Self-Efficacy in Teaching and Reading Comprehension Practices Among Public Elementary School Teachers

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ABSTRACT

This study was conducted to determine the significant relationship between self-efficacy in teaching and reading comprehension practices among public elementary school teachers, School Year 2024-2025. Specifically, it sought to: described the respondents profile, find the teachers level of self-efficacy, examine the teachers level of reading comprehension practices, determine the significant relationship between teachers self-efficacy in teaching reading and their reading comprehension practices, and test the significant difference in the teachers reading comprehension practices when grouped according to their profile. The researcher used a descriptive-correlational research design using universal sampling. The respondents were the one hundred sixty-two (162) public elementary school teachers where the study was conducted. The questionnaire was a researcher-made tool that underwent rigorous validation and reliability testing. The analysis and interpretation of the gathered data were carried out using descriptive statistical measures such as the mean, standard deviation and Pearson Correlation Coefficient.

The findings revealed a statistically significant correlation between self-efficacy in teaching and reading comprehension practices in reading. Notably, classroom management achieved the highest mean score among the three dimensions of teachers' self-efficacy in teaching reading, while fluency received the highest mean score in reading comprehension practices. The Theory on the Reading Instruction Self-Efficacy Cycle is applicable in the study because it helps teachers who believe in their ability to teach reading well are more likely to engage in effective comprehension instruction. The research concludes that classroom management is essential in order to foster an environment where student feel safe and inspired to learn. As regard to reading comprehension practices, enhancing fluency requires a multifaceted approach, including increased practice opportunities, supportive learning environment and strategies to

reduce anxiety. Hence, the study recommends school administrators to enhance professional development with a focus on building self-efficacy and create a positive and supportive school environment.

Keywords: self-efficacy in teaching, reading comprehension practices

1. INTRODUCTION

Background of the Study

The quality of education significantly impacts a nation's development, and central to this quality is the effectiveness of teachers. In the domain of literacy, teachers' self-efficacy define as their belief in their ability to execute teaching tasks successfully plays a critical role. Self-efficacious teachers are more likely to adopt innovative and effective teaching strategies, manage classroom effectively, and persist through challenges, which ultimately benefits student's outcomes.

Reading comprehension is a fundamental skill that lays the foundation for academic success across subjects. However, despite numerous efforts to enhance reading proficiency, many learners continue to struggle with reading comprehension. This ongoing challenge underscores the need to examine the factors influencing effective reading instruction.

Furthermore, over the years, numerous studies have highlighted the critical role of teacher self-efficacy in various educational outcomes. However, there is a need to delve deeper into how this self-efficacy specifically affects reading comprehension practices, which are fundamental to students' academic success. Reading comprehension is not just about understanding words but also about interpreting and analyzing texts, which requires effective teaching strategies tailored to different student needs.

Self-Efficacy in teaching and reading comprehension practices among teachers focuses on understanding how teachers' confidence in their teaching abilities influences their instructional methods and consequently, students' reading comprehension. Self-efficacy, a concept introduced by psychologist Albert Bandura, refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments.

DepEd Order No. 31 s,2012, Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC), effective School Year 2012-2013. By extending the basic education cycle from 10 to 12 years, the K to 12 program gives instructors additional time to concentrate on reading comprehension. This makes it possible to teach reading skills in a more thorough and in-depth manner. The order highlights the importance of teachers' ongoing professional development. By providing them with useful teaching techniques and materials, these training sessions and seminars help teachers feel more confident in their abilities.

Additionally, the program promotes cooperative learning settings where educators can assist one another and exchange best practices. Teachers' self-efficacy can be improved by this sense of belonging and shared knowledge. Last but not least, the K to 12 DepEd Order gives teachers access to more resources and assistance, which can boost their self-efficacy and enhance students' reading comprehension.

This study seeks to explore the relationship between teachers' self-efficacy and students' reading comprehension performance. By investigating this relationship, the study aims to provide insights that can inform educational policies and practices, ultimately contributing to the enhancement of literacy education

in the Philippines.

This framework highlights the critical role of teacher selfefficacy in reading instruction and aims to bridge the gap between theory and practice by leveraging legal provisions and educational policies to support teachers and improve student outcomes.

