

Teacher's Reading Instructional Practices and Performance of Key Stage 2 Learners

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Abstract — This study explores the reading instructional practices of teachers and the reading performance of Key Stage 2 learners in Pambujan II District, Department of Education – Schools Division of Northern Samar for the School Year 2024–2025. Anchored in a descriptive-correlational research design, the study aims to propose a contextualized reading intervention plan. Specifically, it examines the profiles of teachers and learners, the extent of teachers' instructional practices in phonemic awareness, phonics, fluency, vocabulary, and comprehension, and the learners' reading performance based on the Phil-IRI posttest results in English and Filipino. It also investigates significant differences and relationships between instructional practices and learner performance when grouped by profile variables. Data will be collected using validated survey questionnaires and reading assessments, with 323 respondents (50 teachers and 273 Grade 6 learners) from 13 elementary schools. Quantitative data analysis will employ descriptive statistics (mean, frequency, percentage) and inferential tools (t-test, ANOVA, Pearson's r). The study is situated in a geographically disadvantaged area where schools face challenges such as limited resources and multi-grade teaching, making the context highly relevant. The findings are expected to reveal critical insights into how teachers' strategies influence learners' reading abilities and to identify gaps for targeted support. Ultimately, the study will serve as the basis for a reading intervention plan aimed at enhancing instructional effectiveness and improving literacy outcomes among Key Stage 2 learners in public elementary schools of Pambujan II District.

Keywords — *Reading Instructional Practices, Reading Performance, Key Stage 2 Learners, Contextualized Reading Intervention, Descriptive-Correlational Study*

I. Introduction

This chapter establishes the groundwork for the study by outlining its essential components. It introduces the background and significance of the research problem, followed by a review of relevant literature and the guiding theoretical and conceptual frameworks. It concludes with a clear statement of the problem, identifying the gap the study intends to address.

Reading proficiency is a cornerstone of academic success, yet persistent literacy challenges continue to affect elementary learners in the central area of Northern Samar. The Department of Education – Schools Division of Northern Samar has reported a high incidence of non-readers among Grade 6 pupils, alongside consistently low performance in the National Achievement Test (NAT). While various initiatives, such as the "SANA All Readers" project, aim to improve literacy

outcomes, the effectiveness of specific instructional practices remains largely unexplored. This study seeks to examine the relationship between teachers' reading instructional approaches and learner performance, identifying the strategies that best support phonemic awareness, phonics, fluency, vocabulary, and comprehension. Through evidence-based analysis, this research intends to offer valuable insights for educators, policymakers, and school leaders, ultimately contributing to enhanced literacy instruction and improved reading proficiency in Northern Samar's elementary schools.

Literature Review

Reading literacy is a fundamental pillar of academic success and a key indicator of educational quality, especially at the elementary level. Yet, Filipino learners—particularly in underserved areas like Northern Samar—continue to face significant challenges in developing core reading skills. Research highlights the crucial role of instructional practices in building competencies such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. While national and local programs aim to enhance literacy, empirical studies on the impact of specific teaching strategies remain limited. This review explores existing literature to establish a foundation for examining how instructional practices affect the reading performance of Grade 6 learners in the central area of the Schools Division of Northern Samar.

II. Methodology

This study employs a descriptive-correlational research design to explore the relationship between teachers' reading instructional practices and the reading performance of Grade 6 learners in Pambujan II District, Schools Division of Northern Samar for the 2024–2025 school year. The descriptive component examines teachers' and learners' profiles, along with the instructional strategies used in classrooms. The correlational aspect analyzes potential statistical associations between instructional practices and reading outcomes, without establishing causality.

Data collection utilizes the Philippine Informal Reading Inventory (Phil-IRI), a standardized assessment endorsed by the Department of Education, measuring oral reading fluency, silent reading comprehension, and listening comprehension in English and Filipino. The study includes Grade 6 learners and elementary teachers from selected schools in the district. Teachers were selected through total enumeration, while learners were chosen via stratified random sampling, ensuring proportional representation.

Given the rural and socio-economically challenged nature of the study location, the research provides essential insights into literacy instruction effectiveness. Findings will help design data-driven interventions to improve reading instruction and literacy outcomes.

