requirements of varied learners, and suitable modifications and accommodations for difficult learners are not provided (Ahmad, 2021). Additionally, there is a lack of utilization of interactive and hands-on methods that foster intellectual growth, and an over-reliance on traditional, whole-class instruction that does not engage all students. Additionally, there are not enough scaffolds available, and scaffolds are not gradually faded as students gain proficiency (Bryan, 2022).

Additionally, according to Dori (2023), cultivating favorable habits and attitudes toward intellectual abilities, as well as acquiring information and skills in decoding, comprehension, and critical analysis, are all necessary for efficiently developing reading skills. Unmotivated students may not recognize the value or enjoyment of learning, which results in a lack of engagement and effort, and past negative learning experiences may cause fear or resistance towards the activity. Both issues occur when both factors are addressed together, though. This issue may also come up in terms of knowledge and abilities; some students have trouble with analysis, which makes it difficult for them to understand texts. Students may struggle to comprehend or recall the information they read, and many may find it difficult to develop higher-level reading skills like analyzing and synthesizing information. Due to the intricate interactions created by these issues, it may be challenging to help kids improve their intellectual capacities (Huseynova, 2023). In order to enhance student reading outcomes, Mulato and Regassa (2022) stressed the significance of evaluating instructional strategies. They contend that evaluation can give TEACHERs insight into how well their teaching strategies are working. Ahmad (2021) emphasizes the importance of assessment in determining students' learning strengths and weaknesses and proposes that it can help teachers deliver education that is specifically tailored to each student's needs. According to Cooper and Ozansoy (2022), formative evaluation is essential for tracking student development and modifying education as necessary. He contends that evaluation can assist TEACHERs in monitoring pupils' comprehension and taking appropriate action early on. Cordero (2018) worries that evaluation may cause students to focus less on learning and more on testing. Argues that rather than guiding education, evaluation should be utilized to assist it. The

rationale behind the researcher's focus on evaluating instructional strategies for intellectual skill development is that it can assist both researchers and TEACHERs in determining the most effective ways to enhance students' analytical abilities, which will increase literacy rates and academic achievement. Additionally, by knowing how various teaching approaches affect students, teachers can modify their lessons to fit each student's unique needs and maximize learning outcomes. Researchers and TEACHERs can overcome challenges and discover ways to improve cognitive development by evaluating teaching techniques to identify areas where instruction is lacking.

### **Research Questions**

This study was conducted to determine level of the teaching practices of teachers and level of the reading skills of the learners in Valencia Bukidnon, during the School Year 2024-2025. Specifically, this study sought to answer the following questions:

1. What is the level of teaching practices in terms of differentiated instruction, formative assessment, and reading scaffold?
2. What is the level of reading skills of the learners in terms of habit and attitude, and knowledge and Skills?
3. Is there a significant relationship between the level teaching practices of the teachers and level of reading skills learners?

### **Methodology**

#### **Research Design**

A descriptive-correlational research design was used in this investigation. It will ascertain how much differentiated instruction, formative assessment, and reading scaffolding are used in the classroom. Additionally, it assessed the degree of habit, attitude, knowledge, and skill development related to reading. Because it is an effective method of learning about the traits of a population or group and the connections among its various components, the researcher chose this research design. Without implying that one variable caused another, it enables the researcher to explain variables and examine their correlations thoroughly.

#### **Respondents**

During the school year 2024–2025, sixty-six (66) grade 4, 5, and 6 students from District IX—Lumbo Integrated School, Sinalayan Integrated School, Malingon Elementary School, Liloan Elementary School, Cabanbanagan Integrated School, and Cabanuangan Elementary School, Division of Valencia, as well as 110 elementary teachers served as the study's respondents. Planning and carrying out instructional strategies for the development of reading abilities is the responsibility of teachers. They were, therefore, the most qualified respondents to offer opinions and insights regarding how well various teaching strategies support students' growth in their reading abilities.