DedEd Order No.010,s.2024, on the policy guidelines on the implementation of the Matatag Curriculum by the Department of Education in the Philippines, enhances teachers self-efficacy and support in improving classroom management, collaboration and professional development, positive student outcomes, resilience and adaptability, enhanced instructional practices and feedback reflection which support teachers in adapting to new pedagogical approaches but also foster an environment conducive to student success and engagement.

Also, DepEd Memorandum No. 043, s.2020, on the Guidelines on the Alternative Work Arrangement in the Department of Education in light of the Covid-19 stringent social distancing measures has significant implications for teachers' self-efficacy by promoting flexible work arrangements, ensuring health and safety, supporting professional development, fostering community collaboration, and addressing potential challenges associated with remote teaching. These factors collectively contribute to enhancing teachers' confidence and effectiveness in their roles during challenging times.

Lastly, enhancing teachers' self-efficacy could lead to improve reading outcomes for students, contributing to the overall academic growth and lifelong learning skills. This study is not just an academic one, it is dedicated effort to address real-world issues concerning teachers' self-efficacy in teaching reading and, in turn, the caliber of education they provide.

Literature and Related Studies

This section covers literature and related studies taken from the book, articles, periodical, journal and unpublished studies that are related to the present investigation. It includes the respondents profile in terms of age, position, highest educational attainment, teaching experience, trainings/seminar attended on teaching reading and tribal affiliation. Furthermore, teachers self-efficacy in teaching reading based on instructional strategies, student engagement and classroom management are also included. Indeed, teachers reading comprehension practices considering phonemic, vocabulary development, fluency, text structure, cultural inclusion and scaffolding are also considered.

Respondents' Profile

The respondents' profile refers to the detailed demographic and professional characteristics of the individuals participating in a study. Here's how these elements apply to your study on teachers' self-efficacy in teaching reading and learners' reading comprehension.

Research by Klassen and Chui (2020) highlights how age and years of teaching experience significantly influence teachers' self-efficacy. The importance of considering respondents' profiles to understand the diverse factors that contribute to teaching efficacy and educational outcomes.

Age

Age can be a factor in self-efficacy as it might correlate with experience and familiarity with teaching methods. Younger teacher may bring fresh ideas but might lack the confidence that experience brings. Older teacher, with more experience, might feel more confident but could be less open to new methodologies. So understanding these dynamics can help tailor support and development programs to boost overall teacher efficacy, leading to better student outcomes.

According to Ryan and Henry (2020) on the study, explore primary teachers' views on experiences and influences that strengthen their self-efficacy, potentially highlighting age-related differences. The

study provides a deeper understanding on how age might influence teachers' self-efficacy and consequently, their students' reading comprehension.

Teaching Position

Different teaching positions come with varying levels of responsibility, autonomy and support which can influence a teachers' confidence and effectiveness. Teachers in more generalist roles might face challenges that affect their self-efficacy, such as a lack of specialized training or resource. Understanding these dynamics can help in designing targeted professional development programs and support systems to enhance teachers' self-efficacy across different positions, ultimately leading to better reading outcomes for students. According to Ryan and Henry (2020), teachers views on experiences and influences that strengthen their self-efficacy, potentially highlighting the role of teaching position.

Highest Educational Attainment

Teachers with higher level levels of education often have more knowledge and skills, which can boost their confidence in teaching reading. This increased self-efficacy can lead to more effective teaching practices, better student engagement, and improved reading outcomes. Additionally, teachers with advance degrees may be more familiar with the latest research and instructional strategies, allowing them to implement evidence-based practices in their classrooms.

Unrau et al. (2020) review various interventions aimed at modifying reading self-efficacy, including the influence of teachers' educational attainment. This study gives a comprehensive view of how educational attainment influences teachers' self-efficacy and consequently, their students' reading comprehension.

Teaching Experience

Length of service, or the amount of time teachers have been in the profession, can have a significant impact on their self-efficacy in teaching reading. Generally, teachers with longer service tend to have more experience and confidence in their teaching abilities, which can positively influence their self-efficacy. This increase self-efficacy can lead to more effective teaching practices and better student outcomes in reading comprehension. Balancing experience with ongoing professional development is key to maintaining high levels of self-efficacy.