III. Results and Discussion

This chapter presents the study's key findings, interprets them in relation to the research questions and literature, and discusses their significance. It then summarizes the results, draws conclusions aligned with the study's objectives, and offers recommendations for research, policy, and practice.

Profile of Teachers

The study shows the profile of the 50 teacher respondents presents a valuable insight into their instructional capacities and professional development needs, particularly in reading instruction. The majority fall within the 32–38 (34%) and 46–52 (32%) age brackets, suggesting a workforce of mid-career professionals capable of both leadership and peer mentoring. A slight majority are female (56%), and a relatively balanced civil status distribution (54% married, 46% single) reflects varied levels of availability for extended training or extracurricular commitments. In terms of qualifications, most teachers (64%) possess a bachelor's degree with master's units, though only 14% hold a master's degree and a mere 4% a doctorate, underscoring the need to support further graduate education. In terms of rank, the concentration in Teacher II (32%), Teacher III (30%), and Teacher I (28%) positions—coupled with only 10% classified as Master Teacher I—highlights a potential mentorship gap within schools.

Teaching experience is well-distributed across service years, indicating a healthy mix of novice and seasoned educators. However, the most striking concern is that 96% of teachers have had no training related to reading instruction, revealing a critical gap in subject-specific professional development. This mismatch between curriculum demands and teacher preparedness calls for urgent interventions such as targeted in-service training, lesson study groups, and the integration of reading specialists to enhance literacy teaching, which is foundational to learning across content areas like Science.

The demographic and academic profile of the 273 Key Stage 2 learners which provides a comprehensive view of their educational context, revealing critical intersections among age, sex, nutrition, socioeconomic status, and academic performance. Most learners (65.9%) are within the expected age range of 11–12 years, though the presence of both younger and older students suggests developmental variability that necessitates differentiated instruction. The sex distribution is relatively balanced (53.1% male, 46.9% female), highlighting the importance of gender-responsive pedagogy. Alarming, more than half of the learners are either wasted (33.7%) or severely wasted (16.5%), indicating widespread undernutrition, which research has consistently linked to diminished cognitive performance and attention span. This underscores the urgent need for school-based feeding and health interventions. Socioeconomic data shows that 64.1% of the learners come from low-income households earning only ₱1,000–₱3,000 monthly, which likely impacts access to learning resources and contributes to academic difficulties. Scholastic performance is varied, with only 11% achieving excellence (GPA 96–100) and a large portion

(44.7%) falling into the satisfactory to fair range (GPA 75–89), including 26.4% at the borderline of passing. These findings point to the necessity of inclusive, engaging, and equity-oriented instructional strategies that address both academic needs and the broader social determinants of learning, in line with holistic educational models advocated by UNESCO and UNICEF.

Extent of Reading Instructional Practices of Teachers in Public Elementary Schools

The extent of reading instructional practices among teachers in public elementary schools plays a crucial role in shaping learners' literacy development, particularly at the foundational levels. As reading is a gateway skill that supports academic achievement across all subject areas, the quality, frequency, and scope of instructional strategies employed by teachers directly influence learners' reading fluency, comprehension, and motivation. This study explores how teachers implement key components of effective reading instruction—such as phonemic awareness, phonics, fluency, vocabulary, and comprehension—within the context of public elementary schools. Understanding the extent of these practices provides valuable insights into current pedagogical trends, identifies potential gaps in reading instruction, and informs the development of targeted interventions that promote equitable literacy outcomes in diverse and resource-constrained educational settings. Tests of Relationship Between Profile and Transformational Leadership Practices.

The results reveal that public elementary school teachers exhibit Very High Instructional Practices (VHIP) across all five key domains of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension, with some indicators falling under High Instructional Practices (HIP). In Phonemic Awareness, the highest mean scores (e.g., 4.60 for guiding students in manipulating sounds) suggest that teachers consistently integrate foundational auditory discrimination and sound manipulation tasks crucial for early reading development, aligning with research by National Reading Panel (2000) which emphasizes phonemic awareness as a strong predictor of reading success. Similarly, Phonics instruction reflects a structured and systematic approach ($M = 4.26$ overall), with strong implementation of explicit teaching and multisensory strategies. These practices are essential for helping students decode and spell words effectively, echoing the findings of Ehri (2004) on the value of systematic phonics in early literacy.

