



Elementary Teachers' Reading Instruction: Challenges And Approaches

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Abstract. This study examined the challenges encountered and reading approaches employed by elementary teachers in the DADASANTRI Sub-Congressional District of Bohol for the School Year 2024–2025. Using a descriptive survey method and a validated questionnaire, data were gathered from 250 randomly selected teachers across five districts: Danao, Dagohoy, San Miguel, Trinidad 1, and Trinidad 2. Findings revealed that common challenges included classroom management (WM = 4.48), collaboration with parents and communities (WM = 4.44), student engagement (WM = 4.43), providing differentiated reading instruction (WM = 4.39), and access to reading materials (WM = 4.36). Teachers employed diverse reading approaches, particularly Balanced Literacy, Interactive Read-Aloud, and Phonics. Demographic factors such as age, educational attainment, years of teaching experience, grade level taught, and class size showed no significant association with the challenges encountered or reading approaches employed. However, a significant moderate to strong positive correlation ($r = 0.50$, $p = 0.00$) was found between the level of challenges encountered and the frequency of approaches employed. The findings highlight the need for a comprehensive support system, including professional development, policy reforms, and stronger partnerships between schools, families, and communities to address these challenges and improve reading instruction.

Keywords: Reading Instruction, Challenges, Approaches, Elementary Teachers

INTRODUCTION

Reading is a foundational skill that significantly influences learners' academic success and personal growth. In the elementary years, children build essential literacy skills, and teachers play a pivotal role in facilitating this reading process. Often, elementary teachers bear the blame when students struggle with literacy without considering other factors that may affect students' learning and self-development.

The educational system faces challenges in producing effective readers and preparing students for the demands of modern life. The ability to read fluently and with comprehension is essential not only for personal development but also for national progress (DepEd, 2019). However, the Philippines' performance results in the 2018 Programme for International Student Assessment (PISA) emphasize broader systemic issues in the Philippine education system.

Factors such as large class sizes, insufficient instructional materials, lack of specialized training, and the prevalence of multi-grade teaching have been identified as barriers to quality literacy instruction (Yazon, 2021; Buenafe, 2020). Furthermore, the implementation of the K–12 curriculum has introduced additional demands on teachers to adopt learner-centered, differentiated reading approaches, many of which require continuous professional development and contextual adaptation.

While various reading strategies such as phonics-based instruction, the mango approach, and the whole language method have been promoted and implemented across Philippine classrooms, the effectiveness of these approaches is often shaped by local realities and teacher capacity (Jamdani, 2025). However, there remains a lack of localized and integrated research that examines how elementary teachers navigate the dual burden of teaching challenges and instructional decision-making in reading. Specifically, there is limited literature that explores the alignment or misalignment between the challenges teachers face and the reading approaches they adopt, particularly in rural and under-resourced areas.

This study aimed to examine the challenges encountered by elementary teachers in the DADASANTRI Sub-Congressional District of Bohol and identify the reading approaches they use to address these issues. Given the diverse needs of students and the evolving educational landscape, this research would contribute to the development of more effective reading approaches that ultimately benefit both teachers and students, fill a gap in the literature, and offer localized recommendations for improving reading education.

STATEMENT OF THE PROBLEM

This study aimed to examine the challenges encountered and the reading approaches of elementary teachers in the DADASANTRI Sub-Congressional District of Bohol, School Year 2024-2025.

This study specifically sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. educational attainment;
 - 1.3. years of experience;
 - 1.4. grade level taught and;
 - 1.5. Class size?
2. What is the level of challenges encountered by the teacher-respondents in teaching reading?
3. What is the frequency of the reading approaches employed by the teacher-respondents in teaching reading?
4. Is there a significant association between the profile variables of the respondents and the level of challenges encountered?
5. Is there a significant association between the respondents' profile variables and the frequency of the reading approaches employed?
6. Is there a significant relationship between the respondents' level of challenges encountered and the frequency of the reading approaches employed in teaching reading?

