

Reading Comprehension Strategies And Learners' Proficiency Level

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Abstract — This study examined the correlation among teachers' profiles, the tactics employed to enhance reading comprehension skills, and learners' levels of reading comprehension proficiency. The study utilized a descriptive-correlational methodology with 100 teacher participants and 50 students from designated schools. Data were gathered via structured questionnaires, observational checklists, and performance-based evaluations.

The results indicated that most teachers (45%) had a master's degree and 58% had been teaching for 6 to 10 years. Teachers said they often used technology-based tools like interactive whiteboards ($M = 4.36$), classroom response systems ($M = 4.55$), and video clips ($M = 4.67$), with a grand mean of 4.53, which means they always used them. The learners' reading comprehension skills were graded as fair (grand mean = 1.94). They did better at putting events in order ($M = 2.46$) but worse at making inferences ($M = 1.70$) and drawing conclusions ($M = 1.63$).

Statistical analysis revealed a strong correlation between teachers' greatest educational attainment and their years of teaching experience and the tactics adopted ($p < 0.05$). In the same way, the age of the students was strongly linked to how well they understood what they read ($p < 0.05$). Furthermore, there was a high positive correlation ($r = 0.624$, $p = 0.001$) between teachers' techniques and students' reading comprehension levels. This shows that using effective teaching methods, especially those that incorporate technology, has a positive effect on students' learning. The results indicate the necessity for ongoing professional development for educators, emphasizing evidence-based teaching practices and technological integration to improve reading comprehension.

Keywords — *Reading Comprehension Skills, Instructional Strategy Utilization, Technology-Integrated Instruction Practices, Literacy Skill Development, Ubay, Boho, Philippines.*

I. Introduction

Reading comprehension, or the ability to understand and make sense of what you read, is the most important skill for learning in all subjects. It takes more than just being able to read words correctly; it also takes deeper skills like making connections between ideas, using what you already know, using strategies like summarizing, questioning, and inferring, and staying interested in the text. Modern models of reading stress that understanding is not one-dimensional; it involves cognitive skills, knowledge, and motivation (Duke & Pearson, 2002; Kintsch, 1998; Duke & Cartwright, 2021). Even though we know these concepts very well, many students, especially those in public schools with few resources, still have trouble understanding what they read. This shows that we need to find better ways to teach them right away.

Studies indicate that direct instruction in reading strategies—educating students on the application and timing of particular comprehension techniques—can enhance comprehension results (Palincsar & Brown, 1984; Pressley, 2006; National Reading Panel, 2000). Meta-analyses also show that teaching strategies are a very effective way to teach (Hattie, 2009). But a lot of the evidence comes from studies done in classrooms with a lot of resources or short-term interventions, so it's not clear how to make these practices work in different classrooms and with students of different skill levels (Hattie, 2009; OECD, 2019). Also, the models that are already out there don't always give teachers practical, grade-appropriate advice on how to teach every day, especially in the early and middle grades.

Research conducted in the Philippines exhibits analogous trends. Local studies have looked at individual strategy interventions like graphic organizers (Alvarado, 2019), think-aloud protocols (Domingo, 2018), reciprocal teaching (Fernandez, 2020), and story mapping (Salazar, 2020). These studies typically indicate enhanced comprehension results; however, they are constrained by a singular focus on one strategy, limited sample sizes, brief durations, or specific text types. Some also don't pay enough attention to important factors like vocabulary knowledge, prior knowledge, and long-term strategy use.

There is a big gap in both international and local literature. Many teaching methods seem to work, but there isn't much evidence on how to combine them with the right scaffolds, knowledge-building activities, and motivational supports to help Grades 1–6 students understand better in real classrooms. This gap is especially big in public schools that don't have enough resources. Teachers need practical, context-sensitive frameworks that connect strategy instruction with how well students are doing.

So, this study wants to fill in this gap by looking at how a structured set of comprehension strategies and supports can be used to help young learners read better. It is important to understand these connections not only to improve literacy but also to help students learn in all subjects, which will lead to better educational equity and quality overall.

Literature Review

Conceptual Literature

People often think of reading comprehension as the combination of decoding skills, language skills, background knowledge, strategic processing, and motivation to learn. Duke and Pearson (2002) assert that the direct teaching of comprehension strategies can significantly enhance learners' textual understanding. Their synthesis establishes a robust theoretical framework for strategy-based instruction; nevertheless, it predominantly originates from studies conducted in the United States and provides insufficient instructional guidance for educators operating in low-resource and culturally diverse classrooms.

