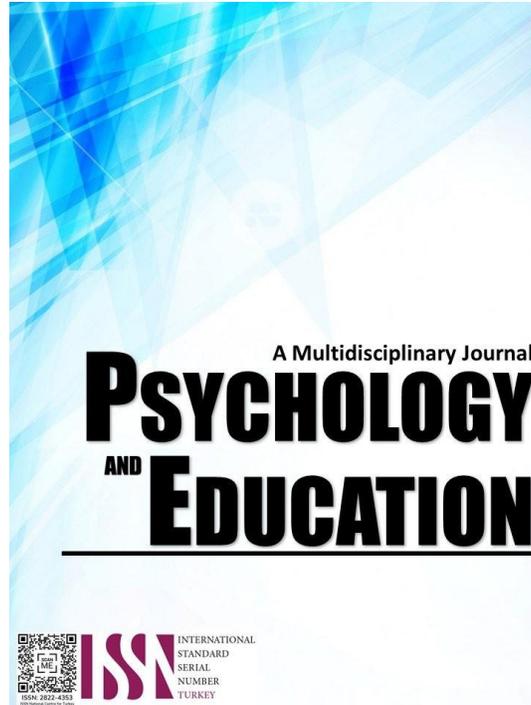


SIGNIFYING APPROPRIATE READING STRATEGIES TO PROMOTE LEARNERS' ACADEMIC PERFORMANCE



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 51

Issue 6

Pages: 766-774

Document ID: 2026PEMJ4996

DOI: 10.70838/pemj.510610

Manuscript Accepted: 12-26-2025

Signifying Appropriate Reading Strategies to Promote Learners' Academic Performance

Ma. Neiz E. Amper,* Daisy L. Obiso
For affiliations and correspondence, see the last page.

Abstract

This study examined the reading comprehension strategies used in teaching and their relationship to the academic performance of Grade VI learners at Japitan Elementary School during School Year 2022–2023, to enhance reading comprehension activities. A descriptive-correlational research design was employed. Participants included 5 Grade VI teachers and 50 learners selected through universal sampling. Data were gathered using the Philippine Informal Reading Inventory (Phil-IRI) and a structured questionnaire on reading comprehension strategies. Results revealed that teachers consistently employed reading aloud, reciprocal teaching, and graphic and semantic organizers, while vocabulary instruction was utilized very often. Learners demonstrated good academic performance in noting details, sequencing events, and making inferences, although inferential comprehension remained the weakest area. Analysis showed no significant differences in learners' academic performance across age and gender groups. However, a significant positive relationship was found between learners' reading comprehension proficiency and their English academic performance. Based on these findings, enhanced and targeted reading comprehension activities are recommended to strengthen learners' higher-order comprehension skills and overall academic performance.

Keywords: *reading comprehension, instructional strategies, academic performance, descriptive-correlational research, elementary learners, Philippines*

Introduction

Reading comprehension is a fundamental skill essential to a wide range of human activities, including following instructions in manuals, understanding the who, what, when, where, and why of events, and communicating effectively in social and business contexts. According to the Programme for International Student Assessment (PISA, 2018), strong reading comprehension enables learners to access, interpret, and apply information encountered in daily life and academic settings.

In today's information-driven world, text remains the primary medium for communication. Websites, books, magazines, and newspapers rely heavily on written language, often supplemented by visuals to enhance understanding. As learners progress through the educational system, their exposure to complex texts increases, making reading comprehension increasingly critical to academic success.

In the early elementary grades, learners typically rely on decodable readers and short library materials, as textbooks are rarely brought home. However, beginning in Grade 3, textbooks become a regular part of learning at home. At this stage, students are expected to extract information independently, a skill that is vital for meeting academic demands. By secondary school, teachers—particularly in subjects such as history, science, and mathematics—often expect students to read lengthy textbooks at home to build background knowledge and participate meaningfully in class discussions.

Despite these expectations, many learners struggle to engage with textbooks. These materials often contain advanced vocabulary, dense content, and limited structural supports that promote comprehension. As a result, students may find textbooks unengaging and difficult to understand, even though they are still developing their reading skills during the elementary years. Nevertheless, by the time learners reach secondary school, they are expected to read and comprehend complex texts across subject areas.