LITERATURE REVIEW

Globally, literacy is recognized as a critical factor for academic success, cognitive development, and economic advancement. In developing countries like the Philippines, the reading crisis is alarming. In fact, the country ranked last among 79 countries in the 2018 PISA assessment, highlighting persistent literacy gaps. Although the national functional literacy rate stands at 91.6% (FLEMMS, 2019), disparities are evident, particularly in the Autonomous Region in Muslim Mindanao (ARMM) and remote areas where "last mile schools" struggle with resource limitations (DepEd, 2019). Garcia and Santiago (2021) further emphasized that Filipino learners in rural areas often lack access to adequate learning materials and reading interventions, contributing to their lower literacy performance.

The low literacy levels among parents in rural communities, coupled with limited commitment to their children's education place added pressure on teachers to support learners from disadvantaged backgrounds (Shikalepo, 2020). To help mitigate the effects of poverty on education, the Pantawid Pamilyang Pilipino Program (4Ps) provides cash assistance to low-income families covering basic needs such as school supplies, uniforms, and transportation. This initiative has effectively increased school enrollment and reduced dropout rates nationwide. However, parents admitted that financial constraints often force them to work multiple jobs, improving financial stability but reducing time for family involvement in education (Cariaga et al., 2024).

Locally, the Patikul West District in the Division of Sulu experiences persistent reading difficulties among elementary learners (Jamdani, 2025). Teachers consistently encounter pupils struggling with reading, which they believe significantly hampers academic performance. Effective literacy instruction requires expertise in foundational literacy and evidence-based practices. However, elementary teachers face

multifaceted challenges due to student-related issues, curriculum constraints, resource limitations, and the complexities of implementing diverse reading approaches.

A study conducted during the 2022–2023 school year in Central Philippines identified moderate difficulties in content knowledge, low availability of teaching materials, and challenges in employing effective teaching strategies among Grade 1 teachers (Abrasaldo, 2024). Similarly, research in Iloilo province found that teachers often grapple with insufficient foundational comprehension instruction, inadequate supplementary materials, and the need to focus on low-achieving learners (Lu, 2022).

Excessive focus on standardized assessments poses another challenge, pressuring educators to prioritize rote memorization over deeper comprehension and critical thinking (ILA, 2020). In the Philippines, curriculum demands often leave little room for differentiated instruction, resulting in "teaching to the test" practices (SEAMEO). Casipit and Valentin (2020) recommend that teachers be taught diagnostic assessment methods and remedial measures to assist learners with reading difficulties better. Additionally, teachers face heavy workloads, lack of materials, insufficient training, limited support from administration and parents, and low student interest. To address these issues, Casipit suggests reducing teacher workloads, providing adequate resources and training, involving parents, lowering teacher-pupil ratios, using whole-word methods, and equipping teachers with diagnostic and remedial strategies.

Nanah et al. (2020) also examined challenges in teaching reading skills in public primary schools. They found that inadequate facilities, such as the lack of libraries, books, and furniture, along with large class sizes, led to classroom disruptions and poor learner focus. Teachers struggled to implement effective strategies like the whole-language approach due to limited resources and understanding.

Large class sizes were a persistent challenge where teachers constantly dealt with disruptive behavior, spent time managing the class, struggled to gain learners' attention and experienced a high rate of student absences (Nanah et al., 2020). Davis (2020) identified additional barriers to implementing differentiated instruction, such as limited planning time, inadequate professional training, lack of knowledge, infrequent collaboration, and large class sizes. As a result, many teachers relied on familiar but less effective methods.

Novianti et al. (2021) reported that 70% of teachers face challenges due to students' limited vocabulary, which hinders text comprehension. To address this, teachers use strategies such as brainstorming, pair discussions, paraphrasing, identifying main ideas, generating questions, and using keywords. Lu (2022) emphasized that primary teachers encounter challenges like poor comprehension, lack of phonics and word recognition, and difficulties in addressing diverse learner needs. Coping approaches include regular progress monitoring and encouraging student participation.