According to Minicozzi and Dardzinski (2020) self-efficacy practices impact effective reading instruction for young learners. The study examines the extent to which teacher candidates understand the multifaceted nature of reading instruction and how length of service can impact their self-efficacy.

Trainings / Seminars Attended in Teaching Reading

Trainings and seminars can have a profound impact on teachers' self-efficacy in teaching reading, which in turns affects learners' reading comprehension. When teachers participate in professional development activities, they gain new skills, knowledge and strategies that can boost their confidence and effectiveness in the classroom. This increase self-efficacy can lead to more engaging and effective teaching practices, ultimately improving students' reading outcomes.

The study of Almajnuni and Alwerthan (2019), examines how effective training programs can enhance teachers' self-efficacy and improve their teaching practices. This study provide a comprehensive view of how trainings and seminars can influence teachers' self-efficacy and consequently their students reading comprehension.

Tribal Affiliation

Tribal affiliation refers to an individual's association with a specific tribe or indigenous group. This

connection often encompasses cultural, social, and ancestral ties, and plays a significant role in a person's identity and sense of belonging. Tribal affiliation can influence various aspects of life, including language, traditions, customs, and community relationships. It is a vital aspect of heritage and plays a key role in preserving the culture and history of indigenous peoples

De Vera (2020), on the study, Indigenous Peoples in the Philippines, provides an overview of the indigenous peoples in the Philippines, their tribal affiliations, and the challenges they face in terms of land rights and cultural preservations. The study gives a good starting point for understanding the various aspects of tribal affiliation.   .

Teachers Self-efficacy in Teaching Reading

Self-efficacy enhances motivation by influencing individuals' beliefs in their abilities to achieve specific goals. When people believe they can succeed, they are more likely to set challenging goals and persist in pursuing them, even in the face of obstacles. Individuals with high self-efficacy are better equipped to handle setbacks and stress. Additionally, self-efficacy is closely linked to performance outcomes across various domains, including academics, career, and health.

DepEd Memorandum No. 043,s.2020, on Guidelines on the Alternative Work Arrangements has significant implications for teachers self-efficacy by promoting flexible work arrangements, ensuring health and safety, supporting professional development, fostering community collaboration, and addressing potential challenges associated with remote teaching. These factors collectively contribute to enhancing teachers' confidence and effectiveness in their roles during challenging times.

On the other hand, self-efficacy plays a crucial role in physical and mental health. It affects how individuals manage health-related behaviors, cope with chronic conditions and maintain a positive outlook in life, contributing to overall well-being.

Furthermore, high self-efficacy can inspire others within social contexts, creating a positive feedback loop that encourages collective resilience and motivation among peers or team members.

Instructional Strategies

Instructional strategies that provide teachers influence and autonomy over their classroom may be beneficial to their well-being. If educators are permitted to adapt their teachings to meet the needs of their students and experiment with different approaches, they are more likely to feel empowered and content in their work. Though their influence is not limited to the classroom, instructional techniques are crucial in molding the learning environment and student outcomes. Instructors' well-being might also be greatly impacted by them.

According to Liu et al. (2021), teacher work satisfaction and teacher self-efficacy are favorably and directly correlated with dispersed leadership and instructional leadership, respectively. While instructional leadership is indirectly linked to teacher job happiness through the mediation effects of a supportive school culture and teacher cooperation, dispersed leadership is positively and
indirectly associated with both teacher job satisfaction and self-efficacy.

Student Engagement

Fredricks et al. (2019), define student engagement as the extent to which students are invested in and committed to learning. This engagement manifests across cognitive, behavioral, and emotional domains, encompassing active participation, intrinsic motivation, and positive attitudes towards learning.

Recent studies have shed light on the significant influence of student engagement on teacher well-

being. Owen (2020), discovered that when teachers believe their pupils are actively participating in the learning process, they report better levels of work satisfaction and lower rates of burnout. A supportive classroom atmosphere is created by having positive interactions with interested students, which gives teachers a sense of fulfillment and success (Hansen 2021).