Palincsar and Brown's (1984) reciprocal teaching model showed that teaching students how to summarize, ask questions, clarify, and make predictions greatly improves their understanding. Although their work continues to exert significant influence, the majority of supporting studies were executed in small, researcher-directed instructional environments, resulting in ambiguity regarding its efficacy in standard whole-class instruction.

Pressley (2006) emphasized that proficient readers employ a range of strategies in a flexible and intentional manner. His review stressed how important it is to have a "toolbox" of comprehension strategies. However, there isn't much evidence that these strategies can be used in other subjects and learned over time.

Hattie's (2009) meta-analysis found that teaching students how to use comprehension strategies is a very effective way to teach. While this affirms its general efficacy, the synthesis amalgamates a wide range of study designs and fails to distinctly delineate which specific strategies are most advantageous for particular proficiency levels, particularly among early-grade learners.

The National Reading Panel (2000) also found strong evidence that using more than one strategy for understanding is advantageous. Most of the primary studies, on the other hand, were done with upper elementary and secondary students, leaving a gap in evidence for Grades 1 and 2 classrooms.

Kintsch's (1998) model elucidates comprehension as a cognitive process involving the integration of textual information with pre-existing knowledge to formulate a coherent mental representation. The model is strong in theory, but it doesn't give teachers much help in picking classroom tasks that are appropriate for students with different levels of proficiency.

Beck, McKeown, and Kucan (2002) showed that vocabulary and domain knowledge are crucial for developing comprehension. Even so, few studies on teaching combine systematic knowledge-building with teaching explicit comprehension strategies in the early grades.

Guthrie and Wigfield's (2000) motivational models demonstrated that learner engagement facilitates strategy utilization and comprehension performance. But in many studies, motivation measures don't often have anything to do with how much students' understanding grows over time.

Zimmerman (2002) also discussed the significance of metacognition and self-regulation in the learning process, including reading. Despite the establishment of robust theoretical connections between metacognition and comprehension, the development of classroom protocols for monitoring and instructing metacognitive strategies in large classes remains inadequate.

Pearson and Gallagher (1983) developed the gradual release of responsibility model, a widely used framework for teaching strategies. Nonetheless, empirical evidence regarding suitable pacing, intensity, and instructional dosage for struggling early-grade readers remains insufficient.

Afflerbach, Pearson, and Paris (2008) characterized think-alouds as a method for elucidating comprehension processes to learners. While their research strengthens the theoretical framework of explicit strategy modeling, it fails to adequately address concerns about teacher fidelity and scalability in overcrowded classrooms.

Cain and Oakhill (2006) found that young readers often have trouble understanding things because they can't make inferences. Although inferencing skills are known to be important, few studies have created age-appropriate and curriculum-embedded ways to teach them.

Perfetti and Stafura's (2014) lexical quality hypothesis demonstrated that possessing accurate and well-integrated vocabulary enhances higher-level comprehension. Even so, interventions in the classroom don't often directly measure lexical quality, which makes this framework less useful in school settings.

Rasinski (2004) also discovered a relationship between comprehension and fluency, a combination of accuracy and automaticity. Nevertheless, results are inconclusive concerning the efficacy of fluency drills in facilitating significant comprehension improvements for low-proficiency readers.

Shanahan and Shanahan (2008) proposed the notion of disciplinary literacy, contending that comprehension strategies must be tailored to the requirements of particular subjects, including science and social studies. Although the framework is impactful, empirical implementations at the elementary level are still limited.

Biancarosa and Snow (2006) suggested that schools should work together to help students who are having trouble reading. Their report, however, offers minimal direction for sustainable and practical modifications in early elementary settings.

Torgesen (2006) stressed the importance of intensive and organized help for readers who are at risk. Even though these models work, they often need staff and money that rural and poorly funded public schools don't have.

Graham and Hebert (2010) demonstrated that the integration of writing activities with reading instruction improves comprehension. Still, not many studies have looked at how writing-to-read activities and explicit strategy instruction work together at different levels of proficiency.

Fisher and Frey (2014) discussed how organized classroom conversations and discussions based on texts can help students learn more. Nonetheless, practical grouping frameworks and communication protocols for diverse classrooms are still inadequately specified.

Vygotsky's (1978) socio-cognitive theory supports scaffolded instruction within the learner's zone of proximal development. The theory is strong in terms of ideas, but it doesn't have any specific, grade-level lesson plans for teaching reading comprehension.