In the Philippine education system, reading comprehension is further emphasized through standardized assessments. As learners advance in grade level, they are increasingly required to read and understand test instructions, passages, and problem statements independently. Performance in these assessments plays a significant role in school evaluation and accountability. Poor performance may, in part, be attributed to learners' difficulties in reading and comprehending test questions rather than a lack of content knowledge.

Developing reading proficiency requires consistent practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Mastery of these skills allows learners to access increasingly complex information across academic disciplines. However, Filipino learners often face additional challenges when reading in English. Unlike Filipino and many local languages, which have a more consistent sound–symbol relationship, English contains more irregularities in phonetics and spelling. This difference can make English reading acquisition more time-consuming and challenging, particularly in developing comprehension.

While language differences contribute to reading difficulties, other factors also influence learners' reading performance. These include the quality of instruction, the teacher's role, the availability and appropriateness of reading materials, and learners' individual backgrounds. Despite these challenges, proficiency in English remains essential, as much academic content is presented in this language.

As a teacher at Japitan Elementary School, I observed varying levels of reading comprehension and academic performance among

learners. This prompted me to assess learners' reading comprehension proficiency and its relationship to academic performance. The findings of this study serve as the basis for developing enhanced reading comprehension activities to improve learner outcomes.

Research Questions

This study aimed to determine the strategies used in teaching reading comprehension and their relationship to the academic performance of Grade VI learners at Japitan Elementary School, Barili, Cebu, Division of Cebu Province, during the school year 2022-2023, serving as a basis for developing reading enhancement activities. Specifically, the study addressed the following questions:

1. What are the relevant background characteristics of:
 - 1.1 teachers;
 - 1.2 age and gender;
 - 1.3 civil status;
 - 1.4 highest educational attainment; and
 - 1.5 number of years in service?
 - 1.6 number of appropriate trainings, seminars, and workshops attended;
2. To what extent do teachers utilize strategies to improve the reading comprehension of learners in terms of:
 - 2.1 teaching vocabulary;
 - 2.2 reciprocal teaching;
 - 2.3 graphic and semantic organizers; and
 - 2.4 reading aloud?
3. What is the level of academic performance of Grade VI learners in English in the following competencies:
 - 3.1 noting details;
 - 3.2 sequencing events; and
 - 3.3 making inferences?
4. Is there a significant difference in the academic performance of learners when they are grouped according to age and gender? (ANOVA / t-test)
5. Is there a significant relationship between learners' reading comprehension proficiency and their academic performance in English? (Pearson's correlation)
6. What issues and concerns do teachers perceive regarding the teaching of reading comprehension?
7. Based on the findings, what enhanced reading activities can be developed to improve learners' comprehension skills?

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the relationship between reading comprehension proficiency and the academic performance of Grade VI learners. The descriptive component allowed for a systematic observation and documentation of learners' reading competencies, including decoding, fluency, and comprehension, as well as an assessment of their academic performance across related skill areas such as noting details, sequencing events, and making inferences. This approach provided a clear picture of learners' current reading abilities and academic outcomes.

The correlational component was utilized to determine the degree and direction of the relationship between reading comprehension proficiency and academic performance. By analyzing how variations in reading skills were associated with differences in academic achievement, the study provided insights into the potential impact of reading proficiency on learners' overall educational success. This design was particularly suitable because it allowed the researcher to explore naturally occurring relationships without manipulating variables, thereby maintaining the integrity of the classroom environment.

Participants included all Grade VI learners at Japitan Elementary School, selected through universal sampling to ensure comprehensive representation. The learners' teachers were also included to provide information on instructional strategies and classroom practices. Reading comprehension proficiency, the key independent variable, was assessed using the Philippine Informal Reading Inventory (Phil-IRI), which measured decoding skills, fluency, and comprehension. Academic performance, the dependent variable, was evaluated based on learners' scores in reading-related tasks and assessments, including exercises on noting details, sequencing, and inference-making.

Data collection involved administering the Phil-IRI individually under controlled conditions to ensure accuracy, while teachers completed structured questionnaires on the frequency and type of reading strategies employed in the classroom. Collected data were analyzed using descriptive statistics to summarize learner profiles, reading levels, and performance outcomes. Pearson's correlation coefficient was then computed to examine the strength and direction of the relationship between reading comprehension proficiency and academic performance.

This approach provided both a detailed description of learners' reading abilities and academic performance and an empirical analysis of the associations between these variables, forming the basis for evidence-based instructional recommendations.