In Fluency, mean scores (ranging from 4.18 to 4.60) underscore the emphasis on modeling, repeated reading, and feedback—strategies endorsed by Rasinski (2004) to build automaticity and prosody. The integration of varied texts and technological tools further demonstrates efforts to support diverse fluency needs. Vocabulary instruction, though slightly lower on average ($M = 4.19$), still reflects frequent and diverse practices, from contextual learning and explicit teaching of morphemes to fostering discussions and maintaining a print-rich environment. However, areas like modeling word usage ($M = 3.96$) and tech integration ($M = 3.88$) suggest room for strengthening practice.

Finally, Reading Comprehension practices also reflect a VHIP level overall, with standout indicators like the use of visual organizers ($M = 4.60$) and promotion of active reading ($M = 4.44$), supporting effective cognitive engagement as advocated by Duke and Pearson (2002). The strong focus on differentiation, collaborative reading activities, and continuous assessment highlights a comprehensive instructional approach aligned with constructivist and sociocultural theories of reading development.

Overall, these findings indicate that teachers in public elementary schools are effectively employing research-based reading strategies, though targeted professional development in vocabulary enrichment and deeper tech integration could enhance instructional depth and responsiveness to evolving literacy demands.

Level of Reading Performance of the Learners in the Public Elementary Schools Based on the Phil-IRI Posttest Results

The result reveals the Phil-IRI posttest results on learners' reading performance in public elementary schools, showing that a significant proportion of students in both English and Filipino fall within the frustration level—37.0% and 47.6%, respectively—indicating severe difficulties in comprehension, decoding, and vocabulary skills. The instructional level also holds a substantial share, suggesting that many learners can benefit from guided reading but are not yet autonomous readers. Alarming, only 27.8% of learners in English and 31.5% in Filipino can read independently, raising concerns about overall literacy readiness. These figures underscore systemic challenges such as limited instructional resources, teacher capacity, and classroom overcrowding. Drawing from the works of Paris & Hamilton (2009), Vygotsky (1978), Allington (2012), and Cummins (1979), the data imply that foundational literacy remains underdeveloped and calls for evidence-based interventions such as early diagnosis through RTI frameworks, teacher upskilling in differentiated instruction, and strengthened community engagement. Additionally, the gap in Filipino reading performance despite its role as the medium of instruction questions the effectiveness of Mother Tongue-Based Multilingual Education (MTB-MLE) implementation, highlighting the need for improved scaffolding in both languages to foster literacy equity and learning success.

Test of Difference on the Extent of Reading Instructional Practices of Teachers in the Public Elementary Schools when Grouped According to their Profile

This section presents the test of difference on the extent of reading instructional practices of teachers in public elementary schools when grouped according to their profile variables. It aims to determine whether significant variations exist in the implementation of key reading strategies—such as phonemic awareness, phonics, fluency, vocabulary, and comprehension—based on demographic and professional characteristics such as age, sex, educational attainment, teaching position, years of experience, and number of reading-related trainings attended. Analyzing these

differences provides insights into how teacher background may influence literacy instruction and helps identify specific groups that may benefit from targeted capacity-building initiatives.

Test of Difference on the Extent of Reading Instructional Practices of Teachers in the Public Elementary Schools when Grouped According to their Age

The results presents a test of difference on the extent of reading instructional practices among public elementary school teachers when grouped according to age, analyzed using the Kruskal-Wallis H test. The results indicate no statistically significant difference across age groups ($H = 4.082$, $p = 0.395$), as the Asymptotic Significance value exceeds the conventional alpha level of 0.05. This suggests that age does not significantly influence the extent to which teachers implement reading instructional practices. While mean ranks vary slightly—ranging from 15.25 (ages 39–45) to 28.50 (ages 25–31)—these differences are not sufficient to infer a meaningful divergence in pedagogical behavior based on age.

From a scholarly standpoint, this finding aligns with research suggesting that professional practice, particularly in literacy instruction, may be more closely associated with factors such as training, experience, access to resources, and institutional support rather than age alone (Darling-Hammond et al., 2017; Desimone, 2009). Moreover, the result reinforces the view that effective reading instruction is not necessarily age-dependent but may instead be shaped by ongoing professional development, reflective practice, and school-level initiatives. This also implies that school leaders should consider targeted interventions or support mechanisms that are responsive to all teachers, regardless of age, to enhance reading instruction uniformly. The findings advocate for a professional learning culture that values continuous improvement and collaborative growth rather than assumptions based on demographic variables.

