
Extent Of Utilization of Instructional Approaches in Reading by Grade 1 Teachers

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Abstract — Eighty-One (81) Grade I Teachers from the DepEd City Schools Division of Urdaneta City were involved in this study as respondents. The study was conducted during the SY 2025-2026. The following are conclusions drawn from the salient findings:

The respondent-Grade I Teachers are typical teachers qualified to teach at this grade level; they are middle-aged, female, married, BS degree holders, with units leading in-service trainings, and are rated Very Satisfactory in performance. The respondent-Grade I Teachers are "very extensive" in their utilization of the instructional approaches in Reading. They obtained a grand overall mean (GOWM) of 4.782, equivalent to "very extensive" on the transmuted rating scale. Further, their utilization of instructional approaches in Reading is generally not significantly different across the profile variables considered in this study. Furthermore, it is concluded that the extent of utilization of the instructional approaches in Reading by the respondent-Grade I Teachers is moderately correlated with the variables Age and Sex in the "operant conditioning" and "language experience" approaches, and with the variable number of years teaching in Gr I, and several relevant in-service trainings, in a "bottom-up" approach. The indicator statements with the lowest WMs identified areas for improvement. Thus, these were the basis for the formulation and development of the "Proposed Training for Enhancing the Extent of Utilization of the Instructional Approaches in Reading for Grade I Teachers.

The following recommendations are forwarded: An incentive program, in the form of a scholarship grant, should be established to encourage deserving, high-performing Grade I Teachers to pursue their master's degrees at accredited graduate institutions in the area. The Grade I Teachers maintain their "very extensive" utilization of the instructional approaches in Reading.

That further studies on the utilization of the instructional approaches in Reading by other Teachers in other grade levels, using more independent variables, and a wider venue, be conducted under the auspices of accredited graduate institutions in the area. Furthermore, the "Proposed Training for Enhancing the Extent of Utilization of the Instructional Approaches in Reading for Grade I Teachers" should be implemented in the City School Division of Urdaneta City.

Keywords: Instructional approaches in Reading, Scaffolding approach, Bottom-Up approach

I. INTRODUCTION

Reading literacy is a basic building block for learning in all subjects and for meaningful engagement in society.

According to the PISA 2022 findings, the Philippines' reading literacy is still below the OECD average. The average reading score of Filipino pupils was 347, well below the OECD average of 476 but higher than the nation's 2018 score of 340. However, the Philippines was among the lowest-performing nations in Reading, suggesting that a sizable portion of Filipino students have not yet attained the minimum proficiency needed to comprehend and analyze moderately challenging texts.

The findings suggest that the challenge is to enhance or sustain learners' reading competency, particularly their ability to comprehend texts and absorb more complex information.

The continued poor performance suggests that teacher training in evidence-based, data-driven instructional approaches needs to be further strengthened, and that tailored support should be provided for struggling readers. It has also been shown that reading literacy is directly related to academic achievement and lifelong learning. International Studies International studies have examined the extent to which Grade 1 teachers use different instructional approaches in teaching beginning Reading, including phonics-based, whole-language, and balanced literacy approaches. The findings show that while evidence-based reading practices are widely recommended, their actual use in classroom practice varies widely across nations and educational settings. Research

on early literacy repeatedly indicates that the degree to which teachers implement a program is a crucial variable in learners' reading development.

In a 2025 study in Kenya, M'amai, Mwoma, and Githinji found that most first-grade teachers rarely used the phonics strategy. Many teachers knew how to teach phonics, but did not always do so in the classroom. There are many different ways to teach, and how many of them and how they are used will influence how successful the teaching is.

In a similar vein, Robinson (2020) analyzed the instructional strategies used by Grade 1 teachers teaching English Language Learners in an international school setting. The study found that teachers who regularly employed rigorous phonics-based instruction employed structured, consistent reading practices. In contrast, teachers who used whole-language approaches used reading strategies less systematically. Provided evidence that inconsistent application of effective reading strategies led to varied reading outcomes among learners. The study highlights the importance of Grade 1 teachers consistently and intentionally using instructional strategies to build early reading skills.

Scull and Lyons (2024) assessed the amount of phonics instruction delivered by early-grade teachers in comprehensive literacy programs in Australia. Most Grade 1 teachers thought phonics education was essential, but how much they used it depended on whether they had access to ongoing professional learning. Teachers who received ongoing support were more likely to use phonics tools frequently and explicitly. Other teachers, however, employed phonics less in their reading instruction. The findings of this study indicate that teacher preparedness is an essential determinant in the implementation of instructional approaches in early reading classrooms.