Respondents

The study involved Grade VI teachers and learners from Japitan Elementary School, selected through universal sampling to ensure full representation of the population. Participating teachers were required to have at least 1 year of teaching experience and to demonstrate a willingness to engage in the study. A total of 5 teachers participated, with ages ranging from 25 to 50 years. The teachers' profile included gender distribution, civil status, educational attainment, years of service, and attendance in professional trainings and seminars.

All Grade VI learners enrolled in the school were included, totaling 50 participants. Learners were age-appropriate for their grade level, ranging in age from 11 to 13. The gender distribution was nearly equal, with 25 males and 25 females. Learners' reading comprehension proficiency, as assessed using the Philippine Informal Reading Inventory (Phil-IRI), ranged from independent readers (44%), instructional-level readers (40%), and frustration-level readers (16%) (Table 3). Including these demographic details enabled a comprehensive analysis of the relationship between reading comprehension proficiency and academic performance, accounting for individual learner characteristics and teacher profiles (Table 2).

Limitations of the Teacher Sample:

It is important to note that the teacher sample size (N=5) is a critical limitation. All participating teachers were female and had similar training backgrounds, which restricts the generalizability of findings regarding teacher practices. Any statistical analysis based on this small sample should therefore be interpreted with caution, as it may not reflect the broader teacher population beyond the study context.

Table 1. Profile of Grade VI Teachers (N = 5)

Profile Variable	Frequency (f)	Percentage (%)
Age		
25–30 years	1	20
31–40 years	3	60
41 and above	1	20
Gender		
Female	5	100
Male	0	0
Civil Status		
Single	1	20
Married	4	80
Highest Educational Attainment		
Bachelor's Degree	2	40
Bachelor's + MA Units	3	60
Years in Service		
1–5 years	1	20
6–10 years	2	40
11+ years	2	40
Trainings/Seminars Attended		
School Level	1	20
Division Level	2	40
Regional/National Level	2	40

Table 2. Profile of Grade VI Learners (N = 50)

Profile Variable	Frequency (f)	Percentage (%)
Gender		
Male	25	50
Female	25	50
Age		
11 years	12	24
12 years	30	60
13 years	8	16

Table 3. Learners' Reading Comprehension Levels Based on Phil-IRI

Reading Level	Frequency (f)	Percentage (%)
Independent	22	44
Instructional	20	40
Frustration	8	16

Instrument

The primary instrument employed in this study was the Philippine Informal Reading Inventory (Phil-IRI) Graded Passages, a validated, informal, and individualized assessment tool designed to evaluate students' oral reading, silent reading, and listening comprehension. For this study, the Phil-IRI Oral Reading Test was emphasized to identify learners' reading miscues, measure the number of words read

per minute, and assess comprehension of passages. This approach enabled the researcher to accurately determine learners' specific reading difficulties. The tool consists of three stories, each accompanied by 23 questions, designed to evaluate reading comprehension levels and identify areas where learners struggle (See Appendix). The use of the validated Phil-IRI is a significant strength of the study, ensuring reliability and consistency in measuring reading proficiency.

In addition, a structured questionnaire was employed to collect supplementary data. The questionnaire was divided into three parts:

Teacher Profile: Information on age, gender, highest educational attainment, civil status, years in service, and relevant trainings, seminars, and workshops attended.

Learner Profile: Data on age, gender, and English grades.

Reading Comprehension Strategy Utilization: Adapted from validated instruments, including Glende (2013) for vocabulary instruction, Lopez and Lopez (2019) for graphic organizers, and Winfield (2009) for reading aloud.

Together, these instruments provided comprehensive and complementary data on teacher practices and learner reading proficiency, forming the basis for analyzing the relationship between reading strategies and academic performance. The combination of a validated assessment tool and adapted questionnaires ensures both rigor and relevance in addressing the research objectives.

Procedure

The researcher followed a systematic, step-by-step process in gathering data for this study while adhering to ethical protocols.