Since teachers tend to be a smaller and more manageable population, census enumeration was employed to gather data from all members of the group, providing a thorough and precise breakdown. This method guarantees that every viewpoint and difference among the faculty members is recorded. On the other hand, learners were subjected to random sampling as the number of learners is typically significantly bigger, and collecting data from every individual is difficult and time-consuming. Every student has an equal chance of being included in the study, and random sampling saves time and money while enabling the selection of a representative subset of students from grades 4, 5, and 6.

#### **Instrument**

This study utilized an adapted questionnaire from Ferolino (2023) to assess teaching practices in terms of adjustment, teaching strategy, and reading scaffold, as well as Li et al. (2023) for developing reading skills in terms of habit, attitude, knowledge, and skills.

There are two parts of the instrument, and it is all about the level of the teaching practices and the level of the learner's reading abilities. The first part is about the teaching practices in terms of differentiated instruction, formative assessment, and reading scaffolds. The second part is about the level of reading skills in terms of habit and attitude, knowledge, and skills. Each section of the questionnaire consists of five questions, with the level of the learners' reading ability development and the teaching techniques being assessed using a five-point Likert scale.

#### **Procedure**

An official request was made to the Valencia Schools Division Superintendent to distribute the research instrument to schools, as advised by the dean of Valencia Colleges Inc.'s School of Graduate and Professional Studies. Once the School Division Superintendent gives his or her consent, the researcher will send letters of communication to the District Supervisors. After all necessary correspondence and approvals had been completed, the professors and selected students personally filled out the questionnaires. The participants filled out the questionnaire at the appropriate time and place at the school. Since respondents are not asked for or forced to give their names, the researcher ensured that the details of their responses remain confidential. On the same day, the questionnaires were gathered.

The information gathered from the survey was arranged, categorized, and assembled appropriately. The researcher then collated the information gleaned from the filled-out survey. The creation of results, conclusions, and recommendations was made easier by the analysis and interpretation of the data.

## Data Analysis

The data from this study were analyzed and interpreted using the following statistical tools:

The level of differentiated instruction, formative assessment, and reading scaffolding was assessed using the mean and standard deviation. The level of reading proficiency in terms of habit and attitude, knowledge, and abilities was assessed using the mean and standard deviation.

The level of instructional approaches and their impact on reading skill improvement were found to be significantly correlated using Pearson's correlation.

## Ethical Considerations

The researcher guaranteed the confidentiality of the respondents by making sure that their data and personal information were kept safe and were not disclosed to third parties without their permission. The researcher ensured that the respondents' rights and welfare were safeguarded during the whole research procedure and treated them with dignity and respect. The researcher also weighed the possible dangers and rewards of the study, taking all the required safety measures to reduce any possible harm to the learners who participated and to optimize any potential advantages.

## Results and Discussion

The data collected from the respondents is presented, analyzed, and interpreted in this section.

A variety of variables, each with its own mean and standard deviation (SD), were used to assess the level of teaching practices in terms of differentiated instruction, as shown in Table 1.

Table 1. *Level of a teaching practices in terms of differentiated instruction.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
I incorporate students' interests into reading assignments to increase engagement.	4.95	0.209	Very High Level
I provide reading materials at varying levels of difficulty to accommodate all learners.	4.92	0.275	Very High Level
I regularly assess my students' reading levels to tailor instruction effectively.	4.92	0.275	Very High Level
I encourage peer collaboration in reading activities to promote learning from one another.	4.91	0.289	Very High Level
I use a variety of teaching strategies to meet the diverse needs of my students.	4.90	0.301	Very High Level
<b>Overall</b>	<b>4.92</b>	<b>0.116</b>	<b>Very High Level</b>

*Legend: 5 (4.20–5.00) – Always, Very High Level; 4 (3.40–4.19) – Often, High Level; 3 (2.60–3.39) – Sometimes, Moderate Level; 2 (1.80–2.59) – Seldom, Low Level; 1 (1.00–1.79) – Never, Very Low Level*

According to Table 1's findings, all indicators consistently rate the quality of teaching methods in terms of differentiated instruction as Very High Level. With a mean score of 4.95 and a standard deviation of 0.290, the indication "I incorporate students' interests into reading assignments to increase engagement" had the highest mean score. This implied that teachers placed a high value on matching reading activities to students' interests in order to make them interesting and relevant. This suggests that a key component of differentiated instruction is the use of student engagement tactics.