Broad international reviews by RTI International and the World Bank-supported Global Education Evidence Advisory Panel also found that in many low- and middle-income countries, Grade 1 teachers often underuse evidence-based instructional methods such as systematic phonics and guided Reading. These methods have extensive scientific backing, but classroom practices typically involve rote learning and limited reader engagement. The reviews found that enhancing early reading outcomes requires not only identifying effective instructional approaches but also emphasizing teachers' consistent and successful use of those approaches in Grade 1 classes.

National Studies

Numerous Philippine studies have evaluated the use of instructional approaches in Reading by Grade 1 teachers, with particular attention to phonics-based instruction and context-specific reading approaches employed in early literacy classes. These studies indicate that teachers use a range of strategies to teach beginning Reading. Still, the frequency and consistency of their use are determined by teacher training, resource availability, and learners' requirements.

According to Galang et al. (2025), instructors adopted a blend of phonics-based and locally developed methods, particularly the Bongabon Approach, to teach Reading, as reported in a qualitative study conducted in Gabaldon, Nueva Ecija, on Grade 1 teachers' experiences. The study found that teachers often used phonics instruction to enhance letter–sound recognition but altered their approach due to limited instructional materials and learners' reading difficulties. Despite these barriers, teachers demonstrated flexibility in using numerous instructional approaches to support beginning readers, reflecting a moderate to high level of use of reading strategies in daily instruction.

Likewise, Mejala (2024) evaluated early language reading interventions used by Grade 1 teachers in Zambales and found that teachers consistently used instructional approaches that focused on oral language development, alphabet knowledge, and word identification. The study found that teachers consistently used letter–sound recognition methods and often employed tactics to develop phonological awareness, fluency, and understanding. The results suggested that the more teachers employed reading methods, the better the learners achieved in Reading. This result highlights the need for regular, structured instructional practice during Grade 1 reading sessions.

Moreover, a narrative review by Dela Cruz and Reyes (2026) assessed the implementation of the Marungko Approach, one of the most often employed reading approaches in Philippine public schools. The review showed that although many Grade 1 teachers apply the Marungko Approach as a main strategy for teaching beginning reading, implementation is often limited by training gaps and limited instructional resources. Despite these challenges, the technique is widely used because it aligns with the structure of the Filipino language and has been successful in developing phonemic awareness and decoding skills among beginning readers.

Additionally, Abejuela et al. (2023) found in their curriculum evaluation research that reading instruction in Philippine basic education is predominantly teacher-driven, especially in the early grades. The study found that although the curriculum prescribes several ways to read, classroom practice can be restricted by a mismatch between the planned and actual instructional methods. This study suggests that Grade 1 instructors may not fully implement recommended teaching approaches, underscoring the need for ongoing professional development and instructional support.

Philippine Grade 1 Teachers, according to national studies, are known to actively use instructional approaches in Reading, particularly phonics-based approaches such as the Marungko Approach. However, contextual factors such as teacher training, resource availability, and learner diversity determine the level of adoption. Our results underscore the need to investigate the effectiveness of instructional practices in authentic classroom environments to enhance early reading outcomes.

Local studies

To shed light on the reading tactics that are effectively employed by first-grade teachers in the real world to teach reading, the results of this study have been presented. For the purpose of the research that was carried out, a considerable number of different locations from all over the Philippines were used. Examples of studies that provide information on the instructional practices that teachers use, the frequency with which they employ these techniques, and the factors that influence their teaching approaches while teaching beginning Reading include Abadiano and Turner (2020), the Department of Education (DepEd) (2020), and Bernardo (2020). These studies were conducted by the Department of Education.

The Department of Education was the organization that carried out these experiments. This experiment was carried out by the Department of Education, which was the entity that was responsible for it. The studies that are shown in the following paragraphs are some examples of studies that carry out the function of providing information. Galang et al. (2025) studied reading instruction in Gabaldon, Nueva Ecija. The findings showed that teachers employed a variety of

classroom tactics, including the phonics-based approach and local alternatives such as the Bongabon approach. Common activities included guided reading drills, oral Reading, and letter-sound correlations. However, the strategies were not used as much as they might have been due to the enormous class sizes, the range of students' reading levels, and limited teaching resources. Teachers demonstrated dedication and flexibility when facing these problems, adjusting their teaching to serve their learners best (Galang et al., 2025).