Approval and Permission: A formal letter requesting permission to conduct the study was submitted to the Principal of Japitan Elementary School. Approval was obtained before any data collection commenced. **Administration of the Phil-IRI:** The Philippine Informal Reading Inventory (Phil-IRI) Oral Reading Test was administered individually to each learner in a quiet and controlled environment to ensure accurate assessment. Each session lasted approximately 20–30 minutes per student. During the evaluation, the researcher observed oral reading, recorded miscues, measured the number of words read per minute, and asked comprehension questions to identify specific reading difficulties. **Teacher Questionnaire:** The structured questionnaire was personally distributed to all participating teachers. The researcher provided clear instructions and explanations for completing the questionnaire, emphasizing the importance of honest and accurate responses. Teachers were given 30–40 minutes to complete the questionnaire independently.

Data Handling: Collected data were carefully organized, encoded, and stored confidentially to ensure both ethical compliance and data integrity. **Analysis and Reporting:** The encoded data were analyzed using appropriate descriptive statistics and Pearson's correlation coefficient to address the research objectives. The researcher ensured the analysis was accurate to maintain the validity and reliability of the results. **Finalization:** A complete draft of the study, including analyzed findings, was submitted for review and necessary corrections to ensure rigor and clarity. This detailed procedural account ensures ethical compliance, replicability, and transparency in the research process.

Data Analysis

The data gathered were analyzed using appropriate statistical tools aligned with the research objectives:

Frequency Counts and Percentages were used to describe the demographic profiles of teachers and learners.

Weighted Mean was used to determine the extent of teachers' utilization of reading comprehension strategies, and the level of learners' academic performance in reading comprehension skills.

Analysis of Variance (ANOVA) was employed to determine whether there was a significant difference in learners' academic performance across age and gender groups.

Pearson's Product–Moment Correlation Coefficient (r) was used to assess the strength and direction of the relationship between learners' reading comprehension proficiency and their English academic performance.

All statistical tests were tested at the 0.05 level of significance.

Ethical Considerations

This study adhered to strict ethical standards to ensure the protection, confidentiality, and rights of all participants. Before data collection, approval was obtained from the school principal of Japitan Elementary School, and the study protocol was submitted for review to the appropriate ethics committee to ensure compliance with research guidelines.

For minors, informed consent was obtained from their parents or guardians. Learners were also given an assent form that clearly explained the study's purpose, procedures, and their right to withdraw at any time without penalty. Teachers participating in the study received detailed information about the objectives and methods, and provided voluntary consent before completing questionnaires.

All collected data were treated with strict confidentiality. Learners' and teachers' identities were anonymized, and data were securely stored in a password-protected file accessible only to the researcher. Only aggregated results were reported to ensure that individual

participants could not be identified.

The study further ensured that participation was entirely voluntary, with no penalties for non-participation, and that all interactions with learners and teachers were conducted respectfully and professionally. By incorporating informed consent, ethics committee approval, voluntary participation, and secure data storage, this study upheld the highest standards of research ethics and participant protection.

Results and Discussion

This section presents the study's findings in relation to the stated research questions and provides an in-depth discussion of the results, supported by relevant literature. The debate goes beyond numerical presentation by explaining patterns, relationships, and implications of the findings in the context of reading comprehension instruction among Grade VI learners. Results are analyzed according to teacher profiles, instructional strategies, learners' academic performance, and the relationship between reading comprehension proficiency and academic achievement.

Teacher and Learner Profile

All participating Grade VI teachers were female, mostly married, and had several years of teaching experience. Most had pursued graduate studies and attended professional development activities at the division, regional, or national level. This profile suggests that teachers possessed adequate pedagogical knowledge and exposure to contemporary instructional practices in reading comprehension. Research indicates that teacher experience and professional training positively influence instructional quality and strategy selection (Denton et al., 2015; McPike, 2015).

Learners were generally within the expected age range for Grade VI, with an equal distribution of males and females. Results of the Phil-IRI assessment showed that while a substantial proportion of learners were independent readers (44%), a notable percentage remained at the instructional level (40%) and the frustration level (16%). This finding indicates that despite adequate teacher qualifications and training, a segment of learners still struggles with foundational reading comprehension skills. Similar patterns have been observed in previous Philippine studies, which report persistent reading difficulties even in upper elementary grades (Glende, 2013; Lopez & Lopez, 2019).

Teachers' Use of Reading Strategies

Teaching Vocabulary

Teachers reported widespread use of vocabulary instruction strategies, including contextual-clue analysis, word prediction, and repeated exposure to new terms. Vocabulary instruction is widely recognized as a critical component of reading comprehension because word knowledge directly affects learners' ability to construct meaning from text (Konza, 2016). Learners with limited vocabulary often struggle to understand academic texts, particularly in English as a second language, which is common in the Philippine context (Victoria State Government, 2021).