The OECD (2019) found that international tests indicate that reading comprehension is still weak and widespread. However, large-scale results don't show which teaching methods directly help students with specific comprehension skill gaps.

More recently, Duke and Cartwright's (2021) Active View of Reading combines executive functioning, knowledge, and motivation into a multidimensional framework for understanding. Despite enhancing comprehension of the interactions among various components, there have been limited classroom-based trials assessing its integrated instructional implications across diverse learner proficiency levels.

These theoretical and empirical works show that teaching comprehension strategies is a beneficial idea. However, a significant gap remains between these models and practical, context-appropriate, proficiency-differentiated teaching advice for Grades 1–6 students in underfunded public schools.

Research Literature

Alvarado (2019) examined the utilization of visual organizers among Grade 4 students in a public school in Quezon City. The study indicated a notable enhancement in comprehension scores subsequent to the intervention. The study had good results, but it only looked at one way of teaching, which made it hard to say how well different ways of teaching work.

Domingo (2018) executed an action research study regarding the implementation of think-aloud strategies with fifth-grade students in Pangasinan. The results showed that people understood the text better, but since there isn't any long-term data, it's difficult to say if the improvements lasted.

Fernandez (2020) looked into how well reciprocal instruction worked for Grade 6 readers in Cebu Province who weren't doing well. The intervention had favorable results, but the small number of students means that the results may not apply to other schools.

Ramos (2017) looked into how questioning strategies affect how well Grade 3 students understand what they read. The research indicated a favorable correlation between questioning and comprehension performance. Still, the analysis didn't take into account the learners' prior knowledge and vocabulary levels, which are both known to affect how well they understand.

Lopez (2019) looked into how using first-language reading and writing strategies could help Grade 2 students in Leyte understand what they were reading. The results indicated that people understood local-language texts better. Nonetheless, the study did not investigate whether these improvements translated to English reading proficiency.

Castillo (2021) used summarization and prediction strategies in reading workshops with fifth graders. The study did not find out which specific strategy led to the most significant improvements in overall comprehension scores, even though they did get better.

Salazar (2020) examined the implementation of story mapping techniques with third-grade students in Davao del Sur and identified a beneficial impact on comprehension. The focus on narrative texts, on the other hand, makes it difficult to apply the results to expository and content-area reading.

Villanueva (2018) looked into peer-assisted and cooperative learning among intermediate learners in Negros Occidental. Even though learner engagement went up, the lack of a control group makes it harder to say that the intervention had an effect on understanding.

Reyes (2017) investigated vocabulary enhancement activities incorporated into Grade 4 English comprehension lessons. The study indicated that improving vocabulary helped people understand better. But the study didn't look into how metacognitive strategies could make vocabulary-based teaching even better.

Finally, Marquez (2019) looked at how a sustained silent reading (SSR) program affected Grade 6 students in Ilocos Norte. The results indicated that reading fluency got better, but comprehension didn't, which means that just reading on your own isn't enough and that you still need to learn specific strategies to improve your understanding.

All the examined local studies concur that various comprehension strategies can enhance students' reading skills. But there are still some problems with the research, like single-strategy designs, short-term implementation, small sample sizes, and not paying enough attention to how vocabulary, knowledge, and metacognition affect each other. This data shows that there is a need for more research on integrated, context-sensitive, and proficiency-based instructional frameworks that can help public school students in Grades 1–6 understand what they read better.

II. Methodology

This chapter talks about the research methods used to look into the link between reading comprehension strategies and how well students read. It explains the research design, the people who took part, the way the sample was chosen, the ways the data was collected, the measures, the processing of the data, and the ethical issues. This gives a systematic framework to make sure that the study can be repeated, is valid, and is reliable.

Population

The study took place in a few public elementary schools in Ubay, Bohol, including Tres Reyes, Pangpang, Achila, Humay-Humay, and Tuboran Elementary Schools. These schools serve communities with a wide range of geographic and socioeconomic backgrounds, from small island settlements to rural farming barangays. There are five teachers, one school-in-charge, and seventy-one students at Tres Reyes Elementary School on Lapinig Chico Islet. Pangpang Elementary School is about twelve kilometers from the town center. It has grown from an informal learning center to a full-fledged elementary school with nine classrooms. Achila Elementary School is in a rural and agricultural area, which makes it a quiet place for local kids to learn. With 14 teachers, one school head, and 299 students, Humay-Humay Elementary School is an important school in the area. Tuboran Elementary School is also in a rural farming area and provides a safe and well-resourced place for students to learn. The study's participants were teachers from these schools. They were chosen at random to ensure that the sample was representative and unbiased and that it reflected how reading comprehension is taught in Grades 1 to 6.