Research was carried out by Mejala (2024) in Zambales, more especially in the San Antonio District, to investigate the reading intervention strategies used by instructors of first grade and the influence these strategies had on the reading skills of their children. The findings demonstrated that teachers consistently employed instructional strategies that focused on the development of spoken language, knowledge of the alphabet, and recognition of words. Additionally, phonological awareness, fluency, and comprehension strategies were used in a number of different ways. Additionally, the findings revealed that a high use of these instructional strategies led to an improvement in the reading ability of the pupils, highlighting the need of providing consistent and varied reading teaching to students in the early grades (Mejala, 2024).

Another local study on early-grade reading practices found that Grade 1 instructors often used the Marungko Approach as the primary teaching method for beginning Reading. Teachers often employed phonics-based exercises such as sound blending, syllable recognition, and word decoding. However, the degree of use varied depending on teacher training and the availability of teaching resources. The study noted that the Marungko approach was widely applied. Still, its efficiency depended on proper, consistent use in daily reading courses.

Generally, local research indicates that Grade 1 Teachers actively implement several instructional techniques in Reading instruction, notably phonics-based methods. However, the extent to which this was used is affected by contextual factors such as resource availability, professional training, and learner diversity. These findings suggest the need for ongoing support and capacity-building initiatives to promote the effective utilization of instructional approaches in early reading instruction.

Legal Bases

The National Learning Camp (NLC) is a voluntary end-of-school-year learning recovery program related to the Department of Education's MATATAG: Bansang Makabata, Batang Makabansa agenda. The program is designed to close learning gaps and enhance the foundational skills of English, Mathematics, and other learning areas. The policy instructs schools to use assessment outcomes, such as reading and literacy diagnostics, to place learners in Enhancement, Consolidation, or Intervention Camps, thereby encouraging instructors to use appropriate instructional approaches based on learners' reading levels.

The Comprehensive Rapid Literacy Assessment (CRLA) is the official literacy assessment for Key Stage 1 (Grades 1–3). It is required by DepEd Order No. 18, s. 2025, which provides the Implementing Guidelines of the Academic Recovery and Accessible Learning (ARAL) Program in accordance with Republic Act No. 12028 (ARAL Law). CRLA is given at the beginning, middle, and end of the school year to determine students' reading proficiency levels and diagnose core literacy skills. The results can serve as baseline data for planning focused Readingreading, teaching, and interventions, confirming the necessity for Grade 1 teachers to implement appropriate instructional approaches based on the learner requirements evaluated.

Phil-IRI, or the Philippine Informal Reading Inventory, is the national instrument used to assess learners' reading competency levels. The Department of Education approved it as a diagnostic reading assessment tool for Key Stages 2 and 3 (DepEd, 2020; DepEd, 2024). Phil-IRI was implemented in collaboration with the Classroom Reading Literacy Assessment (CRLA) under the Academic Recovery and Accessible Learning (ARAL) Program in Reading in compliance with DepEd Memorandum No. 064, s. 2025 (DepEd, 2025).

The Implementing Guidelines for the ARAL Program in Reading (DepEd, 2025) operationalize the use of Phil-IRI results to identify struggling and frustrated readers, and the use of assessment results to determine appropriate instructional strategies, remediation activities, and individualized reading intervention plans to improve students' reading performance.

Republic Act No. 12028 created the Academic Recovery and Accessible Learning (ARAL) Program, which combines national learning recovery programs such as the Philippine Informal

Reading Inventory (Phil-IRI), National Learning Camp (NLC), and Comprehensive Rapid Literacy Assessment (CRLA) into a cohesive, methodical intervention framework. The legislation requires the use of appropriate pedagogical practices to help students achieve grade-level proficiency, especially in Reading. It promotes the use of evidence-based assessment data to guide teaching. This legal framework strengthens the accountability of Grade 1 teachers in implementing systematic, data-driven instructional strategies responsive to learners' diagnosed reading needs (Republic of the Philippines, 2024; Department of Education [DepEd], 2025)

Literature Review

Reading is an essential ability that serves as the foundation for all subsequent learning. In Grade 1, children were expected to learn basic reading skills, including phonemic awareness, decoding, fluency, and comprehension. However, many learners face considerable hurdles in developing these skills, creating challenges for teachers tasked with assisting their development.