Test of Difference on the Extent of Reading Instructional Practices of Teachers in the Public Elementary Schools When they are Group According to their Sex

This section presents the results of a Mann-Whitney U test conducted to determine whether there is a significant difference in the extent of reading instructional practices between male and female teachers in public elementary schools. The findings show a Mann-Whitney U value of 251.000 and an Asymptotic Significance (2-tailed) value of 0.261, which is greater than the conventional alpha level of 0.05. This indicates that the difference in reading instructional practices between male and female teachers is not statistically significant. Although male teachers had a slightly higher mean rank (28.09) compared to female teachers (23.46), the lack of significance suggests that sex is not a determining factor in the extent of how reading instructional practices are carried out. This supports scholarly perspectives emphasizing that pedagogical effectiveness and instructional behavior are not inherently gendered traits but are instead shaped by professional preparation, access to continuing education, and contextual teaching environments (Darling-Hammond et al., 2017; Avalos, 2011). From a broader educational lens, these findings challenge any implicit gender stereotypes in teaching roles and reinforce the principle that both male and

female educators are equally capable of implementing effective literacy instruction, given adequate training and support. The results advocate for inclusive professional development programs that empower all educators regardless of sex and encourage equitable participation in literacy initiatives. In essence, gender equity in educational practice is affirmed, and interventions to improve reading instruction should focus on instructional quality rather than demographic distinctions.

Test of Difference on the Extent of Reading Instructional Practices of Teachers in the Public Elementary Schools When they are Group According to their Civil Status

This section presents the analysis of differences in the extent of reading instructional practices among public elementary school teachers when grouped according to their civil status. By examining whether marital status—such as being single, married, or widowed—has a significant bearing on the implementation of reading instruction strategies, the study seeks to uncover potential variations in teaching practices that may be influenced by personal or social factors. Understanding these differences is essential in identifying if and how civil status may impact teachers' professional engagement, time management, and commitment to literacy instruction, thereby informing more inclusive and supportive capacity-building initiatives within the school system.

This section explores the test of difference in the extent of reading instructional practices among public elementary school teachers when grouped according to their civil status. The analysis aims to determine whether teachers' marital status—such as single, married, widowed, or separated—bears any significant influence on their implementation of essential reading strategies, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. By examining this personal demographic factor, the study seeks to understand whether civil status may affect teachers' instructional behavior, workload management, or engagement in literacy pedagogy, thereby informing context-sensitive support systems and professional development efforts.

The results of the Kruskal-Wallis H test assessing whether civil status affects the extent of reading instructional practices among public elementary school teachers. With a computed value of 0.232 and a p-value of 0.630, the findings indicate no statistically significant difference between single and married teachers in terms of how they implement reading strategies. Although single teachers had a slightly higher mean rank (26.57) than married ones (24.59), the difference was negligible. This suggests that civil status does not influence teaching effectiveness in reading instruction. Consistent with existing literature, the result reinforces that teacher performance is more closely tied to professional training, experience, and institutional support than to personal demographic factors. It also affirms the need for inclusive, skill-based professional development rather than interventions based on assumptions about personal circumstances.

Test of Difference on the Extent of Reading Instructional Practices of Teachers in the Public Elementary Schools When they are Group According to their Educational Attainment

This section examines the test of difference in the extent of reading instructional practices of teachers in public elementary schools when grouped according to their educational attainment. The analysis seeks to determine whether teachers' highest level of formal education—ranging from bachelor's degree holders to those with postgraduate qualifications—significantly influences the way they implement key components of reading instruction, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Exploring this relationship provides insights into how advanced academic preparation may enhance pedagogical effectiveness and inform differentiated professional development programs aimed at improving literacy outcomes across varying teacher qualifications.

This section presents the analysis of the difference in the extent of reading instructional practices among public elementary school teachers when grouped according to their educational attainment. By examining whether variations exist based on teachers' highest level of education—such as bachelor's degree, master's units, or completed graduate studies—the study aims to determine if academic qualifications influence the frequency and quality of implementing essential reading strategies. These include phonemic awareness, phonics, fluency, vocabulary, and comprehension. The findings will offer insights into how educational attainment shapes pedagogical approaches and inform targeted professional development programs that enhance literacy instruction across varying qualification levels.