Teachers often lack professional development opportunities due to financial constraints, particularly in rural areas (Cardero-Smith, 2020). Vernon (2021) found that continuous training and coaching improved teachers' confidence and effectiveness in literacy instruction. Teachers who receive adequate support are more likely to create engaging learning environments. Engaging students in reading is crucial for developing a lifelong love of literacy. Similarly, Ceneciro (2025) emphasized that teacher development programs focusing on engagement and retention empower educators to design more effective instruction.

Digital texts enhance motivation to read yet many rural students face limited access to digital tools and internet connectivity. Older teachers also tend to be less confident in using ICT. Kiong (2023) found that successful technology integration requires connectivity and ongoing coaching. Espinosa et al. (2023) identified inadequate ICT infrastructure and the absence of a national EdTech plan as major barriers in Philippine education.

The International Literacy Association (2020) underscores the need for free, high-quality early education, independent reading activities, parental involvement, and public library access. Kamala (2022) emphasized the home as a child's first informal school where reading habits are developed through storytelling by parents and grandparents, fostering imagination and critical thinking. Early literacy interventions significantly enhance reading proficiency and overall academic success. Project REAL has proven effective across genders, yet 34.29% of students remain at the instructional level, indicating the need for continued support to achieve full reading independence (Gerodias et al., 2024).

Yustisia and Salsabila (2023) stressed the importance of a literacy-rich environment in both school and home. They noted that students in rural areas often struggle with reading due to limited language and phonological awareness influenced by local dialects and environmental factors such as low parental involvement and lack of early education. Adao et al. (2023) found that reading challenges lead to low student participation. They recommend capacity-building initiatives, enhanced reading interventions, and additional resources. Ligudon et al. (2022) also highlighted that learners' limited vocabulary and lack of teacher training hinder comprehension. Even with autonomy in designing materials, many teachers struggle due to inadequate preparation.

Despite these challenges, educators in resource-limited settings employ innovative strategies. Saputri and Sukarno (2024) observed that rural English teachers in Tanjung Jabung Timur used group discussions, role-plays, and games to compensate for material shortages. Informal networks and self-directed learning also support teacher development.

Abellana et al. (2023) emphasized the importance of phonics-based methods for decoding skills, whole-language approaches for promoting comprehension and love of reading, and balanced literacy for building overall literacy. Guided reading, based on Vygotsky's Zone of Proximal Development (ZPD), helps students build independence. Misda (2021) introduced interactive reading as a method combining top-down and bottom-up strategies using background knowledge and word recognition.

Ultimately, teachers are encouraged to adapt their methods to individual needs, apply real-world contexts, integrate technology, and collaborate with parents and communities. Differentiated instruction remains an effective yet underutilized strategy. However, large class sizes and multi-grade settings further complicate individualized instruction and impede literacy progress in marginalized communities.

The challenges encountered and reading approaches employed by elementary teachers in the DADASANTRI Sub-Congressional District of Bohol reflect broader trends in literacy education in rural settings. Addressing these challenges is essential to bridging gaps in literacy development and supporting students' long-term academic success.

MATERIALS AND METHODS

Participants

The study was conducted in the DADASANTRI Sub-Congressional District of Bohol, covering the municipalities of Danao, Dagohoy, San Miguel, Trinidad I, and Trinidad II. These areas present diverse educational contexts with variations in school size, accessibility, and resources, offering a relevant setting for examining challenges in teaching reading. A total of 250 elementary teachers were randomly selected from the five districts to ensure fair representation. Participants varied in age, educational attainment, teaching experience, grade level taught, and class size, providing a comprehensive view of reading instruction and related challenges.

Instruments of the Study

The researcher utilized adapted questionnaires comprising the following parts: Part I contains the profile of the respondents. This includes age, highest educational attainment, years of teaching experience, grade level taught, and number of students in the classroom. Part II- A contains the level of challenges encountered in teaching reading taken from the literature by Casipit and Valentin (2020), Ligudon et al. (2022), Lu (2022), and De Ocampo et al. (2024). The questionnaire comprised 28 items. Part II- B contains the frequency of reading approaches employed taken from literature readings such as Abellana (2023) and De Ocampo et al. (2024). The questionnaire comprised 30 items. Before distribution, the questionnaires were validated by the thesis Adviser, Editor, Statistician, and Committee Members. Five participants from each elementary school participated in pilot testing in two elementary schools in the San Miguel District: Bayongan Elementary School and Cabangahan Elementary School. The pilot test aimed to assess the instrument's clarity, validity, and reliability, and revisions were made as necessary.