The study of Kengatharan (2020), also discovered that the relationship between student behavior and teacher job satisfaction is somewhat mediated by student involvement. Furthermore, the findings suggest that increased teacher autonomy reinforces the favorable correlation between student conduct and teacher job satisfaction. The current study advances the boundaries of the body of existing educational literature and offers numerous helpful, real-world applications. The field's limitations and recommendations for future development are also covered. Additionally, through student participation, the current study validates the impact of student conduct on teacher job satisfaction. For example, disruptive student conduct lowers students' academic attainment because it lowers students' participation in the classroom.

Classroom Management

The methods and approaches instructors employ to establish and preserve a supportive learning environment are referred to as classroom management. In order to maximize instructional time, it includes a wide range of strategies targeted at creating order, encouraging engagement, and cultivating healthy relationships among students. In order to foster an environment where students feel safe, respected, and inspired to learn, effective classroom management is crucial.

In the study of Cansoy et al. (2020), results showed that self-efficacy, promotion, positive student behavior, and working conditions have significant effects on job satisfaction. The teaching profession's job satisfaction and wellbeing are influenced by these variables because they provide a supportive work environment that fosters growth and development for both instructors and students. This, in turn, encourages greater levels of involvement from parents, students, and teachers. In addition to improving job happiness, well-being, and teacher retention, an effective work environment lowers attrition, burnout, emotional exhaustion, and teacher turnover.

Moreover, the gathered data indicate that teachers' self-efficacy in managing their classrooms, topic preparation, administrative tasks, and emotional control is the primary component that leads to high levels of job satisfaction. The capacity to motivate students to study both within and outside of the classroom and to modify their instruction to pique their interest in a particular subject is known as teacher self-efficacy. Additionally, it seeks to encourage underachievers to participate in class activities and to enhance students' critical thinking skills.

Hence, the developing questions that are appropriate for the developmental stage of struggling pupils is another way that self-efficacy is put into practice. Teachers are more inclined to get involved when they see the benefits of their choices and actions for the kids and the school environment, as well as when they receive support from other educators and school administration. Well-being of teachers and job satisfaction are positively correlated when teachers feel valued and have a strong sense of self-worth.

According to the literature, educators are witnessing an increase in children's and/or their parents' use of violence. Such aggressive and inappropriate behavior can negatively impact a teacher's professional well-being and make it more challenging to establish healthy relationships with students in the classroom. In the end, it's among the main reasons for workplace tension that the company is presently dealing with. Effective classroom management is crucial for both teaching and learning. One way to calculate the costs

of disruptive classroom conduct is to consider the detrimental consequences it has on teacher well-being, school atmosphere, and student learning (Cho et al.,2020).

Reading Comprehension Practices

Reading is a fundamental skill that underpins all of learning. Proficient reading skills are essential for understanding content across subjects, making it a critical component of a child's education. Students who struggle with reading often face challenges in other academic areas, which can hinder their overall educational progress. Additionally, reading encourages children to make connections between ideas and synthesize information, fostering deeper understanding and intellectual growth.

On the other hand, teaching reading contributes to vocabulary development. Exposure to diverse texts allows children to learn new words and phrases, improving their language skills and enhancing their ability to communicate effectively. Reading helps children develop empathy by allowing them to explore different perspectives and experiences through stories. Positive reading experiences can boost children's confidence and self-esteem.

Phonemic

DepEd Order No. 45, s. 2002, titled "Every Child a Reader Program," emphasizes the importance of foundational reading skills, including phonemic awareness, as essential components of early literacy instruction. This order aims to improve reading skills among children and recognizes that strong phonemic awareness lays a solid foundation for learning to read. It plays a significant role in promoting phonemic awareness as a critical element of early literacy education in the Philippines, emphasizing its importance for developing proficient readers.

Phonemic awareness plays a vital role in teaching reading and enhancing learners' reading comprehension. By focusing on developing these skills through effective instructional strategies, educators can significantly improve their students' overall literacy outcomes

Vocabulary Development

The K to 12 English Curriculum Guide emphasizes the importance of vocabulary development as a core component of literacy education. It outlines strategies for teaching vocabulary within the context of reading, writing, listening, and speaking. Additionally, Every Child a Reader Program (DepEd Order No. 45, s. 2002). primarily focuses on reading proficiency. This program recognizes vocabulary development as essential for comprehension and overall literacy skills.