However, the limited integration of technology-based vocabulary activities suggests a missed opportunity to enhance engagement and deepen word learning. Studies show that multimedia and digital tools can support vocabulary retention and motivation, especially among elementary learners (Anderson, 2022). Strengthening technology integration may therefore enhance the effectiveness of vocabulary instruction.

Reciprocal Teaching

Reciprocal teaching emerged as one of the most consistently used strategies, with teachers frequently engaging learners in predicting, questioning, clarifying, and summarizing texts. This finding aligns with the work of Palincsar and Brown (1984), who emphasized that reciprocal teaching promotes active comprehension monitoring and metacognitive awareness. By engaging learners in dialogue and shared meaning-making, reciprocal teaching supports deeper comprehension and improves academic outcomes (Nurdianti, Rosita, & Fadloeli, 2019).

The consistent use of this strategy may partly explain why most learners achieved a "good" level of performance in noting details and sequencing events. These skills rely heavily on explicit comprehension processes reinforced through guided discussion and structured interaction.

Graphic and Semantic Organizers

Teachers consistently used graphic and semantic organizers before, during, and after reading lessons. Visual organizers help learners structure information, identify relationships among ideas, and retain key concepts, particularly for learners who struggle with lengthy or complex texts (Shanahan, 2023). Research indicates that graphic organizers are especially effective in supporting comprehension for diverse learners, including those at the instructional and frustration levels (Lopez & Lopez, 2019).

Despite their frequent use, learners at the frustration level suggest that organizers alone may not be sufficient unless paired with explicit modeling, scaffolding, and gradual release of responsibility. This supports earlier findings that strategy effectiveness depends not only



on frequency but also on the quality of implementation (Block, 2010).

Reading Aloud

Reading aloud was also consistently practiced, with teachers engaging learners through questioning, discussion, and text connections. Reading aloud exposes learners to advanced vocabulary, complex sentence structures, and fluent reading models, all of which are essential for comprehension development (Stahlmann & Hagaman, 2016). Anderson (2022) further emphasizes that interactive read-alouds improve learners' inferential thinking when teachers intentionally prompt higher-order questioning.

While reading aloud supports comprehension, inferential skills require sustained practice and explicit instruction. This may explain why learners performed weakest in making inferences despite frequent exposure to read-aloud activities.

Table 4. Summary of Teachers' Strategy Utilization

Strategies	Weighted Mean	Interpretation
Teaching Vocabulary	3.63	Very Often
Reciprocal Teaching	4.72	Always
Using Graphic & Semantic Organizers	4.94	Always
Reading Aloud	4.67	Always
Cumulative Mean	4.49	Always

Learners' Academic Performance

Learners demonstrated a generally good level of academic performance in noting details, sequencing events, and making inferences, with the latter competency yielding the lowest mean score among the three. Inferential comprehension requires learners to integrate prior knowledge with textual information, a process that is cognitively demanding and develops gradually over time (Spear-Swerling, 2015).

The weaker performance in inference-making is consistent with findings from international and local studies, which identify inferential comprehension as one of the most challenging skills for elementary learners (Cromley, 2019; Vilenius-Tuohimaa et al., 2018). Pandemic-related disruptions to instruction may have further limited opportunities for guided discussion and higher-order thinking practice, contributing to gaps in inferential skills (Reimers & Schleicher, 2020; Ludewig et al., 2022).

Table 5. Level of Academic Performance In Noting Details, Sequencing Events, and Making Inferences

Competencies	Average Mean	Descriptive Rating
Noting details	3.36	Good
Sequencing events	3.20	Good
Making inferences	3.08	Good
Cumulative Mean	3.21	Good

Learners demonstrated moderate performance, with inferential comprehension remaining the weakest area. Pandemic-related shifts to remote learning likely contributed to reduced instructional time, challenges with independent regulation, and variable parental support (Reimers & Schleicher, 2020; Ludewig et al., 2022).

Statistical Analysis

Difference in Learners' Academic Performance When Grouped According to Age

Statistical analysis revealed no significant differences in learners' academic performance across age and gender groups. This finding suggests that reading comprehension performance is not determined by demographic factors alone but is more strongly influenced by instructional practices and learners' reading proficiency. Similar results have been reported in previous studies, indicating that when instructional access is equitable, age and gender differences in reading performance tend to diminish (Denton et al., 2015; OECD, 2011).