These challenges are diverse, including cognitive, social, educational, and environmental influences. This study is based on several interconnected ideas that offer a thorough grasp of early childhood reading development, the types of reading difficulties, and the issues teachers experience in the classroom. The analysis of Grade 1 teachers' experiences assisting learners with reading difficulties was based on these assumptions.

Vygotsky's Sociocultural Theory

In accordance with Vygotsky's Sociocultural Theory, learning is a socially mediated process that is strongly dependent on interaction with more knowledgeable others, such as teachers, parents, and classmates. This theory was based on the Zone of Proximal Development (ZPD), which describes the range of activities a learner can perform with assistance but cannot complete independently. Scaffolding, often known as instructor support, is a method that helps students advance through their zone of proximal development (ZPD). The zone of proximal

development (ZPD) is the difference between what a student can do on their own and what they can achieve with guidance.

Learners in the first Grade may have difficulty with decoding or comprehension when working independently. Still, they can accomplish these tasks with appropriate support. Teachers can tailor instruction and implement targeted interventions by determining each learner's zone of proximal development (ZPD).

The provision of temporary assistance by teachers or peers to learners to help them complete tasks within their zone of proximal development (ZPD) is called scaffolding. There are several ways scaffolding can be implemented in reading instruction. Some of these ways include offering prompts, modeling reading abilities, and using visuals. Learners can gradually achieve independence in Reading when provided with effective scaffolding. Scaffolding is a key method in reading instruction for students in the first Grade. It aligns with Vygotsky's theory and provides learners with organized support that helps them progressively develop their reading skills.

The fundamental skills necessary for fluent Reading are commonly lacking in students who are having difficulty reading in the first Grade. According to Vygotsky's theory, overcoming these challenges is possible through guided help and increased social involvement. Teachers must determine each student's ZPD and provide scaffolding to support improvement. As an additional point of interest, providing a rich literacy environment and encouraging collaborative learning can help mitigate the effects of restricted access to cultural materials.

Piaget's Cognitive Development Theory

Reading is an essential ability that supports academic achievement and lifetime learning. In Grade 1, children are expected to start practicing fundamental reading skills. However, many learners have difficulty reading due to developmental issues. Piaget's Cognitive Development Theory gives a framework for understanding how children's cognitive stages affect their ability to learn to read. Jean Piaget's theory of cognitive development describes how children move through several stages of mental development.

The sensorimotor, preoperational, concrete operational, and formal operational stages represent shifts in thinking, reasoning, and comprehension, respectively. Grade 1 learners often fall into the preoperational or early concrete operational stages, which have a substantial impact on their reading abilities.

Piaget's Cognitive Development Theory provides useful insights into the reading issues that first-grade learners face. Understanding the cognitive stages of development enables teachers to establish supportive and developmentally appropriate learning environments. This technique promotes both reading proficiency and a positive attitude towards learning.

Behaviorist Theory (Skinner)

The Behaviorist Theory emphasizes observable behaviors and holds that learning occurs through an individual's interactions with their surroundings. In his theory of behavior modification, Skinner placed strong emphasis on the role of reinforcement. He argued that positive reinforcement encouraged the repetition of desired behaviors. When applied to the activity of Reading, behaviorist notions can be utilized to promote appropriate reading habits and discourage readers from making mistakes.

The process of using rewards or punishments to increase the likelihood that a behavior will occur again is called reinforcement. Learners in the first Grade can be encouraged to participate in reading activities and improve their abilities through positive reinforcement, such as praise or stickers. In accordance with the operant conditioning theory developed by Skinner, behavior can be molded through the utilization of reinforcement schedules. Children are better able to detect words and apply phonics principles when they are given frequent opportunities to practice Reading and receive immediate feedback. By regularly rewarding children for appropriate reading behaviors, teachers can help them improve their reading abilities and confidence. However, it is possible that behaviorist techniques do not address the basic.

Statement of the Problem

This study determined the extent of utilization of instructional approaches by the respondent-Grade 1 Teachers in teaching Reading in the public elementary schools in the City Schools Division of Urdaneta City. The study sought to determine the extent of utilization of selected instructional approaches and how such utilization varies across teachers' profile variables. The study's findings provided a basis for developing a proposed training program to enhance teachers' use of instructional approaches in Reading.