Furthermore, Bawat Bata Bumabasa, aims to improve reading proficiency among learners and includes components that address vocabulary development as both an outcome and a precursor to reading comprehension. Various action research studies conducted by teachers, such as those utilizing innovative methods like the "Facebook Word Wall," aim to improve vocabulary skills among students. These initiatives highlight the significance of vocabulary in enhancing comprehension and overall academic performance.

Fluency

Studies by Antonio et al. (2019) and Posadas et al. (2019) highlight that factors such as mother tongue influence, educational background, socio economic status and opportunities for practice significantly impact fluency. Lestari (2020) emphasizes the role of classroom environment and fear of making mistakes in affecting students' oral fluency. These studies collectively suggest that enhancing fluency requires a multifaceted approach, including increased practice opportunities, supportive learning environments and strategies to reduce anxiety.

Text Structure

The K to 12 English Curriculum Guide emphasizes the importance of understanding text structures as part of reading comprehension. It outlines strategies for teaching various text types, including narrative, informative, and persuasive texts, which inherently involves recognizing their structures. Various literacy initiatives by the Department of Education, such as the Every Child a Reader Program, focus on developing reading comprehension skills, which include understanding text structure as a critical component. Professional development: teacher training programs often incorporate elements of text structure instruction as part of their curriculum to enhance teachers' abilities to teach reading effectively.

Furthermore, teachers can better arrange their teaching resources and tactics if they are aware of text structures, such as cause and effect, compare and contrast, and problem and solution. This clarity enhances reading comprehension and aids students in understanding difficult concepts. Knowledge of text structures allows teachers to employ more effective instructional strategies. They can teach students to recognize these structures, which aids in better understanding and retention of information. Teachers can use text structures to create assessments that accurately measure students' reading comprehension skills. Understanding how to structure questions and texts helps in providing more targeted and constructive feedback.

Cultural Inclusion

DepEd Order No. 51, s. 2014 provides guidelines on conducting activities and using materials that involve aspects of Indigenous Peoples' culture. This order reflects DepEd's commitment to recognizing and valuing the cultural backgrounds of all learners, particularly those from Indigenous communities, thereby promoting inclusivity within the Philippine education system.

Integrating cultural background into reading instruction is essential for enhancing comprehension and engagement among learners. Culturally responsive teaching practices that acknowledge and incorporate students' diverse backgrounds can lead to significant improvements in reading proficiency and comprehension skills.

Scaffolding

The K to 12 curriculum emphasizes differentiated instruction and scaffolding as essential strategies for meeting diverse learner needs. It encourages teachers to provide appropriate support to help students master new skills and concepts. Furthermore, Every Child a Reader Program highlights the importance of scaffolding in reading instruction, where teachers are encouraged to provide support that helps students overcome challenges in literacy development. Additionally, various initiatives under the national reading program advocates for instructional strategies that include scaffolding, particularly in improving reading comprehension and fluency among learners.

Objectives

The main purpose of the study was to determine the level of self-efficacy in teaching and reading comprehension practices among public elementary school teachers in Talakag I District, Division of Bukidnon for School Year 2024 – 2025. Specifically, this aimed to describe the respondents profile, find the teachers level of self-efficacy, examine the teachers level of reading comprehension; determine the significant relationship between teachers self-efficacy in teaching reading and their reading comprehension practices and test the significant difference in the teachers reading comprehension

practices when grouped according to their characteristics.

Theoretical Framework

This study is anchored on Albert Bandura's Social Cognitive Theory. This theory emphasizes the importance of self-efficacy, which is the belief in one's own ability to succeed in specific situations or accomplish a task. Bandura's work highlights how self-efficacy influences motivation, effort, and perseverance, which are critical factors in teaching and learning processes. Additionally, this theory posits that learning occurs in a social context and is largely driven by observational learning, imitation and modelling. Self-efficacy, a core component of this theory, refers to the belief in one's ability to execute actions necessary to produce specific performance attainments.

Central to Bandura's Theory, self-efficacy refers to an individual's belief in their capabilities to execute behaviors necessary to produce specific performance attainments. In the context of teaching reading, teachers' self-efficacy influences their instructional strategies and interactions with students, ultimately impacting learners' reading comprehension outcomes.