The results of a Kruskal-Wallis H test to evaluate whether there is a significant difference in the extent of reading instructional practices among public elementary school teachers based on their educational attainment. The test groups are: Bachelor's Degree, Bachelor's Degree with MA units, MA Degree Holder, and Doctoral Degree Holder. The findings show a Kruskal-Wallis value of 4.341 with an Asymptotic Significance (p-value) of 0.227, which is greater than the standard significance threshold of 0.05. This indicates that there is no statistically significant difference in the reading instructional practices among teachers of varying educational levels.

Although the mean rank for Doctoral Degree Holders (45.50) is substantially higher than those with other educational levels (Bachelor's Degree: 26.39; Bachelor's Degree with MA Units: 23.80; MA Degree Holder: 26.43), the p-value of 0.227 suggests that the observed differences in the ranks are likely due to random chance rather than a meaningful educational effect. This suggests that, despite the higher educational attainment of doctoral degree holders, their reading instructional practices do not significantly differ from teachers with lower levels of educational attainment. From a scholarly perspective, this result is interesting as it contrasts with the common assumption that higher levels of education (such as a doctoral degree) correlate with more advanced or effective teaching practices (Darling-Hammond, 2000). The findings suggest that teacher effectiveness in reading instruction may be influenced by factors other than formal

educational credentials, such as teaching experience, pedagogical training, in-service professional development, and school support systems (Guskey, 2002).

These results call for a nuanced understanding of the relationship between educational attainment and teaching effectiveness. While higher educational qualifications may contribute to deeper subject matter knowledge, they do not automatically translate into improved teaching practices, especially if teachers do not receive continuous professional development focused on instructional strategies. Ongoing training and support may be more impactful than formal degrees in fostering effective teaching practices, particularly in literacy instruction (Hattie, 2009). Additionally, this suggests that efforts to improve reading instruction should not prioritize formal educational qualifications alone but should focus on practical teaching skills and evidence-based instructional strategies.

Test of Difference on the Extent of Reading Instructional Practices of Teachers in the Public Elementary Schools When they are Group According to their Position

The results of a Kruskal-Wallis H test, which examined whether there is a significant difference in the extent of reading instructional practices among teachers in public elementary schools based on their position (Teacher I, Teacher II, Teacher III, and Master Teacher I). The test yielded a value of 3.963 and an Asymptotic Significance (p-value) of 0.266, which is greater than the standard significance threshold of 0.05, indicating no statistically significant difference across the different teacher positions. Although Teacher III had the highest mean rank (30.13) and Teacher II had the lowest (20.38), the p-value suggests that teacher rank does not significantly influence the quality of reading instructional practices. This result challenges the assumption that higher rank or position correlates with better instructional practices, emphasizing the need to focus on factors like pedagogical skills, teaching experience, mentorship, and professional development, rather than rank alone. The findings suggest that school leadership, training programs, and institutional support may be more pivotal in shaping reading instruction. Given these insights, educational initiatives should prioritize continuous professional development, peer collaboration, and mentorship programs for teachers at all levels, regardless of their position. This approach may prove more effective in improving reading instructional practices than relying solely on teacher rank.

Test of Difference on the Extent of Reading Instructional Practices of Teachers in the Public Elementary Schools When they are Group According to their Trainings Attended

The results of a Mann-Whitney U test to determine whether there is a significant difference in the extent of reading instructional practices among teachers in public elementary schools based on their attendance in relevant trainings. The test compares two groups: those who have attended no relevant training (N = 48) and those who have attended one relevant training (N = 2). The test yielded a U value of 8.000 and a p-value of 0.046, indicating a statistically significant difference between the two groups, with teachers who attended at least one relevant training demonstrating

significantly better reading instructional practices. This suggests that professional development training is linked to improved teaching practices, as evidenced by the higher mean rank for the trained teachers (45.50) compared to those without training (24.67). While the small sample size of the trained group limits the generalizability of the results, the significance of the findings underscores the importance of targeted professional development, particularly in key areas like reading instruction. The findings highlight the need for schools to prioritize and invest in continuous, high-quality training programs that enhance teachers' pedagogical skills, with a focus on improving reading instruction, which is crucial for student success. School leaders and policymakers should ensure all teachers, regardless of their experience or current training, have access to relevant professional development opportunities to strengthen instructional practices across the board