With a mean score of 4.90 and a standard deviation of 0.301, the indicator "I use a variety of teaching strategies to meet the diverse needs of my students" had the lowest mean score. This somewhat lower mean, while still categorized as Very High Level, indicates that teachers may find it difficult to execute the various tactics they see as important completely. Some variance in the replies from teachers is also shown by the slightly greater standard deviation of 0.301, which could be the result of variations in the resources available or the teaching experience of the teachers.

Other indicators that demonstrate a strong commitment to differentiated instruction by making sure that students receive materials and support appropriate to their abilities include "I regularly assess my students' reading levels to tailor instruction effectively" (Mean: 4.92, SD: 0.275) and "I provide reading materials at varying levels of difficulty to accommodate all learners" (Mean: 4.92, SD: 0.275). Furthermore, with a Mean of 4.91 and an SD of 0.289, the statement "I encourage peer collaboration in reading activities to promote learning from one another" emphasizes the value of interactive learning and creates a collaborative atmosphere in reading activities. Overall, teachers routinely use differentiated instruction methodologies at a very high level, as confirmed by the overall mean of 4.92 and SD of 0.116.

According to a study by Dori (2023), differentiation is a crucial element of good instruction. His research synthesized numerous studies and found that frequent tailored instruction significantly improved student motivation and learning outcomes. The study also discovered that when teachers adjust their methods according to students' strengths and weaknesses, continuous differentiation helps to close learning gaps. The findings illustrate the value of advanced differentiation in contemporary education by showing that teachers who implement it enhance their students' academic performance and engagement.

Ahmad (2021) also looked on the long-term advantages of customized instruction in fostering student development. According to their research, students' critical thinking, problem-solving, and self-regulation skills significantly improved in classes where differentiation was regularly used. According to the study, TEACHERS who employ differentiation effectively support students' social and cognitive



growth in addition to meeting their academic goals. The idea that instructors who consistently employ differentiated instruction approaches produce positive educational outcomes is supported by all of this data.

A variety of variables, each with its own mean and standard deviation (SD), were used to evaluate the level of teaching practices in terms of formative assessment, as shown in Table 2.

Table 2. *Level of a teaching practices in terms of formative assessment.*

Indicator	Mean	SD	Interpretation
I adjust my reading instruction based on the results of formative assessments.	4.95	0.228	Very High Level
I provide constructive feedback to my students after formative assessments focused on their reading skills.	4.94	0.245	Very High Level
I encourage peer assessments as a way for students to improve their reading skills.	4.93	0.261	Very High Level
I integrate various formative assessment strategies to engage my students in their reading development.	4.92	0.307	Very High Level
I regularly use formative assessments to monitor my students' reading progress.	4.91	0.289	Very High Level
Overall	4.93	0.126	Very High Level

Legend: 5 (4.20–5.00) – Always, Very High Level; 4 (3.40–4.19) – Often, High Level; 3 (2.60–3.39) – Sometimes, Moderate Level; 2 (1.80–2.59) – Seldom, Low Level; 1 (1.00–1.79) – Never, Very Low Level

According to the results in Table 2, all indicators consistently rank the quality of teaching practices as Very High Level when it comes to formative assessment. The indication "I adjust my reading instruction based on the results of formative assessments" has the highest mean score, with a mean of 4.95 and SD of 0.228. This implied that teachers placed a high priority on adapting their lessons in response to students' assessment findings, making sure that learning interventions are customized to meet the needs of each individual student. The indication "I regularly use formative assessments to monitor my students' reading progress" had the lowest mean score, with a mean of 4.91 and a standard deviation of 0.289. This somewhat lower mean, while still categorized as Very High Level, indicates that although teachers often employ formative evaluations, some may find it difficult to carry them out as regularly or methodically as necessary.