Bandura's Cognitive Theory provides a theoretical framework for understanding the impact of self-efficacy on behaviour and performance. According to this theory, individuals with high self-efficacy are more likely to set challenging goals, remain resilient in the face of obstacles, and achieve desired outcomes.

Furthermore, Bandura posits that significant learning occurs through observing others. Teachers can enhance their self-efficacy by witnessing successful teaching practices among colleagues, which can serve as a model for effective reading instruction. This modelling process is crucial for teachers as they adapt their methods based on observed successes. Additionally, personal factors such as self-efficacy, behavior the teaching practices and environmental influences the classroom dynamics all interact to shape learning experiences. For instance, a teacher's confidence can affect how they engage students, which in turn influences student comprehension levels.

On the other hand, Bandura identifies four primary sources that contribute to self-efficacy beliefs; mastery experiences: successes in teaching reading build confidence, vicarious experiences: observing peers successfully teach reading can enhance one's own efficacy beliefs, social persuasion: encouragement from colleagues and administrators can bolster a teacher's belief in their abilities, and emotional and physiological states: positive emotional responses during teaching can enhance self-efficacy, while negative feelings may undermine it.

Additionally, the framework suggests that enhancing teachers' self-efficacy through targeted professional development, collaborative learning environments and supportive feedback mechanisms can lead to improve instructional practices in reading. The study leverages Bandura's Social Cognitive Theory to explore how teachers' self-efficacy influences their teaching practices and ultimately, their students' reading comprehension abilities. This lens provide a comprehensive understanding of the dynamics at play in educational settings.

Conceptual Framework

Self-Efficacy in Teaching and Reading Comprehension Practices among Teachers, focuses on understanding the interplay between teachers' self-efficacy and their reading comprehension instructional methods. Teacher self-efficacy represents the independent variable, encompassing teachers' beliefs in their ability to teach effectively and influence student outcomes. High self-efficacy is expected to enhance

teachers' confidence, innovative approaches and persistence in overcoming instructional challenges.

On the other hand, reading comprehension practices, served as the dependent variable, that involved the strategies and methods teachers employed to improve students' reading comprehension skills. Effective practices could include differentiated instruction, interactive reading sessions and continuous assessment. The ultimate goal is to establish a link between enhanced teacher self-efficacy and improved student reading comprehension, providing insights for targeted interventions, to support teachers and consequently, student achievement.

The study examined the relationship between teachers' self-efficacy in teaching reading and learners' reading comprehension, grounded in the legal context of the Philippine educational system. The framework is anchored in Bandura's Social Cognitive Theory and shape by the DepEd Order No. 31 s,2012, Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC), effective School Year 2012-2013. The order highlights the importance of teachers' ongoing professional development. By providing them with useful teaching techniques and materials, these training sessions and seminars help teachers feel more confident in their abilities.

On the other hand, as K to 12 is implemented, there is a greater demand for educational materials like technology, instructional aids, and textbooks. Having enough materials can help teachers feel more confident about their ability to teach reading. In order to track students' development, the K to 12 curriculum also incorporates frequent evaluations and feedback systems. Teachers' teaching methods and self-efficacy are enhanced as a result of being able to pinpoint areas in which pupils require more assistance.

Additionally, he program promotes cooperative learning settings where educators can assist one another and exchange best practices. Teachers' self-efficacy can be improved by this sense of belonging and shared knowledge. Last but not least, the K to 12 gives teacher access to more resources and assistance, which can boost their self-efficacy and enhance students' reading comprehension.