Table 1
Distribution of Respondents

Schools	Teachers	Learners	f	%
Tres Reyes Elementary School	20	10	30	20
Pangpang Elementary School	20	10	30	20
Humay-humay Elementary School	20	10	30	20
Archila Elementary School	20	10	30	20
Toboran Elementary School	20	10	30	20
Total	100	50	150	100.00

Procedure

This study adheres to a structured Input-Process-Output (IPO) model.

Input: Information was gathered about teachers' demographics, such as their age, gender, marital status, job title, highest level of education, years of teaching experience, and any relevant training programs or seminars they had attended. We also asked teachers to rate their own reading comprehension skills and divided the results into four groups: literal understanding, inferential comprehension, critical analysis, and application of content knowledge. We also gathered

information on teaching methods, strategies for English and Filipino subjects, differentiated instruction, inclusive methods, and how to use technology and multimedia tools in reading instruction.

Process: The chosen teachers were given a structured and validated survey questionnaire. We used descriptive statistics to summarize teacher profiles, reading comprehension skills, and strategy use. We also used inferential statistics like Pearson Product-Moment Correlation to find out how teachers' reading comprehension skills and their teaching strategies were related. The study also found problems, challenges, and worries that were affecting students' reading comprehension based on what teachers said.

Output: The study produced a thorough look at how reading comprehension is currently taught. A strategic comprehensive plan was proposed based on the findings. This plan included evidence-based suggestions for effective strategies, initiatives to help teachers build their skills, and the creation of resources that met the needs that were found. In the Philippines, the goal is to improve literacy and the effectiveness of teaching.

Measures

The following scale (Brown, H.D., 2004) was used to see how well students in grades 1–6 could understand what they read:

Scale	Weight	Category	Verbal Description
4	3.26 - 4.00	Very Proficient	The learners' level of comprehension abilities range between 91 to 100%.
3	2.51 – 3.25	Proficient	The learners' level of comprehension abilities range between 81 to 90%.
2	1.76 – 2.50	Fair	The learners' level of comprehension abilities range between 71 to 80%.
1	1.00 – 1.75	Needs Improvement	The learners' level of comprehension abilities fell below 70%.

To evaluate the frequency of teachers' utilization of reading comprehension activities, the following scale was employed:

Scale Weight Category Verbal Description

Scale	Weight	Category	Verbal Description
5	4.21 - 5.00	Always	Consistently use guiding questions in every reading session, both before and during reading, to stimulate thinking and support comprehension
4	3.41 - 4.20	Often	Use guiding questions in most reading lessons, though not always at both the beginning and during the reading process.

3	2.61 - 3.40	Sometimes	Occasionally ask guiding questions, but it's not a regular part of my reading instruction routine.
2	1.81 - 2.60	Rarely	Seldom ask guiding questions during reading sessions; they are only used sporadically.
1	1.00 - 1.80	Never	Do not use guiding questions before or during reading in my teaching practice.

Processing Data

Statistical software was used to process the data that was collected. The following tests were used:

Percentage: To talk about demographic traits and categorical variables.

Weighted Mean—To find out how well teachers are using reading comprehension strategies and how well students are doing.

Pearson Product-Moment Correlation Coefficient—To analyze substantial correlations between educators' methodologies and students' performance.

These methods made sure that the results were reliable and valid and could be interpreted in a way that was consistent with the study's goals.

Ethical Consideration

The research strictly followed ethical guidelines:

Informed Consent: Participants were fully informed of the goals, methods, risks, and benefits of the study, and they could choose to take part.

Privacy and Anonymity: All personal information was coded, and the data were kept safe.

Voluntary Participation: Teachers could leave without any problems.

Data Privacy: Password-protected digital files and printed materials were locked.

Non-Maleficence: Participants were not hurt in any way, either physically or mentally.

Debriefing: After collecting data, participants were told what the results were and why the study was important.

Following DepEd Order No. 25, s. 2023, prior approval was obtained for compliance with DepEd policies.

III. Results and Discussion

This chapter provides a descriptive and comparative examination of the study findings. It analyzes the results in light of the research goals, hypotheses, and relevant literature. The chapter is set up based on the profiles of the teachers and students who answered the questions, the methods used to help students understand what they read, their levels of proficiency, and the important connections between these factors.