Specific Problems

This study sought to answer the following specific problems:

1. What is the profile of the respondents in terms of:
 - a. Age;
 - b. Sex;
 - c. Civil status;
 - d. Highest educational attainment/qualification;
 - e. Number of years teaching in grade 1;
 - f. Teaching Position;
 - g. Latest performance rating; and
 - h. Number of relevant in-service trainings attended?
2. What is the extent of utilization of instructional approaches by Grade 1 teachers in teaching Reading along:
 - a. phonemic approach;
 - b. scaffolding approach (Socially Mediated Approach);

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- c. operant conditioning approach (positive reinforcement);
 - d. bottom- up approach; and
 - e. language experience approach
3. Is there a significant difference in the extent of utilization of instructional approaches in teaching Reading among Grade 1 teachers when grouped according to their profile variables?
4. Is there a significant relationship between the extent of utilization of the instructional approaches in teaching Reading and the practices of Grade 1 teachers?
5. What training can be proposed to enhance the utilization of instructional approaches in teaching Reading among Grade 1 teachers?

II. METHODOLOGY

This chapter presents the methods and procedures that will be employed in conducting the study. It discusses the research method and design, the study's population and locale, the research instruments, the data gathering procedures, and the statistical tools used for data analysis. These components were systematically organized to ensure that the study would achieve its purpose: examining Grade 1 teachers' attitudes toward learners' reading difficulties and the extent of utilization of instructional approaches in reading in the Schools Division of Urdaneta City.

The Descriptive–Correlational Research Method was employed to collect data to achieve the study's objectives, using open ended survey questions. Descriptive–correlational research is appropriate for determining relationships among variables without manipulating them, while also allowing the Researcher to describe existing conditions accurately (Creswell & Creswell, 2018). The use of a survey questionnaire enabled the Researcher to examine the participants' perspectives, providing rich qualitative explanations that supplement quantitative findings, reveal underlying meanings, and capture unexpected patterns and nuances in the data (Creswell, 2014; Johnson & Christensen, 2020).

As a Descriptive study, an in depth evaluation and interpretation of the characteristics of the respondent population, as well as other variables relevant to them, were conducted. Descriptive categories referred to the attributes used to characterize a situation or population using the descriptive method. The descriptive technique was employed in this study to provide a comprehensive description of multiple data sets, including: (a) teacher factors based on respondent profiles; and (b) the challenges faced by teachers among Grade 1 learners with difficulties.

Research Design and Strategy

A descriptive–correlational research design was employed in this study to examine the instructional approaches Grade 1 teachers used in reading instruction. This design was appropriate because the study intended to describe existing classroom practices, analyze the extent of utilization of selected instructional approaches, and determine whether variations in utilization were associated with teachers' profile variables. Since the study did not manipulate conditions and aimed only to document and analyze current practices, a descriptive–correlational design was deemed most suitable. (Creswell & Creswell, 2018; Sousa, Driessnack, & Mendes, 2007).

The study employed complete enumeration, in which all Grade 1 teachers from the selected public elementary schools under the Schools Division Office (SDO) of Urdaneta City served as respondents. A structured questionnaire was used as the primary data gathering tool to determine the extent to which teachers used various instructional approaches, such as the phonemic, scaffolding, operant conditioning, bottom up, and language experience approaches. The questionnaire also collected the respondents' demographic and professional profile information.

Quantitative data were subjected to descriptive statistical analyses, including frequency counts, percentages, and weighted means. At the same time, inferential statistics, such as Analysis of Variance (ANOVA) and Pearson's correlation, were used to determine significant differences and relationships among variables (Gay et al., 2012; Pallant, 2020). Qualitative responses were analyzed thematically to enrich the interpretation of quantitative findings (Braun & Clarke, 2006).

The one-shot case study methodology involves the intervention and monitoring of results within a single group, without a control or comparison group (Campbell & Stanley, 1963; Creswell & Creswell, 2018).

Exposure (X): The Researcher administers a treatment, program, or intervention to a single group of participants to influence the dependent variable in a measurable way (Campbell & Stanley, 1963; Creswell & Creswell, 2018).

Observation (O): After the intervention, the Researcher measures the dependent variable to assess its effects.

The one-shot case study research design is often symbolized as:

X O

where:

X represents the exposure, and

O represents the observation or measurement after the intervention.