By investigating the effects of such policy initiatives on teacher self-efficacy in teaching reading and learners' reading comprehension, the study can provide valuable insights and recommendations for further enhancing teaching reading and learners' reading comprehension within the education system. Thus, the alignment between the objectives of the study and the aims of Republic Act No.10533 series of 2024, underscores the relevance and significance of examining the impact of teacher self-efficacy in teaching reading within the context of educational policy implementation.
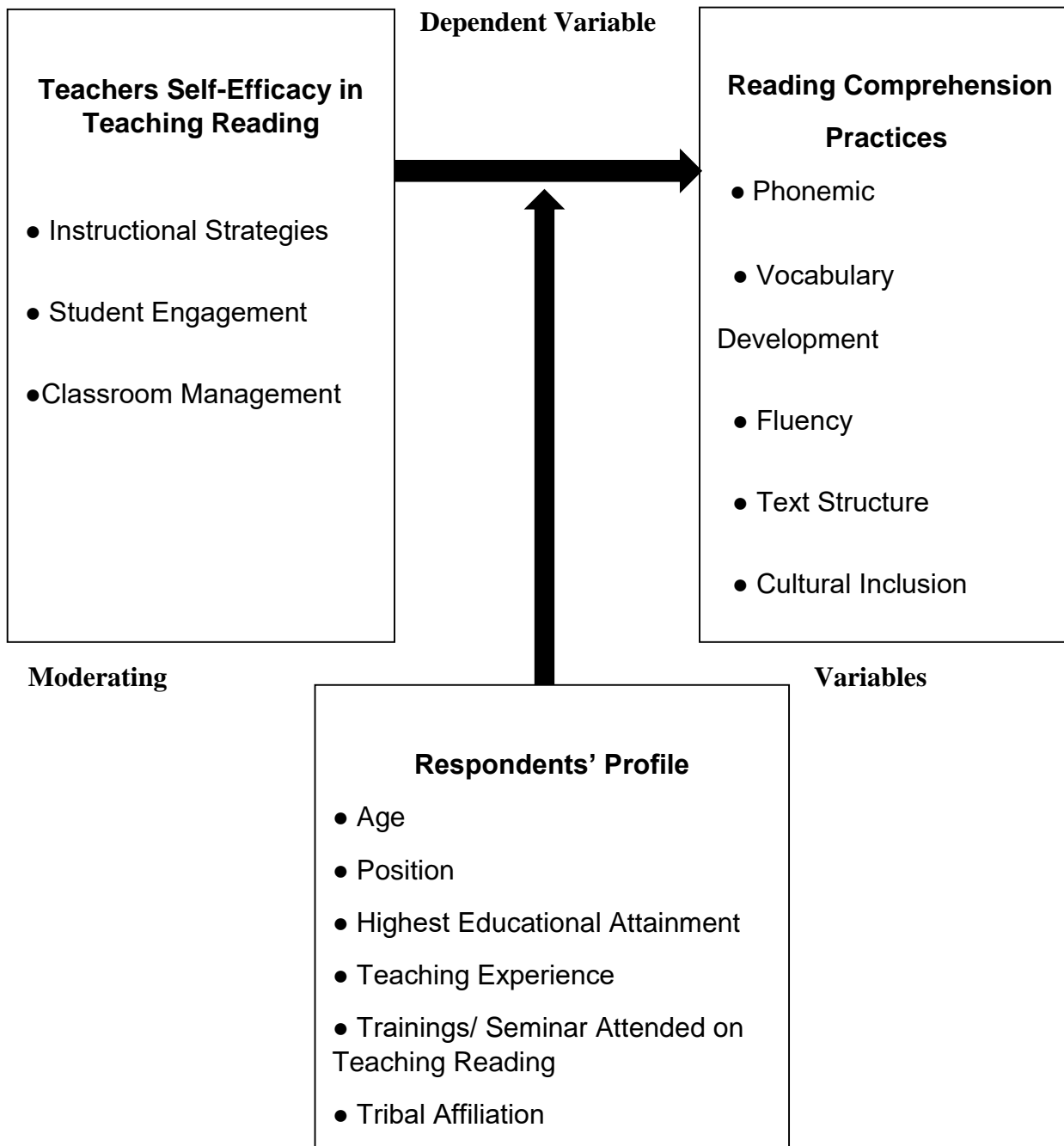
Furthermore, the study, by Ryan and Hendry (2021) explores how teachers' self-efficacy influences their teaching practices and subsequently, their students' reading comprehension. The research highlights that teachers with high levels of self-efficacy are more motivated and committed to their teaching practices. This increased motivation often translates into more effective teaching strategies which positively impact students' reading comprehension. Additionally, the study emphasizes the importance of support systems and collaborative environments in enhancing teachers' self-efficacy.

Teachers' self-efficacy has a substantial impact on the Department of Education (DepEd) policies. In essence, a workforce of confident, self-efficacious teachers can lead DepEd to adopt policies that enhance teacher training, improve curriculum design, ensure adequate resource allocation, and ultimately create a more effective and supportive educational environment.