Procedure

Through written communication, the researcher sought permission from the Dean of the School of Advanced Studies to conduct the study. Then, a permission request was sent to the Assistant Schools Division Superintendent for approval to conduct the study and administer the questionnaire to the DADASANTRI districts. Likewise, a permission letter-request was sent to the Public Schools District Supervisors of the respondents' districts to obtain approval for administering the questionnaires to the

school heads and teachers. The researcher personally distributed the questionnaires to explain the purpose and importance of the study. Moreover, the researcher guaranteed the respondents the confidentiality of their data to encourage them to provide truthful and objective answers to each item. The researcher gave ample time to answer the questionnaire, which was then tallied, tabulated, and interpreted based on the purpose of the study.

Ethical Considerations

Informed consent was obtained, and participants were briefed on the study's purpose and the questionnaire. Anonymity and confidentiality were maintained through data coding.

RESULTS AND DISCUSSION

This part presents the data findings with its analyses and interpretation.

Table 1 presents the demographic profile of the respondents in terms of age, educational attainment, years of teaching experience, grade level taught, and class size.

Age. The survey revealed that most of the teacher respondents fall within the 41–50 age category (41.6%), while the 20–30 age group comprises only 8.0% of the sample. This implies that the majority of the respondents are within the 41-50 age bracket.

Table 1.1 *Respondents' profile in terms of Age*

| Age | Frequency | Percent |
|-------------|-----------|---------|
| 41-50 years | 104 | 41.6 |
| 20-30 years | 20 | 8.0 |

Educational Attainment. It was found that most of the respondents (52.8%) have units in Master's Degree, followed by (22.0%) who have completed a Master's Degree, and (3.6%) fall under Doctorate. The data reflects a high level of professional development of elementary school teachers in DADASANTRI Sub-Congressional Districts.

Table 1.2 *Respondents' profile in terms of Educational Attainment*

| Educational Attainment | Frequency | Percent |
|-------------------------------|-----------|---------|
| With Units in Master's Degree | 132 | 52.8 |
| Master's Degree Holder | 55 | 22.0 |
| Doctorate | 9 | 3.6 |

Years of Teaching Experience. It showed that the majority (60.4%) have been teaching for more than 10 years, while only 2.4% have less than one year of teaching experience. It indicates a low number of new entrants to the profession.

Table 1.3 *Respondents' profile in terms of Years of Teaching Experience*

| Years of Teaching Experience | Frequency | Percent |
|------------------------------|-----------|---------|
|------------------------------|-----------|---------|

| | | |
|--------------------|-----|------|
| More than 10 years | 151 | 60.4 |
| Less than 1 year | 6 | 2.4 |

Grade Level Taught. It revealed that most teachers are teaching early elementary grades (Grades 1–3), representing 56.0% of the total respondents, while those teaching upper elementary (Grades 4–6) at 44.0%. These findings align with the International Literacy Association (2020) emphasizes the need for free and high-quality early education, independent reading activities, parental involvement, and community collaboration to strengthen literacy development.

Table 1.4 *Respondents' profile in terms of Grade Level Taught*

| Grade Level Taught | Frequency | Percent |
|-------------------------|-----------|---------|
| Elementary (Grades 1-3) | 140 | 56.0 |
| Elementary (Grades 4-6) | 110 | 44.0 |

Class size. It indicated that more than half of the respondents (52.0%) manage classrooms with 20–30 students, and only a small portion (2.8%) deal with over 40 students. It indicates that most classrooms are within an optimal range but some teachers face challenges due to overcrowding. This aligns with Nanah et al. (2020) found that large class sizes lead to frequent disruptions, difficulty maintaining attention, increased classroom management demands, and high student absenteeism.

