

Teaching Practices on Developing Reading and Learners' Reading Comprehension in Select Districts of Bukidnon

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Abstract

Reading comprehension is a crucial skill that greatly impacts lifelong learning. This study investigated the teaching practices for developing reading skills and their relationship to Grade 2 learners' reading comprehension in select districts in the Division of Bukidnon. Specifically, it assessed the level of teachers' practices, evaluated learners' reading comprehension based on the Early Grade Reading Assessment (EGRA) posttest results, and examined the correlation between the two. The study involved 137 Grade 2 teachers and 274 learners. Teachers' practices were assessed using an adapted instrument from Ferolino, while learners' reading comprehension was measured using EGRA posttest data. Sampling techniques included universal and purposive methods. Data analysis employed descriptive statistics and Pearson Product Moment Correlation. Results showed that among the teaching practices, instrumental support had the highest mean, while reading scaffolds had the lowest. For learners, the highest reading comprehension level was at the instructional level, while the lowest was the non-reader level. A significant relationship was found between teaching practices and reading comprehension outcomes. These findings emphasize the critical role of effective teaching strategies in improving literacy, offering key insights for enhancing reading instruction and informing education policies in the selected districts of Bukidnon.

Keywords: Learners' Reading Comprehension, Teaching Practices,

1. Introduction

Reading comprehension is essential for academic success and lifelong learning, and its development heavily depends on effective teaching practices. This study explores the relationship between teaching practices and learners' reading comprehension, particularly in the early grades. Challenges such as lack of motivation, prior negative reading experiences, and difficulties in decoding and comprehension hinder learners' progress. Using tools like the Early Grade Reading Assessment (EGRA), as guided by DepEd Order No. 57, s. 2015, helps evaluate literacy program effectiveness. Researchers highlight that while assessments can sometimes narrow instructional focus, they are vital in identifying learners' needs and guiding targeted instruction. Emphasizing formative assessment, educators can monitor progress and adjust teaching methods to enhance learning outcomes. Despite concerns about teaching to the test, the study underscores that thoughtfully applied assessment supports instructional improvement. By focusing on teaching practices that develop reading skills, the research aims to identify effective approaches that improve comprehension and overall literacy, providing valuable insights for educators and policy-makers.

Research Questions

This study aimed to determine the level of teaching practices on developing reading and reading comprehension among Grade 2 learners in select districts in the Division of Bukidnon, during the School Year 2023-2024.

Specifically, this paper sought to answer the following questions:

1. What is the level of teachers teaching practices on developing reading in terms of readiness, instrumental support, and reading scaffolds?
2. What is the level of the learners' reading comprehension in the EGRA posttest result?
3. Is there a significant relationship between the teachers' teaching practices on developing reading and learners' reading comprehension in EGRA posttest result?

Significance

This study highlights the importance of collaboration between schools and homes in supporting children's reading development. It underscores how effective teaching practices, combined with consistent support from both teachers and parents, contribute to improved reading comprehension. The findings offer valuable insights for teachers, learners, and parents on the impact of instructional strategies, and may also serve as a useful reference for future researchers exploring effective reading development practices.

Scope and Limitations

This study examined the teaching practices of Grade 2 public school teachers in select districts of the Division of Bukidnon and their impact on learners' reading comprehension during the 2023–2024 school year. It focused on teaching practices related to readiness, instrumental support, and reading scaffolds, with learners' reading comprehension measured through EGRA posttest results.

2. Literature Review

Effective reading instruction involves responsive and inclusive teaching practices tailored to learners' needs. Johnson and Lee (2019) emphasize using formative assessments to guide instruction, while Smith and Johnson (2020) highlight adapting strategies to diverse reading levels and backgrounds. Martinez and Torres (2020) found peer-assisted learning boosts struggling readers' confidence and skills. Renos (2020) notes that varied instructional formats impact reading success. Thompson and Carter (2020), along with Clark and Wilson (2020), advocate for using diverse texts and engaging strategies to improve comprehension and fluency. Anderson and Smith (2021) add that collaborative activities and culturally relevant materials foster reading development and a love for reading.