There is some variation in implementation among teachers, as indicated by the standard deviation of 0.289. Additional indicators that emphasize the importance of feedback and student collaboration in enhancing reading abilities include "I encourage peer assessments as a way for students to improve their reading skills" (Mean of 4.93, SD of 0.261) and "I provide constructive feedback to my students after formative assessments focused on their reading skills" (Mean of 4.94, SD of 0.245). With a Mean of 4.92 and an SD of 0.307, the statement "I integrate various formative assessment strategies to engage my students in their reading development" also demonstrates instructors' dedication to utilizing a variety of assessment methods to sustain student engagement.

Overall, the SD of 0.126 and the general mean of 4.93 attest to the teachers' successful application of formative assessment techniques. A number of research investigations support the conclusion that teachers make extensive use of formative assessment processes. A groundbreaking study on the function of formative assessment in improving student learning outcomes was carried out by Li, W. et al. in 2023. According to their findings, student achievement significantly increases for teachers who regularly use formative assessment techniques, including self-evaluation, questioning, and feedback. They discovered that formative assessment is one of the most powerful tools for enhancing learning when implemented properly in educational institutions.

Almutairi (2018) has looked into how formative assessment can bridge the gap between students' present performance and their learning goals. He emphasized that TEACHERs who successfully use formative assessment give students continuous feedback so they can understand their areas of strength and growth. The study found that high levels of formative assessment techniques enhance learning self-regulation, motivation, and student engagement. A more student-centered learning environment is typically created by teachers who are adept at implementing these strategies.

Additionally, Ferolino (2023) looked into the impact of feedback—a key element of formative assessment—on student learning. According to their findings, students significantly improve their academic performance when professors provide them with timely, precise, and unambiguous feedback. They also emphasized that effective teachers use formative assessment to adjust their teaching strategies to meet the needs of their pupils, in addition to assessing their progress. According to this research, teachers who successfully implement formative assessment have a major positive impact on students' academic progress and achievement.

The reading scaffold level of a teaching practice is shown in Table 3 and was assessed using several indicators, each with a corresponding mean and standard deviation (SD).

Table 3. *Level of a teaching practices in terms of reading scaffold*

Indicator	Mean	SD	Interpretation
I use a variety of reading strategies to support student comprehension.	4.95	0.228	Very High Level
I encourage students to ask questions about the reading material.	4.93	0.261	Very High Level
I provide clear instructions and models reading techniques for students.	4.91	0.319	Very High Level
I provide feedback on students' reading progress regularly.	4.90	0.301	Very High Level
I use graphic organizers to help students visualize the content.	4.85	0.388	Very High Level
Overall	4.91	0.157	Very High Level

Legend: 5 (4.20–5.00) – Always, Very High Level; 4 (3.40–4.19) – Often, High Level; 3 (2.60–3.39) – Sometimes, Moderate Level; 2 (1.80–2.59) – Seldom, Low Level; 1 (1.00–1.79) – Never, Very Low Level

According to the findings in Table 3, all indicators consistently rank the quality of teaching practices in terms of the reading scaffold as Very High. With a mean score of 4.95 and an SD of 0.228, the indicator "I use a variety of reading strategies to support student comprehension" had the highest mean score. This implied that teachers placed a high value on using a variety of techniques to enhance students' comprehension and meet their diverse learning needs. With a mean score of 4.85 and a standard deviation of 0.388, the indicator "I use graphic organizers to help students visualize the content" had the lowest mean score. This slightly lower grade and the biggest standard deviation among the indications indicate significant variety in teachers' usage of graphic organizers, even though the rating is still Very High Level. This could be the result of disparities in resource availability or experience with such technologies. The significance of creating an interactive and supervised learning environment is further highlighted by other indicators, such as "I encourage students to ask questions about the reading material" (Mean of 4.93, SD of 0.261) and "I provide clear instructions and model reading techniques for students" (Mean of 4.91, SD of 0.319). Furthermore, with a mean of 4.90 and an SD of 0.301, the statement "I provide feedback on students' reading progress regularly" demonstrates instructors' dedication to tracking and assisting students' reading development through ongoing evaluation.