Table 1.5 *Respondents' profile in terms of Class Size*

| Grade Level Taught | Frequency | Percent |
|--------------------|-----------|---------|
| 20-30 | 130 | 52.0 |
| More than 40 | 7 | 2.8 |

Table 2 presents the level of challenges encountered by teacher-respondents in teaching reading, categorized into four major areas: Student-Related Challenges, Curriculum Constraints, Resource Limitations, and Complexity of Reading Approaches. The data revealed that all challenges fall within the "Highly Challenging" to "Extremely Challenging" range, indicating that reading instruction is considered a significant concern among elementary teachers in the DADASANTRI Sub-Congressional District of Bohol

Table 2.1 *Student-Related Challenges*

| Student-Related Challenges | Weighted Mean | Descriptive Interpretation |
|--|---------------|----------------------------|
| Maintaining classroom management during reading. | 4.48 | Extremely Challenging |
| Promoting motivation and engagement in reading. | 4.43 | Extremely Challenging |
| Supporting students with special needs or English language learners. | 4.14 | Highly Challenging |

| | | |
|--|------|--------------------|
| Using specialized reading strategies for students with reading disabilities. | 4.18 | Highly Challenging |
|--|------|--------------------|

Among the student-related challenges, the most critical concern is "Maintaining classroom management during reading activities," as evidenced by the highest weighted mean (WM = 4.48), followed closely by "Promoting student motivation and engagement in reading with (WM = 4.43)". On the other hand, "Supporting students with special needs or English language learners" with (WM = 4.14) and "Using specialized reading strategies for students with reading disabilities with (WM = 4.18) were rated the least challenging in this category) still falls under the "Highly Challenging" level. These findings align with Yustisia and Salsabila (2023), who emphasize the crucial role of a supportive literacy environment at home in developing children's early reading and language skills. They note that environmental factors such as limited parental involvement and lack of early education opportunities can hinder children's ability to develop foundational literacy skills, reinforcing the need for stronger home-school collaboration and community support in cultivating a reading culture.

Table 2.2 Curriculum Constraints

| Curriculum Constraints | Weighted Mean | Descriptive Interpretation |
|--|---------------|----------------------------|
| Providing one-on-one reading support in large classes. | 4.34 | Extremely Challenging |
| Focusing on academic standards or assessment. | 4.34 | Extremely Challenging |
| Allocating time for reading instruction. | 4.30 | Extremely Challenging |
| Providing reading resources and materials. | 4.36 | Extremely Challenging |
| Balancing reading instruction with other subjects. | 4.39 | Extremely Challenging |
| Offering professional development training in reading instruction. | 4.32 | Extremely Challenging |
| Collaborating with parents and communities. | 4.44 | Extremely Challenging |

Within curriculum constraints, all items were rated "Very Highly Challenging," with "Collaborating with parents and communities" standing out as the most difficult (WM = 4.44), suggesting the importance of effective partnerships between schools and stakeholders in addressing reading challenges.

Table 2.3 Resource Limitations

| Resource Limitations | Weighted Mean | Descriptive Interpretation |
|---|---------------|----------------------------|
| Accessing reading materials for different levels. | 4.36 | Extremely Challenging |
| Providing access to online reading tools. | 4.17 | Highly Challenging |

Resource limitations also emerged as significant challenges particularly "Accessing reading materials for different levels" with (WM = 4.36). The least challenging in this domain was "Providing access to online

reading tools" (WM = 4.17), although it was still rated as "Highly Challenging," reflecting issues related to digital infrastructure and access.

Table 2.4 *Complexity of Reading Approaches*

| Complexity of Reading Approaches | Weighted Mean | Descriptive Interpretation |
|--|---------------|----------------------------|
| Choosing appropriate reading approaches. | 4.33 | Extremely Challenging |
| Balancing phonics and comprehension. | 4.31 | Extremely Challenging |
| Providing differentiated reading instruction. | 4.39 | Extremely Challenging |
| Using varied reading approaches to meet all students' needs. | 4.38 | Extremely Challenging |
| Using different reading approaches with confidence. | 4.26 | Extremely Challenging |
| Integrating research-based reading strategies. | 4.22 | Extremely Challenging |
| Measuring the effectiveness of reading approaches. | 4.33 | Extremely Challenging |

In terms of instructional complexity, "Providing differentiated reading instruction" was identified as the most difficult (WM = 4.39), indicating a struggle among teachers to meet diverse learner needs using appropriate strategies in teaching reading. These observations support the recommendations of Adao et al. (2023), who recommend capacity-building initiatives, enhanced reading interventions, and increased provision of instructional resources to strengthen reading instruction.