Reading comprehension is essential for academic and lifelong success, involving more than decoding—learners must understand and engage with texts (Almasi & Yuan, 2023). Effective teaching practices, such as differentiated instruction, modeling, scaffolding, and peer learning, significantly enhance comprehension (Williams & Martinez, 2019). Assessments like the EGRA posttest are valuable tools for measuring progress and guiding instruction (Turner & Lee, 2021). Studies emphasize that training teachers, using varied reading materials, and promoting independent reading foster deeper comprehension and address challenges faced by non-readers (Williams & Thompson, 2020).

3. Methodology

Research Design

This study utilized a descriptive-correlational research design. This study was designed to help determine the extent of the teaching practices in terms of readiness, instrumental support and reading scaffold. Moreover, it also determined the level of learners reading in terms of learners reading comprehension. The researcher used this research design as beneficial for understanding the traits of a population or group and examining the connections between its various components. It enables the researcher to provide a detailed description of variables and explore their relationships without implying that one variable is the cause of another.

Participants

The respondents of the study were the One Hundred Thirty-Seven (137) Public Elementary School Teachers in selected Districts, Division of Bukidnon during the School Year 2023-2024. This involved the Grade 2 teachers who were currently teaching in the aforementioned Districts and Division. Moreover, the two hundred seventy four (274) Grade 2 learners were also involved as subjects of the study to obtain the data on reading comprehension using the EGRA posttest results of the same school year.

Data Collection

The researcher used a universal sampling technique where all Grade 2 teachers in the population were involved. The questionnaire was divided into two (2) parts:

Part I dealt with teaching practices on developing reading in terms of readiness, instrumental support, and reading scaffolds. This was patterned and modified from Ferolino (2023). Each variable has fifteen (15) indicators with the options: 4-At all times, 3-Most of the time, 2-Sometimes, 1-Never. Part 2 inquired on Learners Reading Comprehension based on posttest EGRA results. The learners were rated in terms of 4-Independent, 3-Instructional, 2-Frustration and 1-Non-reader.

Data Analysis

After collecting and recording the data gathered in the study, the researcher employed the following statistical tools.

Descriptive statistics such as frequency, percentage, mean and standard deviation were employed to assess the level of teaching practices regarding readiness, instrumental support, and reading scaffolds, as well as the level of learners' reading comprehension.

Pearson (r) was utilized to find the significant relationship between the teachers teaching practices and learners reading comprehension.

4. Results and Discussions

Problem 1. What is the level of teachers' teaching practices on developing reading in terms of readiness, instrumental support, and reading scaffolds?

Table 1

Summary of the Respondents' Level of Teaching Practices on Developing Reading

| Variables | Mean | SD | Interpretation |
|----------------------|-------------|-------------|------------------|
| Readiness | 3.14 | 0.79 | Practiced |
| Instrumental Support | 3.24 | 0.74 | Practiced |
| Reading Scaffolds | 3.03 | 0.66 | Practiced |
| Overall | 3.14 | 0.73 | Practiced |

Table 1 reveals that teachers' teaching practices on developing reading skills are only moderately applied, with an overall mean of 3.14 (SD = 0.73), interpreted as "Practiced." This suggests that while teachers engage in reading instruction strategies, these are not consistently or effectively implemented, likely due to constraints such as limited time, resources, or training. Among the variables, *Instrumental Support* received the highest mean (3.24), indicating some engagement, yet with inconsistency and room for enhancement through better resource access and training (Apigo & Cayabyab, 2020). In contrast, *Reading Scaffolds* scored the lowest (3.03), highlighting a lack of emphasis on structured support techniques like guided reading or pre-reading activities, which are essential for building comprehension (James & Carter, 2021). The findings align with Anderson and Smith (2021), who emphasize diverse, collaborative strategies and accessible reading materials to support learners effectively. Overall, the moderate level of practice suggests a need for more comprehensive integration of proven strategies to improve reading instruction outcomes.