Multiple Comparisons on Test of Difference on the Reading Performance of the Key Stage 2 Learners in the Public Elementary Schools When Grouped According to their Profile

This section presents the multiple comparisons on the test of difference in the reading performance of Key Stage 2 learners in public elementary schools when grouped according to their profile variables. Specifically, it examines whether significant differences exist in learners' reading outcomes based on age, sex, nutritional status, monthly family income, and current scholastic performance. Using post hoc analysis following significant omnibus test results, the study seeks to identify which specific groups differ from one another. This comparative approach provides deeper insights into how socio-demographic and academic factors may influence learners' reading proficiency, thereby informing the design of more equitable and responsive literacy interventions.

Multiple Comparisons on Test of Difference on the Reading Performance of the Key Stage 2 Learners When Grouped According to their Age

This results of multiple comparisons on the reading performance of Key Stage 2 learners grouped by age (9-10, 11-12, and 13-14) in English and Filipino. The analysis reveals significant differences in English performance, with older students (ages 11-12 and 13-14) outperforming younger learners (ages 9-10). Specifically, the 9-10 age group showed significantly lower mean scores compared to the 11-12 and 13-14 age groups, with differences of -0.479 and -0.979, respectively. These differences were statistically significant ($p < 0.001$). Additionally, the 13-14 age group scored higher than the 11-12 group, indicating that as students age, their English reading proficiency improves. The ANOVA results for English also support these findings, with a significant between-group difference ($F = 16.952, p = 0.000$). These results suggest that age plays a key role in the development of English reading skills.

In contrast, the Filipino reading performance did not exhibit significant age-related differences. The mean differences between the age groups (9-10 vs. 11-12 and 9-10 vs. 13-14) were not statistically significant, with p-values exceeding the threshold for significance ($p > 0.05$). The ANOVA results also indicated no significant between-group differences in Filipino ($F =$

1.981, $p = 0.140$). These findings imply that factors other than age, such as instructional strategies, exposure to the language, or cultural relevance of the materials, may be more influential in shaping Filipino reading proficiency. Therefore, while age appears to be a strong predictor of performance in English, its impact on Filipino reading performance is less pronounced, highlighting the need for further investigation into the factors that influence reading development in the local language.

Test of Difference on the Reading Performance of the Key Stage 2 Learners When Grouped According to their Profile

This section composed of tables 13-16 presents the test of difference in the reading performance of Key Stage 2 learners when grouped according to their profile characteristics, specifically age, sex, nutritional status, monthly family income, and current scholastic performance. The analysis aims to determine whether these socio-demographic and academic variables significantly influence learners' reading outcomes. By identifying patterns and disparities across different groups, the study seeks to provide evidence that can inform the development of targeted literacy interventions and support systems, ensuring that all learners—regardless of background—are given equitable opportunities to improve their reading proficiency.

Test of Difference on the Reading Performance of the Key Stage 2 Learners When Grouped According to their Sex

This presents the results of the test of difference on the reading performance of Key Stage 2 learners when grouped according to sex, specifically in English and Filipino. The findings indicate significant differences between male and female learners in both languages, as evidenced by the t-tests for independent samples. In English, both the assumption of equal variances ($t = -3.348$, $p = 0.001$) and the assumption of unequal variances ($t = -3.342$, $p = 0.001$) yielded significant results. Similarly, in Filipino, significant differences were found with both assumptions of equal ($t = -6.137$, $p = 0.000$) and unequal variances ($t = -6.130$, $p = 0.000$). These results suggest that there are meaningful differences in reading performance between male and female learners, with females outperforming males in both languages.

The ANOVA results further support these findings. For both English and Filipino, the between-group comparisons yielded significant results, with p-values well below the threshold of 0.05. In English, the F-value was 24.900 ($p = 0.000$), and in Filipino, the F-value was 25.468 ($p = 0.000$), indicating that sex is a significant factor in determining reading performance in both languages. These results align with previous studies that have suggested gender-based differences in academic performance, particularly in language-related subjects. The significant differences observed in both English and Filipino reading performance suggest that gender may play a role in the development of reading skills, potentially influenced by a range of social, cultural, and educational factors. Therefore, these findings emphasize the need for educators to consider gender when designing and implementing instructional strategies to support the diverse needs of learners.