Overall, the SD of 0.157 and the general mean of 4.91 attest to the effectiveness of teachers' use of reading scaffolding techniques. Cordero (2018) conducted further research to support the effectiveness of reading scaffolding, particularly in the context of disciplinary literacy. According to their research, children show better comprehension and critical thinking abilities when teachers give targeted teaching while progressively transferring responsibility to students. The gradual release of the responsibility paradigm, which aids in children's transition from guided practice to independent reading, is another strategy that Dori (2023) supports. According to their findings, comprehensive scaffolding significantly enhances students' ability to understand and interpret texts. Examples of this scaffolding include interactive read-alouds and teacher-led conversations.

Additionally, Cooper and Ozansoy's 2022 research emphasizes the importance of scaffolding in encouraging strategic reading. Their findings imply that successful scaffolding techniques, such as think-aloud activities and two-way instruction, assist students in internalizing the process of comprehending what they read. In order to attain long-term reading success, Cooper and Ozansoy (2022) also suggested that scaffolding be progressively removed as kids gain competency.

Table 4. *Level of reading skills among learners in terms of habit and attitude.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
I enjoy reading books in my free time.	4.83	0.376	Very High Level
I believe that reading is important for my education.	4.83	0.414	Very High Level
I feel motivated to improve my reading skills.	4.65	0.480	Very High Level
I prefer reading digital books over printed ones.	4.56	0.611	Very High Level
I often discuss what I read with my friends or family.	4.20	0.684	Very High Level
Overall	4.62	0.306	Very High Level

*Legend: 5 (4.20–5.00) – Always, Very High Level; 4 (3.40–4.19) – Often, High Level; 3 (2.60–3.39) – Sometimes, Moderate Level; 2 (1.80–2.59) – Seldom, Low Level; 1 (1.00–1.79) – Never, Very Low Level*

Based on all variables, Table 4 shows that students' reading habits and attitudes are at a Very High Level. The indicators "I believe that reading is important for my education" (mean score of 4.83, standard deviation of 0.414) and "I enjoy reading books in my free time" (mean score of 4.83, standard deviation of 0.376) had the highest mean scores. These results suggest that children understood the importance of reading and viewed it as a fun and necessary activity, laying the groundwork for both academic success and lifelong learning. With a mean score of 4.20 and a standard deviation of 0.684, the indicator "I often discuss what I read with my friends or family" has the lowest mean score. This lower mean and the biggest standard deviation among the indicators indicate some variability in the frequency of student discussions concerning their reading materials, even though the students are still categorized as Greatly Involved. This suggests that reading is not primarily a social activity, but rather an individual one, for many students.

Additional indicators that show students' positive attitudes toward improving their reading skills and their growing preference for digital reading materials include "I feel motivated to improve my reading skills" (mean of 4.65, SD of 0.480) and "I prefer reading digital books over printed ones" (mean of 4.56, SD of 0.611). These metrics' comparatively higher standard deviation points to a range of student preferences and motivations. Students are extremely involved in their reading habits and attitudes, as seen by the overall mean of 4.62 and SD of 0.306. According to Mulato and Regassa (2022), students who read for pleasure and are naturally motivated to do so are more likely to engage thoroughly with texts, which improves comprehension and academic achievement. Their study highlights the importance of fostering a culture of reading where kids view reading as a fun and practical activity that enhances their reading abilities. In a similar vein, Elleman et al. (2019) found that children with a positive attitude towards reading are more likely to read widely and voluntarily, which is beneficial to their literacy development. They contend that reading motivation is influenced by a variety of factors, including parental and instructor support, helpful learning environments, and access to interesting materials. According to their research, students who develop strong reading habits read more often and are more interested in literature throughout their lives, which improves their academic performance and cognitive abilities.

Additionally, research by Nurhayati et al. (2023) lends credence to the notion that motivated readers gradually advance their reading abilities. According to their research, children who read independently on a regular basis—especially from a variety of books—have improved vocabulary, comprehension, and critical thinking abilities. They emphasize that because reading fosters skill development and long-term motivation for learning, it is a significant predictor of academic accomplishment. The knowledge and ability levels of



learners in reading are shown in Table 5, which was assessed using several indicators, each with its own mean and standard deviation (SD).