Table 6. Difference in Learners' Academic Performance When Grouped According to Age

Source of Variation	df	F-value	p-value	Decision	Interpretation
Between Groups	2	1.74	0.19	Fail to Reject Ho	Not Significant
Within Groups	47				
Total	49				

There is no significant difference in learners' academic performance when grouped by age. This indicates that age does not significantly influence learners' reading comprehension performance.

Relationship Between Reading Comprehension Proficiency and Academic Performance

A strong positive and statistically significant relationship was found between learners' reading comprehension proficiency and their academic performance in English. This finding confirms that learners who demonstrate higher reading proficiency tend to perform better academically. Reading comprehension enables learners to understand instructions, process information, and engage meaningfully



with academic tasks across subject areas (Ercikan et al., 2015).

This result supports earlier research asserting that reading comprehension is a foundational skill underlying success in language-based subjects and beyond (Duru & Koklu, 2011; Vilenius-Tuohimaa et al., 2018). Strengthening reading proficiency, therefore, has direct implications for improving overall academic achievement.

Table 7. *Relationship Between Reading Comprehension Proficiency and Academic Performance*

<i>Variables</i>	<i>r-value</i>	<i>p-value</i>	<i>Decision</i>	<i>Interpretation</i>
Reading Comprehension Proficiency and Academic Performance	0.68	0.001	Reject Ho	Significant Positive Relationship

A strong, positive, and statistically significant relationship exists between learners' reading comprehension proficiency and their academic performance in English. Learners with higher reading proficiency tend to perform better academically.

Issues and Concerns in Teaching Reading Comprehension

Teachers identified non-mastery of reading elements, low learner interest, and lack of reading culture as the most pressing concerns. These challenges reflect both learner-level and contextual factors, such as limited exposure to reading materials at home and insufficient parental support (Effah & Osei-Owusu, 2014; Duran & Duran, 2022)—structural concerns, including limited instructional time and a lack of technology support, further compound these difficulties.

Addressing these issues requires a multi-faceted approach that includes targeted interventions, home–school collaboration, and sustained professional development for teachers.

Table 8. *Issues and Concerns in Teaching Reading Comprehension*

<i>Issues and Concerns</i>	<i>Rank</i>
Non-mastery of reading elements	1st
Students' interest in reading material	2nd
Lack of reading culture among learners	3rd
The amount of instruction each student receives	4th
Fidelity to program implementation	5th
Effective vocabulary instruction program curriculum	6th
Teacher preparedness for target students	7th
Monitoring progress and providing instructional support	8th
Provision of reading selections	9th
Lack of technology support	10th

Key challenges include learners' skill gaps, interest, and reading culture. Structural and contextual factors—such as parental availability, remote locations, financial constraints, and a lack of contextually relevant reading materials—also influence program effectiveness (Duran & Duran, 2022; Spear-Swerling, 2015).

Overall, the findings highlight that while teachers consistently implement evidence-based reading strategies, gaps in learners' inferential comprehension persist. This underscores the need for enhanced, targeted reading activities that explicitly develop higher-order comprehension skills. Future interventions should strengthen vocabulary instruction, intensify inferential questioning, and provide additional support for learners at the frustration level. Moreover, triangulating teacher self-reports with classroom observations in future studies may provide a more comprehensive understanding of instructional effectiveness.

Conclusions

Based on the findings of this study, the following conclusions are drawn:

The Grade VI teachers of Japitan Elementary School possess adequate professional qualifications, teaching experience, and relevant training in reading instruction. They consistently employ evidence-based reading comprehension strategies, particularly reciprocal teaching, reading aloud, and the use of graphic and semantic organizers. Vocabulary instruction, while practiced frequently, is relatively less emphasized than other strategies. The Grade VI learners were age-appropriate for their grade level and had an equal gender distribution. Their academic performance in reading comprehension, particularly in noting details, sequencing events, and making inferences, was generally rated as good. However, inferential comprehension emerged as the weakest skill area, underscoring the need for targeted instructional support in higher-order thinking.