Multiple Comparisons on Test of Difference on the Reading Performance of the Key Stage 2 Learners When Grouped According to their Nutritional Status

This presents the results of multiple comparisons on the reading performance of Key Stage 2 learners categorized by their nutritional status: Severely Wasted, Wasted, and Normal. The analysis indicates that nutritional status has a significant impact on reading performance, with learners in the Severely Wasted category consistently showing lower performance in both English and Filipino compared to their Wasted and Normal counterparts. The mean differences between Severely Wasted and both Wasted and Normal groups are statistically significant in both subjects, with p-values well below the threshold of 0.05. However, there is no significant difference between the Wasted and Normal groups in English, suggesting that the performance gap between these two categories is relatively smaller and potentially influenced by other factors.

Multiple Comparisons on Test of Difference on the Reading Performance of the Key Stage 2 Learners When Grouped According to their Family Income

These findings underscore the crucial role of nutritional status in shaping learners' cognitive and academic outcomes. The results align with previous studies that highlight the detrimental effects of malnutrition on cognitive development and academic achievement (Grantham-McGregor et al., 2007). The significant performance gaps between Severely Wasted and Normal learners emphasize the importance of addressing nutritional deficiencies as part of broader educational strategies. Furthermore, the lack of significant differences between the Wasted and Normal groups in English suggests that other variables, such as teaching quality or socio-economic factors, may play a role when the nutritional deficiency is less severe. To improve reading performance, it is essential for educational systems to incorporate nutritional interventions alongside academic support, ensuring that undernourished learners receive the necessary resources to bridge the performance gap and achieve optimal learning outcomes.

This presents the results of multiple comparisons assessing the reading performance of Key Stage 2 learners based on their monthly family income, specifically comparing three income groups: 1000-3000, 3001-5000, and 5001 or above. The analysis investigates differences in both English and Filipino reading performance across these income groups.

In English, the findings reveal statistically significant differences in reading performance between certain income groups. Specifically, learners in the 1000-3000 income range performed significantly better than those in the 3001-5000 income range (mean difference = 0.314, $p = 0.017$), with the 95% confidence interval excluding zero, indicating a real difference between these groups. Conversely, no significant difference was observed between the 1000-3000 income group and the 5001 or above income group (mean difference = -0.229, $p = 0.355$), suggesting that the reading performance of these two groups is similar. Additionally, learners in the 3001-5000 income range performed significantly worse than those in the 5001 or above income range (mean difference = -0.542, $p = 0.012$), with a confidence interval that excludes zero, supporting the notion that higher

family income may positively influence reading performance. However, no significant differences were observed between the 5001 or above and 1000-3000 income groups, nor between the 5001 or above and 3001-5000 income groups.

For Filipino reading performance, no significant differences were observed across the income groups. Although there were mean differences between the groups, such as between the 1000-3000 and 3001-5000 income groups (mean difference = 0.243, $p = 0.096$) and between the 3001-5000 and 5001 or above groups (mean difference = -0.129, $p = 0.831$), the p -values for these comparisons were all greater than the 0.05 significance threshold, indicating that the income groups did not exhibit statistically significant differences in their Filipino reading performance. This suggests that while family income may have some influence on reading performance in English, it does not have a comparable effect on Filipino reading skills in this study.

These results highlight the complex relationship between family income and academic performance, with English reading performance showing more pronounced differences based on income than Filipino reading performance. The significant findings in English suggest that family income can be a contributing factor to the development of reading skills, potentially reflecting differences in access to educational resources, learning environments, or parental support. The lack of significant differences in Filipino reading performance calls attention to the need for further investigation into other factors that may influence learning outcomes in different subjects, such as language-specific teaching practices or cultural influences. The results also underscore the importance of addressing income disparities as part of strategies aimed at improving educational equity and outcomes.

Multiple Comparisons on Test of Difference on the Reading Performance of the Key Stage 2 Learners When Grouped According to their Scholastic Performance

presents the results of a multiple comparison analysis aimed at understanding the differences in the reading performance of Key Stage 2 learners based on their scholastic performance (GPA). The study focuses on English and Filipino reading scores, with GPA categories divided into 75-79, 80-84, 85-89, 90-95, and 96-100. The table provides the mean differences between these groups, along with standard errors, significance values, and confidence intervals for each comparison, allowing for a detailed understanding of how GPA influences reading performance across these two subjects.