Table 5. *Level of reading skills among learners in terms of knowledge and Skills.*

Indicator	Mean	SD	Interpretation
I am able to identify key details in a reading passage.	4.79	0.481	Very High Level
I can analyze characters and their motivations in a text.	4.59	0.495	Very High Level
I can understand the main idea of a text I read.	4.42	0.556	Very High Level
I can summarize what I have read in my own words.	4.38	0.651	Very High Level
I have the ability to make predictions about what will happen next in a story.	4.32	0.727	Very High Level
Overall	4.50	0.405	Very High Level

Legend: 5 (4.20–5.00) – Always, Very High Level; 4 (3.40–4.19) – Often, High Level; 3 (2.60–3.39) – Sometimes, Moderate Level; 2 (1.80–2.59) – Seldom, Low Level; 1 (1.00–1.79) – Never, Very Low Level

Table 5 demonstrates that students' reading comprehension and knowledge skills are at a Very High Level. With a mean score of 4.79 and a standard deviation of 0.481, the indicator "I am able to identify key details in a reading passage" has the highest mean score. According to this, students had a good ability to identify key material in texts, which is crucial for both reading comprehension and critical thinking. With a mean score of 4.32 and a standard deviation of 0.727, the indicator "I have the ability to make predictions about what will happen next in a story" had the lowest mean score. The lower mean and highest standard deviation imply that certain students can have trouble with inferential thinking, which calls for them to predict story developments based on textual cues, even though they are still categorized as Very High Level. This might suggest that more focused training in logical prediction is required. Additional indications that demonstrate students' capacity for in-depth text analysis and comprehension are "I can analyze characters and their motivations in a text" (mean of 4.59, SD of 0.495) and "I can understand the main idea of a text I read" (mean of 4.42, SD of 0.556). Furthermore, the statement "I can summarize what I have read in my own words" has a mean score of 4.38 and a standard deviation of 0.651, indicating that although students are adept at summarizing, some may struggle to express important ideas succinctly and in their own terms. Students' good reading knowledge and skills are confirmed by the overall mean of 4.50 and SD of 0.405. These results suggest that although students are skilled at comprehending and evaluating texts, they might improve their overall reading competency with further practice in higher-order thinking abilities like summary and prediction.

According to Maris Juhkam et al. (2023), early reading proficiency is a significant indicator of future academic success. According to their findings, students who develop strong foundational reading skills early on are more likely to excel across the board. This is due to the fact that excellent reading comprehension abilities are necessary to comprehend challenging ideas in social studies, science, and mathematics. The study highlights how crucial phonemic awareness, vocabulary growth, and fluency are to the development of strong reading abilities, which in turn lead to overall academic success.

Furthermore, Ferolino's research from 2023 lends credence to the idea that training pupils to read explicitly enhances their comprehension skills. They contend that children's reading performance is enhanced when they receive methodical instruction in decoding, fluency, and comprehension techniques. Their study highlights the importance of interactive discussions and guided reading in fostering students' critical thinking skills.

Additionally, Ferolino (2023) found that students who read more actively also learn more vocabulary and have better reading comprehension. Their research indicates that encouraging children and providing them with interesting reading materials significantly affects their literacy development, which in turn raises academic achievement. Moreover, Bryan L. M. (2022) discovered that systematic and unambiguous instruction in essential literacy components benefits children with exceptional reading knowledge and abilities. According to their findings, children's reading abilities significantly improve when they receive direct teaching in phonics, fluency, and comprehension. In a similar vein, Pressley (2006) highlights how crucial good teaching strategies like modeling and scaffolding are to assisting students in developing exceptional reading comprehension abilities. According to this research, students who possess good reading knowledge and abilities perform better academically than their classmates and are more equipped for possibilities in the future.

Using a variety of measures, each with its own Pearson r Correlation, Table 6 shows the strong association between the teaching methods and the reading proficiency of the students.