Table 3 presents the frequency of reading approaches employed by elementary teachers in the DADASANTRI Sub-Congressional District of Bohol. The findings indicated a consistently high level of implementation across all ten identified reading approaches, with all 30 indicators receiving a weighted mean (WM) within the "Always" range (4.21–5.00). This suggests that teacher-respondents are actively integrating a broad range of reading strategies in their classrooms to meet diverse learner needs.

Table 3 *Approaches Employed*

| Approaches Employed | Weighted Mean | Descriptive Interpretation |
|--|---------------|----------------------------|
| Phonics Approach | | |
| 1. Decode words by associating letters with sounds. | 4.50 | Always |
| 2. Teach the relationship between letters and sounds by sounding them out | 4.56 | Always |
| 3. Begin with simple sounds and letters, then progress to more complex combinations. | 4.56 | Always |
| Whole Language Approach | | |
| 1. Use real books and meaningful texts instead of isolated phonics drills. | 4.58 | Always |
| 2. Read stories aloud and discuss unfamiliar words using pictures, prior knowledge, and context clues. | 4.58 | Always |
| 3. Encourage students to read full stories and make predictions based on personal experiences. | 4.55 | Always |
| Balanced Literacy Approach | | |

| | | |
|---|------|--------|
| 1. Model fluent and expressive reading to build listening comprehension and introduce new vocabulary. | 4.57 | Always |
| 2. Support students with comprehension questions and unfamiliar words. | 4.65 | Always |
| 3. Focus instruction on phonics, spelling patterns, and vocabulary to build foundational literacy skills. | 4.52 | Always |
| Guided Reading | | |
| 1. Select texts slightly above students' independent level but within their instructional range. | 4.40 | Always |
| 2. Provide explicit instruction, modeling, and scaffolding for decoding, comprehension, and fluency. | 4.54 | Always |
| 3. Observe and assess students' progress, offering immediate feedback and support. | 4.62 | Always |
| Shared Reading | | |
| 1. Read a text aloud while students follow and actively participate. | 4.56 | Always |
| 2. Model fluent reading and guide students through comprehension. | 4.58 | Always |
| 3. Use visible text like big books, charts, or digital screens for accessibility and engagement. | 4.59 | Always |
| Interactive Read-Aloud | | |
| 1. Read aloud and pause to ask questions, make predictions, and encourage discussion. | 4.61 | Always |
| 2. Choose diverse texts to introduce students' new vocabulary and concepts. | 4.49 | Always |
| 3. Read with expression and fluency to model strong reading habits. | 4.64 | Always |
| Language Experience Approach (LEA) | | |
| 1. Use students' spoken words to create texts for reading and writing. | 4.45 | Always |
| 2. Build reading and writing activities from students' own experiences and language. | 4.53 | Always |
| 3. Adapt lessons based on student's interests, language levels, and cultural backgrounds. | 4.50 | Always |
| Silent Sustained Reading (SSR) | | |
| 1. Provide a variety of reading materials for students to choose from. | 4.46 | Always |
| 2. Follow up with a discussion or journal reflection on what was read. | 4.37 | Always |
| 3. Encourage students to select texts that are both engaging and manageable. | 4.50 | Always |
| Paired Reading | | |
| 1. Pair a strong reader with a developing reader to model pronunciation, pacing, and expression. | 4.55 | Always |
| 2. Create a supportive environment to foster peer learning and avoid discrimination. | 4.61 | Always |
| 3. Build student confidence by providing immediate help and positive reinforcement. | 4.60 | Always |
| Repeated Reading | | |
| 1. Let students read the same text multiple times to improve speed, accuracy, and understanding. | 4.52 | Always |
| 2. Choose short and engaging texts at the student's instructional reading level. | 4.58 | Always |
| 3. Track improvements in reading fluency, such as words per minute (WPM), accuracy, and expression. | 4.41 | Always |