Population and Locale of the Study

The study population consisted of all Grade 1 teachers in the Schools Division Office (SDO) of Urdaneta City who served as respondents for School Year 2025–2026. These teachers were selected because they were directly responsible for delivering early grade reading instruction and implementing various instructional approaches in the classroom. Their diverse professional backgrounds—such as Age, qualifications, years of teaching experience, and training exposure—provided a rich source of information in understanding the extent of utilization of instructional approaches in teaching reading. The respondents to the study were Grade 1 teachers, since they deal with beginning readers and are also exposed to the reading issues, learning demands, and instructional obstacles experienced by young learners in the division (Snow, Burns, & Griffin, 1998; Pressley, 2006).

Data Gathering Tool

The Researcher employed a descriptive survey approach to determine the extent to which grade 1 teachers use each instructional style in teaching reading. A structured questionnaire (Fraenkel et al., 2019; Gay et al., 2012) was used to gather data from chosen Grade 1 teachers in the selected schools. The first part of the questionnaire established the respondents' profile in terms of Age, Sex, highest educational attainment, length of service, and relevant training attended. The second part consisted of a checklist on instructional approaches in reading used by Grade 1 teachers, namely the Phonemics Approach, Scaffolding Approach (socially mediated approach), Operant Conditioning Approach (positive reinforcement), and Bottom Up Approach. An additional section specified the types of suggestions or assessment tools used to monitor literacy growth among Grade 1 learners.

Data Gathering Procedure

The Researcher followed a systematic, ethical, and carefully structured procedure to gather the data for this study. Before data collection, a formal letter of request was submitted to the Schools Division Superintendent of SDO Urdaneta City to secure approval to conduct the study among Grade 1 teachers in public elementary schools within the division. Upon approval, coordination was made with the school heads of each participating school to inform them of the study's purpose, scope, and data-gathering schedule.

After securing the necessary permissions, the Researcher personally visited the schools and met with the Grade 1 teachers who served as respondents. During these visits, the study's nature was clearly explained, including the confidentiality of responses, the voluntary nature of participation, and the importance of providing honest and accurate data. The Researcher distributed an Informed Consent Form to ensure adherence to ethical standards. The primary data-gathering tool was a structured questionnaire, which consisted of sections on: (1) the respondents' profile variables, and (2) the extent of utilization of instructional approaches in teaching reading, namely the phonemic, scaffolding, operant conditioning, bottom-up, and language experience approaches.

The Researcher physically administered the questions to verify that instructions were presented properly and a prompt explanation was available when needed. The questionnaire was administered with enough time to allow the respondents to complete it without feeling rushed. The completed instruments were collected personally to ensure retrieval and to avoid data loss (Fraenkel et al., 2019; Creswell & Creswell, 2018).

All data obtained were securely saved, coded, and processed for statistical analysis. Confidentiality and anonymity were rigorously respected, and no personally identifiable information was shared (Cohen, Manion, & Morrison, 2020). The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 17 (Pallant, 2020).

III. RESULTS AND DISCUSSION

This chapter presents the profile variables considered in this study, the weighted mean (WM) for each indicator statement, the overall weighted mean (OWM) for each instructional strategy in Reading, and the grand overall weighted mean (GOWM) for the total.

It also presents the results of the tests for mean differences, namely the t-test and ANOVA, as well as the results of the test of the relationship between the extent of utilization of instructional approaches in Reading and the profile variables. These results are presented in tables, which are preceded by discussions and interpretations of the salient findings.

PROFILE OF THE RESPONDENT-GRADE 1 TEACHERS

Table 1 shows the frequency and percentage distribution of the respondent-Grade 1 Teachers. The following are the salient findings on the profile variables:

Age. The majority of respondents, who are first-grade teachers, are aged 31 to 40, accounting for 50.6% of the total. There are just 12 of them, which is 14.8 percent, who are between the ages of 21 and 30. The remaining responses are from individuals aged 31 or older. The majority of Grade One teachers who responded to the survey are in their middle years.

Sex. In the Grade I teaching, the majority of responding instructors are female, with 98.8 percent being female. As a result of the nurturing and caring orientation of early elementary education, more women are opting to pursue jobs in this field, consistent with findings from national and international literature that consistently state that elementary teaching in the Philippines is predominantly feminized.