Age and Gender of Teachers

Table 2 shows how many teachers of each age and sex responded. Most teachers (59%) are 31 to 40 years old, meaning they are in the middle of their careers and have a lot of classroom experience. Twenty-one percent of teachers are between the ages of 41 and 50, which means that a lot of them are getting close to their peak professional years. Eighteen percent are between the ages of 21 and 30, which means they are younger teachers with new ideas but less experience. Only 2% are 51 years old or older, which means there aren't many highly experienced teachers.

The data show that women are much more likely to be teachers than men. 78% of the people who answered were women, and 16% were men. This is in line with national data that shows that most of the basic education teachers in the Philippines are women. The age and sex profiles suggest that the teaching staff is generally experienced and flexible, which could be helpful when using new teaching tools and reading comprehension strategies. Professional development programs should include both gender inclusivity and peer mentoring to help younger teachers learn how to teach reading in a way that works.

Teachers Highest Academic Attainment

Table 3 shows the teachers' educational backgrounds. A large number of people who answered (45%) have master's degree units, and 26% have finished their master's degree. Sixteen percent have only a bachelor's degree, and a small group has gone on to get a doctorate. Eight percent have completed their doctorate, and five percent have completed their doctorate.

This distribution shows that most teachers know how important it is to keep learning in order to grow professionally and improve their teaching. Teachers with graduate-level knowledge are better able to use evidence-based reading comprehension strategies. Teachers with a PhD can be mentors and lead literacy instruction projects, which will help schools use research-based methods. In the meantime, teachers who only have a bachelor's degree may benefit from targeted training and scholarship opportunities to improve their skills, especially when it comes to meeting the reading needs of a wide range of students.

Years in Teaching Experience

Table 4 shows that most teachers (58%) have been teaching for 6–10 years. 21% have been teaching for 1–5 years, 12% for 11–15 years, 5% for 16–20 years, and 4% for 21–25 years. This

means that most of the people who work here are in the middle of their careers and have enough experience to use different teaching methods, such as those for improving reading comprehension.

There aren't many veteran teachers (more than 20 years), which could make it harder for new teachers to find mentors. So, new teachers need ongoing professional development and structured mentorship programs to help them use more advanced reading strategies. The age and experience distribution also shows how important it is to use new and technology-enhanced teaching methods to keep growing professionally and help students do better.

Relevant Trainings/Seminars Attended

Table 5 shows how many teachers went to literacy-focused trainings. The most people attended *Becoming an Effective Teacher of Reading in the 21st Century* (88%), followed by *Phil-IRI Enhancement Training and Upskilling Foundational Reading Skills* (82%). *Quality Assurance of Literacy Lesson Scripts (NRP)* (79%) and *LEEP in Reading Training* (75%) were two other trainings. *National Training of Trainers on NRP* had the fewest participants, with only 54%.

These results show that teachers are actively working on their professional development to improve their reading instruction, especially when it comes to diagnostic tests and targeted interventions. The high participation rates in both modern and foundational reading strategies show that people are ready to try new, evidence-based methods. The lower attendance in advanced trainings like *NRP National Training of Trainers*, on the other hand, shows that teachers need more chances to take on leadership roles in literacy and help their peers. To keep up with DepEd programs like *ECARP* and *NRP*, it is best to take regular refresher courses and attend workshops in your area.

Electronic Device used for Teaching

According to Table 6, teachers always use laptops, smartphones, and printers/scanners (100%). Smart TVs are used by 86% of teachers, tablets by 18%, and projectors by 5%. Laptops and smartphones are necessary for planning lessons, making content, and communicating, which shows how technology is becoming more important in education. Smart TVs make multimedia-based teaching better, but the fact that tablets and projectors aren't used very often suggests that they aren't available or that people don't want to use them. Giving students access to a variety of devices and training can make technology-supported instruction even better, supporting interactive and learner-centered approaches.

Learners Age and Sex

Table 7 shows the profiles of the students. Most of them (64%) are 9 to 10 years old, 30% are 11 to 12 years old, and 6% are 13 years old or older, which means they are a little too old to be in school. There are 32 female students (64%) and 18 male students (36%). The age range is typical for elementary school students, but the gender imbalance could affect how well students

understand what they read, since girls tend to do better on reading tasks. Older students may need different types of instruction to make sure that their comprehension skills develop fairly.