Among the approaches, the Balanced Literacy Approach, specifically "Support students with comprehension questions and unfamiliar words," received the highest score (WM=4.65), emphasizing teachers' strong focus on building comprehension alongside decoding. Similarly, the Interactive Read-

Aloud method also scored high, specifically “Read with expression and fluency to model strong reading habits” (WM = 4.64), reflecting teachers' efforts to model good reading habits. In terms of fluency-building strategies, Paired Reading and Repeated Reading both showed high mean scores (WM = 4.52–4.61), revealing that peer learning and fluency practice are regular instructional elements.

The Whole Language and Shared Reading approaches were also rated highly, specifically “Use real books and meaningful texts instead of isolated phonics drills,” “Read stories aloud and discuss unfamiliar words using pictures, prior knowledge, and context clues,” “Models fluent reading and guide students through comprehension” and “Use visible text like big books, charts or digital screens for accessibility and engagement” with (WM = 4.58–4.59). This demonstrates a preference for immersive, contextual learning that draws on students' prior knowledge and real-life experiences.

Additionally, the Phonics Approach remains a fundamental component of instruction, with decoding skills and sound-letter associations consistently rated (WM = 4.50–4.56), suggesting that foundational literacy is not neglected despite the emphasis on comprehension and context.

The Language Experience Approach (LEA) also demonstrated strong use (WM = 4.45–4.53), showing that teachers effectively leverage students' language and experiences as a springboard for literacy development. The Silent Sustained Reading (SSR) approach was slightly lower, though still high, weighted mean, particularly in “Follow-up with a discussion or journal reflection on what was read” (WM = 4.37). While still interpreted as “Always,” this suggests that reflective post-reading activities may be less consistently implemented than other practices, potentially due to time constraints or varying classroom management challenges.

Table 4 presents the significant association between the profile variables of the respondents and the level of challenges encountered. The analysis showed no significant association between the problems encountered and the respondents' profile variables. The computed p-values for all predictors (age, educational attainment, grade level taught, and class size) exceed 0.05, confirming their lack of significant influence. Therefore, the null hypothesis is accepted. This reveals that teachers' challenges in teaching reading are not significantly affected by their demographic profile, which aligns with Vernon's (2021) findings that ongoing training and professional support are more instrumental than personal background in enhancing teachers' confidence and effectiveness in reading instruction.

Table 4 *Significant association between the profile variables of the respondents and the level of challenges encountered*

| Predictor Profile | Standardized Coefficients Beta | Comp. t | Sig. | Interpretation |
|------------------------------|--------------------------------|---------|------|----------------------------|
| Age | .08 | .97 | .33 | No Significant Association |
| Educational Attainment | .01 | .10 | .92 | No Significant Association |
| Years of Teaching Experience | -.25 | -2.84 | .01 | No Significant Association |
| Grade Level Taught | -.04 | -.61 | .55 | No Significant Association |
| Class Size | .01 | .08 | .94 | No Significant Association |

Table 5 presents the significant association between the profile variables of the respondents and the frequency of the reading approaches employed. The analysis showed no significant association between the profile variables of the respondents and the frequency of the reading approaches they employed. The computed p-values for all predictors (age, educational attainment, grade level taught, and class size) exceed 0.05, confirming their lack of significant influence. Therefore, the null hypothesis is accepted. This reveals that teachers' choice of reading approaches is not significantly affected by their demographic profile. However, Ceneciro (2025) points out that professional development programs that emphasize engagement and retention can strengthen teachers' ability to deliver effective instruction, suggesting that professional growth may have a greater influence on instructional practices than demographic characteristics.