In the case of English reading performance, the analysis reveals no statistically significant differences between the GPA categories. The p -values for all comparisons are greater than the 0.05 threshold, indicating that GPA does not play a significant role in explaining variations in English reading outcomes. For example, comparisons such as between the 75-79 and 80-84 GPA groups or between the 85-89 and 90-95 groups show no meaningful differences in performance. This suggests that, within the GPA ranges considered in this study, other factors may be influencing

English reading performance, or the GPA ranges might not be wide enough to reveal notable differences in this subject.

On the other hand, Filipino reading performance shows significant differences across certain GPA categories, with a p-value of 0.001 indicating a substantial overall effect. Specifically, learners in the lower GPA range (75-79) perform significantly worse in Filipino than those in the higher GPA ranges, such as 85-89 and 90-95. The mean differences in these comparisons are substantial, suggesting that a higher GPA correlates with better performance in Filipino reading. However, no significant differences are observed between the 90-95 and 96-100 GPA categories, indicating that the top performers in Filipino tend to have similar results. These findings suggest that GPA is a more important predictor of Filipino reading performance compared to English, possibly due to different instructional or contextual factors affecting the two subjects.

In conclusion, the study reveals that GPA has a significant impact on Filipino reading performance, with higher GPA learners outperforming their lower GPA counterparts. In contrast, GPA does not appear to influence English reading performance significantly. These results imply that improvements in Filipino reading skills might be achieved by focusing on enhancing scholastic achievement, whereas English reading skills may be influenced by other variables such as teaching methods or learner engagement. This distinction highlights the need for tailored interventions in each subject to optimize reading outcomes for students.

Test of Relationship between the Reading Instructional Practices of Teachers and Reading Performance of The Key Stage 2 Learners in the Public Elementary Schools

This section presents the test of relationship between the reading instructional practices of teachers and the reading performance of Key Stage 2 learners in public elementary schools. The analysis aims to determine whether there is a significant association between the extent to which teachers implement key reading strategies—such as phonemic awareness, phonics, fluency, vocabulary, and comprehension—and learners' performance in standardized reading assessments. Establishing this relationship is critical in understanding how instructional practices directly impact learner outcomes, thereby providing a data-driven basis for enhancing reading pedagogy and designing effective, evidence-based literacy interventions at the elementary level.

IV. Conclusion

1. The profile of the teacher-respondents highlights a professionally experienced but vertically constrained workforce, with limited advancement opportunities and inadequate access to specialized training in reading instruction. This underscores the urgent need for institutionalized mentorship programs and sustained, structured professional development in literacy pedagogy to improve instructional competence and promote upward career mobility.

2. The findings affirm that learners' developmental and academic challenges are deeply intertwined with their socio-economic and nutritional conditions. The high incidence of undernourishment and poverty among learners necessitates a multisectoral response that combines educational interventions with health and social support services to holistically enhance learning outcomes.
3. Teachers are actively implementing core reading strategies, demonstrating a commitment to literacy instruction. However, gaps in instructional quality, particularly in vocabulary modeling and technological integration, point to the need for continuous, practice-oriented capacity-building programs focused on modern and differentiated literacy strategies.
4. The persistent low reading proficiency among Key Stage 2 learners in both English and Filipino signals a pressing need for evidence-based and language-specific reading interventions. Strengthening foundational literacy through remedial and enrichment programs should be prioritized to equip learners with the necessary skills for academic progression.
5. The absence of significant differences in instructional practices across most teacher demographic variables suggests that teaching quality is not inherently determined by personal characteristics. However, the strong influence of specialized training affirms that investment in focused professional learning opportunities is key to enhancing instructional effectiveness in reading.
6. Learners' reading outcomes are significantly shaped by their individual and contextual characteristics, particularly age, sex, nutritional status, and family income. These disparities call for equity-driven interventions that are sensitive to learner diversity and that prioritize inclusive, needs-based teaching and learning strategies.
7. The interconnectedness of reading instructional practices highlights the holistic nature of effective literacy teaching, with vocabulary instruction serving as a critical leverage point. Strengthening vocabulary teaching strategies can substantially enhance learners' fluency and comprehension, advocating for its central role in instructional planning and teacher development.

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