Table 6. *Test of significant relationship between the teaching practices and level of reading abilities among learners*

Variable	r	p-value	Interpretation
Differentiated Instruction	.590	.004	Significant
Formative Assessment	.302	.002	Significant
Reading Scaffolds	.431	.006	Significant
Overall	.438	.0117	Significant

Table 6 shows that there is a substantial correlation between students' reading proficiency and instructional strategies. Differentiated instruction has a positive association with reading abilities, according to a correlation study, with a correlation coefficient (r) of 0.590 and a p-value of 0.004. However, the low p-value indicates that this link is statistically significant. Similarly, there are positive

correlations between reading abilities and Formative Assessment ( $r = .302$ ,  $p$ -value  $= .002$ ) and Reading Scaffolds ( $r = .431$ ,  $p$ -value  $= .006$ ), but their  $p$ -values show that these connections are also significant. This indicates that in order to improve students' reading skills, effective teaching techniques, including formative evaluation, individualized instruction, and reading scaffolds, are essential.

The statistically significant relationships show that when teachers implement these instructional approaches more successfully, children's reading skills improve. This study highlights how important it is to use a range of teaching techniques to increase reading development and make sure that students get the support and evaluation they need to become more proficient readers. Overall, there was a substantial positive correlation ( $r = .438$ ,  $p = .0117$ ) between the combined teaching approaches and reading ability, indicating a statistically significant relationship between the variables. The null hypothesis is thus disproved. These results suggest that there is sufficient data to conclude that teaching methods and reading proficiency are significantly correlated. In other words, reading skills typically grow in tandem with changes or improvements in teaching methods. The null hypothesis is rejected, demonstrating that there is a significant relationship between the two variables and that the observed association is not the result of chance.

## Conclusions

The study's conclusions were derived from the previously mentioned findings:

It was determined from the results of problem 1 that teachers heavily included formative evaluation, differentiated instruction, and reading scaffolds into their lesson plans. This implied that TEACHERs were effectively meeting the various requirements of their students, keeping tabs on their development, and offering the right kind of assistance to improve reading comprehension.

Furthermore, based on the results of problem 2, it was determined that a number of elements, most notably the reading habits, attitudes, knowledge, and abilities of the students, had a substantial impact on their reading proficiency. This implied that students were more likely to improve their reading abilities if they regularly participated in reading-related activities and had a favorable attitude toward reading. It was determined that the manner in which instruction was carried out significantly affected the students' reading abilities based on the results of problem 3. Higher reading proficiency was probably linked to more effective teaching strategies, whereas lower reading proficiency may be linked to less effective strategies. The strong correlation implied that better teaching methods might result in higher reading proficiency among students.

The following recommendations are hereby offered:

Finding suggests that teachers may continue to improve and broaden these methods by incorporating more individualized teaching techniques. To continuously improve the quality of instruction, professional development programs that emphasize advanced differentiation strategies, efficient assessment design, and creative scaffolding techniques should be made available. Teachers should use data-driven insights from formative assessments to customize instruction to meet the diverse needs of learners. It is accomplished by routinely collecting student input, which helps to improve these tactics and keep them adaptable to the changing demands of the students. Additionally, it is recommended to establish a more stimulating and encouraging reading environment, both within and outside the classroom, to help students further improve their reading habits, attitudes, knowledge, and abilities. Book clubs, interactive storytelling sessions, and reading logs are examples of structured reading programs that TEACHERs should use to promote daily reading habits.

Teachers may deliberately match their teaching strategies with tactics that directly improve students' reading abilities, according to the findings of problem 3. For students with a variety of reading challenges, teachers should incorporate targeted scaffolding, formative evaluation, and differentiated instruction. To put this into effect, schools might set up group planning meetings where TEACHERs create lesson plans with a reading focus that include these strategies. Regular training sessions and peer observations can also assist TEACHERs in honing their methods and exchanging best practices. Assessments and feedback loops that track students' progress over time will guarantee that teaching strategies continue to be efficient and sensitive to the reading development of their students.

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## Affiliations and Corresponding Information

**Michae Rhejane Jayme**

Cabanbanagan Integrated School  
Department of Education – Philippines

**Ruel C. Duran, PhD**

Valencia Colleges (Bukidnon), Inc. – Philippines