There was no significant difference in learners' academic performance across age and gender groups. This finding suggests that demographic characteristics alone do not significantly influence reading comprehension outcomes among Grade VI learners. A statistically significant, positive relationship was found between learners' reading comprehension proficiency and their English academic performance. This indicates that learners with higher reading proficiency tend to demonstrate better academic outcomes, affirming the critical role of reading comprehension in overall educational success. Teachers identified several challenges in teaching reading comprehension, including learners' lack of mastery of basic reading elements, limited interest in reading materials, and a lack

of a strong reading culture. These concerns highlight the need for sustained instructional interventions and school-wide support mechanisms to improve reading engagement and proficiency.

Based on the conclusions drawn, the following recommendations are proposed:

Teachers should design and implement targeted instructional activities that focus on inferential comprehension. These may include guided questioning techniques, text-based inference exercises, think-aloud strategies, and structured peer discussions that promote deeper analysis of texts. Given its relatively lower frequency of use, vocabulary instruction should be strengthened through explicit teaching of word meanings, contextual usage, and repeated exposure. Integrating age-appropriate technology-based tools and interactive activities may further enhance vocabulary acquisition and comprehension. The school administration should support initiatives that foster a culture of reading, such as establishing classroom reading corners, implementing sustained silent reading periods, organizing reading challenges, and providing access to diverse and culturally relevant reading materials.

Continuous professional development programs should be provided to equip teachers with updated strategies for teaching higher-order comprehension skills, differentiated instruction, and effective use of graphic and semantic organizers. Classroom-based coaching and peer mentoring may further strengthen instructional practices. Regular assessment and monitoring of learners' reading progress should be conducted to identify struggling readers early and provide timely interventions. Data-driven instructional adjustments should be made to ensure continuous improvement in reading comprehension outcomes. Future studies may employ larger and more diverse samples to improve generalizability and consider additional research methods, such as classroom observations or experimental designs, to validate self-reported instructional practices and further examine causal relationships between reading strategies and academic performance.

References

- Abun, D., Asuncion, S. B., Lazaro, J. R., Magallanes, T., & Nimfa, C. C. (2021). The effect of educational attainment and length of work experience on the self-efficacy of teachers and employees. *International Journal of Business Ecosystem & Strategy*, 3(2), 16–28. <https://doi.org/10.36096/ijbes.v3i2.258>
- Adams, M. J. (2015). *Beginning to read: Thinking and learning about print*. MIT Press.
- Alenizi, M. A. K. (2019). Understanding of reading among teachers and learners: A descriptive study of pre-university English language teaching/learning in Saudi Arabia. *Arab World English Journal*, 10. <https://doi.org/10.2139/ssrn.3418530>
- Alghonaim, A. S. (2020). Impact of related activities on reading comprehension of EFL students. *English Language Teaching*, 13(4), 1–10. <https://files.eric.ed.gov/fulltext/EJ1247943.pdf>
- Algozzine, B., O'Shea, D. J., Studdard, K., & Crews, W. B. (2013). Reading and writing competencies of adolescents with learning disabilities. *Journal of Learning Disabilities*, 21(2), 154–160.
- Ali, R., & Hamza, M. (2018). Impact of teachers' training on students' learning attitude and organizational performance. ResearchGate. https://www.researchgate.net/publication/329153327_Impact_of_Teachers'_Training_on_Students'_Learning_Attitude_and_Organizational_Performance
- Alufohai, P. J., & Ibhafidon, H. (2015). Influence of teachers' age, marital status, and gender on students' academic achievement. *Asian Journal of Education Research*, 3, 60–66.
- Anderson, E. (2022). Say it loud: 5 benefits of reading aloud in your classroom. Carnegie Learning. <https://www.carnegielearning.com/blog/5-benefits-reading-aloud/>
- Anderson, P. S., & Lapp, D. (2014). *Language skills in elementary education* (4th ed.). New York, NY: Pearson.
- Bond, G. L., Thinker, M. A., Wasson, B. B., & Wasson, J. B. (2014). *Reading difficulties: Their diagnosis and correction* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Brandon, D. (2021). The importance of reading comprehension. Home & Family. <https://www.aces.edu/blog/topics/home-family-urban/the-importance-of-reading-comprehension>
- Carmine, B., Silbert, J., & Kameenui, E. J. (2016). *Direct instruction reading* (3rd ed.). New Jersey: Merrill/Prentice Hall.
- Chall, J. (2015). *Stages of reading development*. New York, NY: McGraw-Hill.
- Chapman, L. J., & Czerniewska, P. (2014). *From process to practice*. London, UK: Routledge.
- Cooper, J. D., Warnoke, E. W., & Shipman, D. A. (2013). *The what and how of reading instruction*. Columbus, OH: Merrill.
- Department of Education (DepEd). (2020). DepEd professional development priorities for teachers and school leaders for school year 2020–2023 (DepEd Order No. 050, s. 2020). https://www.deped.gov.ph/wp-content/uploads/2020/05/DM_s2020_050.pdf