Electronic Device used for Learning

According to Table 8, 86% of learners use smartphones, 10% use desktops and laptops, and 5% use tablets. This shows that mobile learning is more popular, which means that teaching materials need to work on mobile devices. Limited access to larger devices may hinder the capacity to undertake more intricate reading tasks, indicating that instructional strategies ought to account for these technological constraints.

Strategies do teachers use to Improve Reading Comprehension Skills

Table 9 shows the different ways that teachers use it. The grand mean of 4.53 shows that technology-driven strategies are used consistently. Video clips ($M = 4.67$) came in first, followed by classroom response systems ($M = 4.55$) and interactive whiteboards ($M = 4.36$). The results indicate that multimedia and interactive methods improve engagement and understanding, corroborating research that advocates for technology integration in literacy development. Classroom response systems encourage students to be involved, and video clips give them a visual context that helps them understand better. The fact that interactive whiteboards are not always available could explain why they are used less often. These results show how important it is to keep getting help with technology and professional development in order to get the most out of these strategies.

Level of Reading Comprehension Proficiency among Learners

Table 10 shows that students did a fair job of sequencing events ($M = 2.46$) and finding the main idea ($M = 1.98$), but they need to work on drawing conclusions ($M = 1.63$) and making inferences ($M = 1.70$). The overall mean was 1.94. This shows that students can understand things literally, but they have trouble with more complex skills. Teachers should focus on activities that help students make inferences, analyze information, and think critically. They can do this by using guided questioning, story mapping, and graphic organizers. Schools should start intervention programs to help kids get better at these important skills.

Significant Relationship Between the Profile of Teacher Respondents and Strategies Utilized in Improving Reading Comprehension Skills

Teacher Profile and Strategies: The strategies teachers used were strongly linked to their highest level of education, years of teaching experience, and trainings they had attended ($p < 0.05$). Age and sex were not. This shows how important it is to keep learning and growing in your career in order to use effective reading comprehension strategies.

Significant Relationship Between the Profile of Learner-Respondents and Their Level of Reading Comprehension Proficiency

Learner Profile and Comprehension Proficiency: The age of learners was significantly correlated with reading comprehension ($p = 0.045$), indicating that older learners demonstrate superior performance, while sex exhibited no significant impact ($p = 0.431$). This shows that developmental factors affect literacy skills, so teaching methods should be appropriate for the student's age.

Teacher Strategies and Learner Proficiency: There is a strong positive relationship ($r = 0.352$, $p = 0.012$) between teachers using interactive and technology-based strategies and students' ability to understand what they read. This shows that using evidence-based, interactive methods consistently leads to better student outcomes. This shows how important teacher strategies are for helping students learn to read and write.

Significant Relationship Between Strategies Utilized by Teachers and Learners' Level of Reading Comprehension Proficiency

The study found that most teachers are experienced, well-educated, and actively working on their professional development. They prefer interactive, technology-enhanced methods to help students understand what they read. Learners show that they are good at understanding things literally, but they have trouble with higher-order skills. Age affects how well someone learns, but gender does not. Finally, the strategies teachers use have a big effect on how well students understand what they read. This shows how important it is for teachers to keep learning and use good teaching methods.

IV. Conclusion

The study's results indicate that both the teachers and the methods they use have a big impact on how well students understand what they read. Most of the teachers are between 31 and 40 years old and have either finished or are currently taking master's-level courses. This indicates that the schools have a highly qualified and experienced staff. Many teachers have also gone to seminars and trainings that focus on how to teach reading. These events help them become better at what they do. They use technology like laptops, smartphones, and smart TVs, as well as interactive tools like video clips, classroom response systems, and interactive whiteboards, to make lessons more engaging and help students understand.

The students, who are mostly between the ages of 9 and 10, have a fair level of reading comprehension overall. They do well with basic tasks like putting things in order, but they have trouble with more advanced skills like drawing conclusions and making inferences. The study found that teachers' qualifications, experience, and training are closely linked to the strategies they use, and these strategies help students understand what they read better. The learners' age also influences their performance, while their gender appears to have minimal impact.

These results indicate that both teachers and students need to work together to help students understand what they read better. Schools can help students improve their reading skills by giving teachers the right skills, strategies, and technology and by focusing on specific interventions for students. To help students learn and ensure that they acquire the comprehension skills they need to do well, they need to keep learning, use technology wisely, and do reading activities that are well thought out.

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