Problem 2. What is the level of learners' reading comprehension in the EGRA posttest result?

Table 2

Distribution of the Level of Learners' Reading Comprehension based on EGRA Posttest Result

| Level of Learners Reading Comprehension | Posttest Frequency | Percentage |
|---|--------------------|---------------|
| Independent (90-100) | 74 | 27.01 |
| Instructional (85-89) | 101 | 36.86 |
| Frustration (80-84) | 88 | 32.12 |
| Non-reader (75-79) | 11 | 4.01 |
| Total | 274 | 100.00 |

| | |
|-------------|-------------|
| Mean | 87 |
| SD | 0.74 |

Table 2 shows that learners' reading comprehension, based on the EGRA posttest, averaged an instructional level with a mean score of 87 (SD = 0.74), indicating significant improvement in understanding and engaging with texts under guidance. Most learners (36.86%) reached this instructional level, suggesting that current teaching practices and interventions effectively support reading development, though further efforts are needed to help more learners advance to independent reading. A small percentage (4.01%) remain non-readers, highlighting the need for targeted, intensive support for struggling students. These findings align with Williams and Martin (2023) and Turner and Lee (2021), who emphasize the EGRA posttest's value in measuring reading progress and guiding instructional adjustments to better support learners' comprehension growth.

Problem 3. Is there a significant relationship between the teachers' teaching practices and learners' reading comprehension in the posttest result?

Table 3

Result of the Test on Relationship between the Teachers' Teaching Practices on Developing Reading and Learners' Reading Comprehension in EGRA Posttest

| Teachers Teaching Practices | Learners' Reading Comprehension in the Posttest | |
|-----------------------------|---|--|
| | r-value | |
| | p-value | |
| Readiness | 0.82 | |
| | 0.0211 | |
| | S | |
| Instrumental Support | 0.65 | |
| | 0.0120 | |
| | S | |
| Reading Scaffolds | 0.73 | |
| | 0.0275 | |
| | S | |
| Overall | 0.73 | |
| | 0.0202 | |
| | S | |

Table 3 highlights the significant relationship between teachers' teaching practices and learners' reading comprehension as measured by the EGRA posttest. The correlation analysis, which includes r-values and p-values, shows that specific teaching practices—such as readiness, instrumental support, and reading scaffolds—positively influence learners' reading outcomes. Statistically significant correlations suggest that when teachers effectively tailor instruction, use varied strategies, and provide structured support,

learners demonstrate improved comprehension. This finding underscores the importance of differentiated instruction and adaptive methods to meet diverse learning needs. Supporting this, Miller and Johnson (2020) emphasize that evidence-based practices like guided reading, interactive read-aloud, and explicit comprehension instruction significantly enhance reading development, particularly when teachers are well-trained and responsive to learners' needs.

5. Conclusion and Recommendations

Conclusion

Based on the results and discussions presented, the conclusions listed below were reached:

The highest mean scores were instrumental support, indicating that this teaching practices implemented had a positive impact on learners' reading comprehension. The significant improvement to instructional level of the posttest EGRA result suggests that these practices are crucial for advancing learners' reading comprehension abilities. Therefore, consistent application of these instrumental support and effective teaching practices is needed to sustain the improvement of learners' reading comprehension outcomes as well as to their academic performance.

Recommendations

Teachers should effectively use reading scaffolds, such as pre-reading activities and vocabulary discussions, to support learners in understanding complex texts and building comprehension skills. Learners should actively participate in reading tasks and collaborate in group activities to strengthen understanding and become confident readers. School heads should support reading innovations and provide appropriate materials like big books and storybooks to help non-readers progress toward independent reading.

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