Civil Status. Eighty-five-point-two percent of the respondents are married, while fourteen-point-eight percent are single. Similar research conducted on public elementary school teachers in the Philippines reveals that the majority of instructors are married. This finding suggests that family responsibilities may affect teachers' professional dedication, work-life balance, and classroom engagement.

Highest Educational Attainment. Only 23.5% of the respondents who are Grade I teachers have completed an MA or MS degree. In contrast, the majority hold a Bachelor of Science degree and are working toward a master's degree. A significant number of public school teachers in the Philippines are pursuing graduate degrees to meet the Department of Education (DepEd) qualification requirements, improve their instructional competency, and prepare for promotion under the Expanded Career Progression System (ECP). This is a relatively popular trend.

No. of Years in Teaching Grade 1. Given that more than half of the respondents (54.3%) have been teaching Grade I for 2 to 7 years, it can be inferred that a significant number of educators are still in the early to mid-career stage at the primary level. This range of teaching experience is sufficient for teachers to build classroom management skills, instructional strategies, and learner-centered activities suitable for beginning readers, according to past research.

TABLE 1
**FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONDENT-
PUBLIC ELEMENTARY SCHOOL TEACHERS, N=81**

Variable	Variable Category	Frequency	Percentage
Age	21-30 years old	12	14.8
	31-40 years old	41	50.6
	41-50 years old	14	17.3
	51-60 years old	11	13.6
	> 60 years old	3	3.7
Sex	Male	1	1.2
	Female	80	98.8
Civil Status	Single	12	14.8
	Married	69	85.2
Highest Educational Attainment	BS degree	14	17.3
	BS w/ units in MA/MS	48	59.3
	MA/MS degree	19	23.5
No. of Years in Teaching Grade 1	≤1 years	5	6.2
	2-7 years	44	54.3
	8-13 years	14	17.3
	14-19 years	12	14.8
	≥20 years	6	7.4
Teaching Position	Teacher I	62	76.5
	Teacher II	12	14.8
	Teacher III	7	8.6
No. of Relevant In- Service Trainings	1-3 Trainings	8	9.9
	4-6 Trainings	30	37.0

		7-9 Trainings	19	23.5
		≥10 Trainings	24	29.6
Latest Rating	Performance	Very Satisfactory	53	65.4
		Outstanding	28	34.6

Extent of Utilization of the Scaffolding Approach in Teaching Reading by the Respondent- Grade 1 Teachers

Table 2 presents the indicator statements on the "scaffolding approach" to Reading. Each indicator statement is followed by the weighted mean (WM), its equivalent descriptive rating, and its transmuted rating. The overall weighted mean (OWM) is also presented.

The OWM=4.853, equivalent to "always" (A) in the descriptive rating and "very extensive" (VE) in the transmute rating, indicates that the respondent-Grade 1 Teachers used the instructional strategy "scaffolding approach" extensively in teaching Reading.

Indicator Statement		WM	DR	TR
<i>As Grade 1 Teacher, I . . .</i>				
1.	model reading strategies before asking question pupils to apply them	4.827	A	VE
2.	provided guided reading sessions	4.852	A	VE
3.	adjust support based on individual learner needs	4.914	A	VE
4.	use think-aloud to demonstrate comprehension strategies	4.803	A	VE
5.	gradually reduce assistance as learner gain proficiency	4.691	A	VE
6.	provide prompts and cues during reading activities	4.667	A	VE
7.	encourage peer support and collaborative reading	4.815	A	VE
8.	use graphic organizer to support understanding	4.593	A	VE
9.	monitor and adjust instruction based on learners' progress	4.815	A	VE
10.	provide feedback that guides learner toward independence.	4.765	A	VE
<i>Total</i>		47.741		
<i>Overall Weighted Mean</i>		4.774	A	VE

Legend:

Literal Value	WM Score Range	Descriptive Rating	Transmuted Rating
A	4.50-5.99	Always (A)	Very Extensive (VE)
B	3.50-4.49	Often (O)	Extensive (E)
C	2.50-3.49	Sometimes (S)	Moderately Extensive (ME)
D	1.50-2.49	Seldom (Sl)	Slightly Extensive (SE)

Indicator Statement No. 3 "adjust support based on individual learner needs" obtained the highest WM=4.914, equivalent to "always" (A) in descriptive rating, and "very extensive" in transmuted rating. However, indicator statement No. 8, "use a graphic organizer to support understanding," received the lowest WM score (WM = 4.593). This WM is still equivalent to "always" (A) in the descriptive rating, "very extensive" in the descriptive rating, and "very extensive" in the transmuted rating. Generally, the respondent-Grade 1 Teachers used "scaffolding approach" as an instructional strategy in Reading, very extensively.