Table 5 *Significant association between the profile variables of the respondents and the frequency of the reading approaches employed*

| Predictor Profile | Standardized Coefficients Beta | Comp. t | Sig. | Interpretation |
|------------------------------|--------------------------------|---------|------|----------------------------|
| Age | -.07 | -.85 | .39 | No Significant Association |
| Educational Attainment | .06 | .85 | .40 | No Significant Association |
| Years of Teaching Experience | -.09 | -1.08 | .28 | No Significant Association |
| Grade Level Taught | -.05 | -.75 | .46 | No Significant Association |
| Class Size | -.03 | -.37 | .71 | No Significant Association |

Table 6 presents a correlation analysis between the level of challenges encountered by elementary teachers and the frequency of the reading approaches they employed in teaching reading. The analysis revealed a highly significant correlation between the level of challenges encountered by elementary teachers and the frequency of the reading approaches they employ. The r-value of 0.50 indicates a moderate to strong positive relationship, meaning challenges in teaching reading influence teachers' choice of approaches. With a p-value of 0.00, lower than the critical p-value of 0.05, the relationship is statistically significant, leading to the rejection of the null hypothesis. This reveals that teachers' challenges significantly impact their selection of reading approaches, which aligns with De Ocampo et al. (2024) findings that teachers' challenges, such as inadequate foundational instruction and limited materials, significantly impact their selection of reading approaches. Table 6 *Significant relationship between the level of challenges encountered and the frequency of the reading approaches employed*

| Source of Relationship | Comp. r value | Comp. p-value | Critical value | p-value | Interpretation | Decision |
|---------------------------------|--|---------------|----------------|---------|----------------|---|
| Level of Challenges Encountered | Frequency of Reading Approaches Employed | 0.50 | 0.00 | 0.05 | | Highly Significant Relationship and Strong Relationship |

The level of challenges encountered by the teacher-respondents in teaching reading. Elementary teachers in the DADASANTRI Sub-Congressional District of Bohol faced significant challenges in teaching reading, specifically in classroom management, student engagement, and collaboration with parents and

communities. Limited access to reading materials and the complexity of differentiated instruction further hinder progress. These challenges highlight the need for a comprehensive support system involving professional development, policy reforms, and stronger home-school-community partnerships to enhance reading instruction.

Frequency of the reading approaches employed by the teacher-respondents in teaching reading.

Elementary teachers in the DADASANTRI Sub-Congressional District of Bohol consistently use a variety of reading strategies with a high emphasis on Balanced Literacy and Interactive Read-Aloud for comprehension and modeling reading habits. Whole Language and Shared Reading promote immersive learning, while Phonics remains crucial for foundational literacy. Fluency-building methods like Paired and Repeated Reading are also commonly used. Although Silent Sustained Reading includes post-reading activities, it is less consistently applied. Overall, the results highlight a diverse and effective approach to literacy instruction.

There was a significant association between the profile variables of the respondents and the level of challenges encountered. However, teachers' challenges in teaching reading were not significantly influenced by their demographic profile.

There was a significant association between the profile variables of the respondents and the frequency of reading approaches employed. However, teachers' choice of reading approaches was not significantly influenced by their demographic profile.

There was a significant relationship between the respondents' level of challenges encountered and the frequency of reading approaches employed. Teachers' challenges significantly influenced their choice of reading approaches and shaped their instructional methods.

Conclusion and Recommendations

The study reveals that elementary teachers of the DADASANTRI Sub-Congressional District of Bohol face diverse challenges in reading instruction, particularly in classroom management, collaboration with parents and communities, student engagement, providing differentiated reading instruction, and access to reading materials. Limited access to materials and the complexities of differentiated instruction further hinder progress. Despite these challenges, teachers demonstrate a strong commitment to improving literacy through diverse strategies with a focus on Balanced Literacy and Interactive Read-Aloud approaches and continued use of Phonics for foundational skills.

Demographic factors such as age, education, experience, and classroom size do not significantly affect teachers' challenges or their choice of reading approaches. However, teachers' challenges influence their instructional practices.

The findings highlight the need for a comprehensive support system, including professional development, policy reforms, and stronger partnerships between schools, families, and communities to address these challenges and improve reading instruction.

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Conflict of Interest

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