- Dodge, J. O. (2013). The educational attitude of some Nigerian adolescent grammar school pupils. *West African Journal of Education*, 10(3), 118–121.
- Donald, D. H., & Bartel, N. R. (2016). *Teaching students with learning and behavior problems* (4th ed.). Boston, MA: Addison-Wesley.
- Dreikurs, R., Gronwall, B., & Peper, F. (2012). *Maintaining Sanitary in the classroom: Classroom management techniques* (2nd ed.). Philadelphia, PA: Allan & Bacon.
- Duran, M. R., & Duran, V. (2022). Challenges in the implementation of K to 12 reading activities in English 8. ResearchGate. https://www.researchgate.net/publication/360440158_Challenges_in_the_Implementation_of_K_to_12_Reading_Activities_in_English_8
- Foorman, B. R., & Lieberman, D. C. (2014). Visual and phonological processing of words: A comparison of good and poor readers. *Journal of Learning Disabilities*, 22(6), 349–355.
- Fowler, J. (2022). The importance of 3rd-grade reading skills. *Accessibility Blog*. <https://www.accessibility.com/blog/the-importance-of-3rd-grade-reading-skills>
- Francisco, A. R. S. (2020). Teachers' personal and professional demographic characteristics as predictors of students' academic performance in English. *International Journal of Management, Technology, and Social Sciences*, 5(2), 80–91. <https://doi.org/10.5281/zenodo.3997430>
- Gargiulo, R. M. (2016). *Special education in contemporary society* (2nd ed.). Boston, MA: Thomson Higher Education.
- Gay, L. R. (2016). *Educational research: Competences for analysis and application*. Columbus, OH: Charles Merrill Publishing Co.
- Glende, L. (2013). Vocabulary and word study to increase comprehension in content areas for struggling readers. *Education Master's Paper* 247.
- Gosalia, P. (2015). The importance of age-appropriate education. *The Swaddle*. <https://theswaddle.com/importance-age-appropriate-education/>
- Grady, W. S. (2016). *The teaching of reading and writing: An international survey* (2nd ed.). Paris, France: UNESCO.
- Guy, L., Bond, M. A., Tinker, B. B., & Wasson, J. B. (2014). *Reading difficulties: Their diagnosis and correction* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Hallahan, D. P., Kauffman, J. M., & Lloyd, J. W. (2015). *Introduction to learning disabilities* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Hansen, U. J. (2018). Why does age determine the how, what, and with whom of learning? *Education Reimagined*. <https://education-reimagined.org/why-age/>
- Harmill, D. D., & Bartel, N. R. (2016). *Teaching students with learning and behavior problems* (4th ed.). Boston, MA: Addison-Wesley.
- Hijazi, D. (2018). The relationship between students' reading comprehension and their achievement in English. *US-China Foreign Language*, 16, 1–10. <https://doi.org/10.17265/1539-8080/2018.03.002>
- Hittleman, D. R. (2013). *Developmental reading, K–8: Teaching from a psycholinguistic perspective* (2nd ed.). Boston, MA: Houghton Mifflin.
- Horn, A. S., & Jang, S. T. (2017). The impact of graduate education on teacher effectiveness: Does a master's degree matter? MHEC. https://www.mhec.org/sites/default/files/resources/teacherprep1_20170301_2.pdf
- Ismail, S. A. M. M., Petras, Y. E., Mohamed, A. R., & Eng, L. S. (2015). Compensatory reading among ESL learners: A reading strategy heuristic. *English Language Teaching*, 8(8), 46–55. <https://doi.org/10.5539/elt.v8n8p46>.

Affiliations and Corresponding Information

Ma. Neiz E. Amper

West Elementary School Coolidge – USA

Daisy L. Obiso

Cebu Technological University

Barili Campus – Philippines