Table 3 presents the different instructional approaches to Reading, followed by the overall weighted mean (OWM) and the equivalent descriptive rating (DR) and transmuted rating. The grand overall weighted mean (GOWM) is also shown.

TABLE 3
SUMMARY OF THE EXTENT OF UTILIZATION OF INSTRUCTIONAL
APPROACHES IN READING BY RESPONDENT-GRADE 1 TEACHERS

<i>Instructional Approaches in Reading</i>	OWM	DR	TR
<i>1. Scaffolding Approach</i>	4.774	A	VE
<i>2. Bottom-Up Approach</i>	4.853	A	VE
<i>3. Operant Conditioning Approach</i>	4.759	A	VE
<i>4. Language Experience Approach</i>	4.678	A	VE
<i>5. Phonemic Approach</i>	4.844	A	VE
<i>Grand Total</i>	23.908		
<i>Grand Overall Weighted Mean</i>	4.782	A	VE

Legend:

Literal Value	WM Score Range	Descriptive Rating	Transmuted Rating
A	4.50-5.99	Always (A)	Very Extensive (VE)
B	3.50-4.49	Often (O)	Extensive (E)
C	2.50-3.49	Sometimes (S)	Moderately Extensive (ME)
D	1.50-2.49	Seldom (Sl)	Slightly Extensive (SE)

The "bottom-up" approach with OWM=4.853 received the highest rating, indicating that it is the most widely used instructional approach in Reading by the respondent-Grade 1 Teachers. The "language experience" approach, with an OWM of 4.678, received the lowest OWM rating, indicating that it is the least widely used instructional approach in reading among the respondents. Despite the "language experience" approach obtaining the lowest OWM, it is still equivalent to "very extensive."

The GOWM=4.782 indicates that, in general, the respondent-Grade 1 Teachers utilized the different instructional approaches in Reading to a very extensive extent. The GOWM=4.782 indicates that, in general, the respondent-Grade 1 Teachers utilized various instructional approaches in Reading extensively.

IV. CONCLUSIONS AND RECOMMENDATIONS

The following are the conclusions of this study:

It is concluded that the respondent-Grade I Teachers are typical teachers who are qualified to teach in this grade level; they are middle-aged, females, married, BS degree holders with units leading a master's degree, relatively experienced as teachers, Teacher I in position, with 4-6 relevant in-service trainings, and rated Very Satisfactory performance. It is also concluded that the respondent-Grade I Teachers are "very extensive" in their utilization of the instructional approaches in Reading. They obtained a grand overall mean (GOWM) of 4.782, equivalent to "very extensive" on the transmuted rating scale. Further, it is concluded that generally, their extents of utilization of the instructional approaches in Reading are not significantly different from each other across the profile variables considered in this study. Furthermore, it is concluded that the extent of utilization of the instructional approaches in Reading by the respondent-Grade I Teachers is moderately correlated with the variables, Age, Sex, in "operant conditioning," and "language experience" approaches; and variables, number of years teaching in Grade 1, and several relevant in-service trainings, in a "bottom-up" approach. It is also concluded that the indicator statements with the lowest WMs indicated the areas where there is room for improvement. Thus,

these were the bases for formulating and developing the "Proposed Training for Enhancing the Extent of Utilization of the Instructional Approaches in Reading for Grade I Teachers."

The following recommendations are forwarded: It is highly recommended that an incentive program in the form of a scholarship grant for deserving high-performing Grade I Teachers be established to encourage them to pursue their master's degree in accredited graduate institutions in the area. It is also strongly recommended that the Grade I Teachers maintain their "very extensive" utilization of the instructional approaches in Reading. Further, it is highly recommended that further studies on the utilization of the instructional approaches in Reading by other Teachers in other grade levels, using more independent variables, and a wider venue, be conducted under the auspices of accredited graduate institutions in the area. Furthermore, it is strongly recommended that the "Proposed Training for the Sustaining and Advancing of the Extent of Utilization of the Instructional Approaches in Reading for Grade I Teachers" be implemented in the City School Division of Urdaneta City.

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