By following this conceptual framework, the research ensures a systematic exploration of the relationships between different variables, maintaining a clear trajectory to uncover insights into the critical dynamics between teacher self-efficacy and the teaching reading and learners reading comprehension.

This approach allows for a comprehensive understanding of how various factors influence one another, highlighting the interconnectedness of teacher self-efficacy, and student outcomes. By analyzing this complex relationship, the study not only identifies key areas for improvement but also provides actionable recommendations for creating supportive environments that prioritize teachers' self-efficacy. These environments, in turn, enhance student learning and contribute to a more sustainable and effective educational system. Through this thorough examination, the researcher aims to offer insightful findings with practical applications that can be implemented in schools to benefit both educators and students.

Independent Variable

Dependent Variable

Teachers Self-Efficacy in Teaching Reading

● Instructional Strategies

● Student Engagement

●Classroom Management

Reading Comprehension Practices

● Phonemic

● Vocabulary

Development

● Fluency

● Text Structure

● Cultural Inclusion

Moderating

Variables

Respondents' Profile

● Age

● Position

● Highest Educational Attainment

● Teaching Experience

● Trainings/ Seminar Attended on Teaching Reading

● Tribal Affiliation

Figure 1. A Schematic Presentation Showing the Interplay among the

Independent, Dependent, and Moderating Variables of the Study
Statement of the Problem

This study aimed to determine the level of teachers' self-efficacy in teaching reading and their reading comprehension practices in Talakag, Bukidnon, for School Year 2024-2025.

Specifically, it sought to answer the following questions:

1. What are the profiles of the respondents in terms of age, highest educational attainment, position, teaching experience, and tribal affiliation?
2. What is the level of teachers' self-efficacy in teaching reading based on instructional strategies, student engagement and classroom management?
3. What is the level of teachers reading comprehension practices considering phonemic, vocabulary development, fluency, text structure, cultural inclusion, and scaffolding?
4. Is there a significant relationship between the teachers' self-efficacy in teaching reading and their reading comprehension practices?
5. Is there a significant difference in the teachers reading comprehension practices when grouped according to their profiles?

Hypothesis

Problems 1, 2, and 3 were hypotheses – free. On the basis of Problems 4 and 5, the following null hypotheses were tested at 0.05 level of significance:

Ho1: There is no significant relationship between the teachers' self-efficacy in Teaching reading and their reading comprehension practices.

Ho2: There is no significant difference in the teachers reading comprehension practices when grouped according to their characteristics.

Significance of the Study

The results of this study were beneficial to the following:

The District officials in supervising and monitoring the implementation of projects and programs and the daily school operations, where the result of the study can serve as a basis in extending professional development support to both the teachers and learners. This can also serve as evidence for recognition and acknowledgement of their performance.

In addition, teachers would benefit in a way that they can deeply understand that their self-efficacy is important for them to perform their duties and responsibilities in the school. In this way, they will become an asset to the school and be of greater support to the learners.

Consequently, learners would benefit from the study in the sense that if teachers will have a sense of efficacy, they get quality education which entails their significant achievement and progress.

The result of this study may also serve as a reference to future researchers who would investigate studies on teachers' self-efficacy in teaching reading and learner reading comprehension.

Scope and Limitations

This study focused on self-efficacy of teachers in teaching reading and their reading comprehension practices within the schools of Talakag, Bukidnon, School Year 2024-2025. The independent variables are limited to teachers' self-efficacy in teaching reading in terms of instructional

strategies, student engagement and classroom management. Furthermore, the dependent variables are also limited to teachers reading comprehension practices based on phonemic, vocabulary development, fluency, text structure, cultural inclusion and scaffolding. Indeed, the respondents' characteristics are also limited only to age, teaching position, highest educational attainment, teaching experience, trainings/seminar attended in teaching reading and tribal affiliation.

The respondents of the study were the one hundred sixty-two (162) public elementary school teachers in the schools where this study was conducted

Definition of Terms

The following are the terminologies defined operationally for the purpose of this study:

Age. This refers to the length of time a person, organism, or object has existed, usually measured in years. It's way to quantify the passage of time and the accumulation of experiences.

Classroom Management. This refers to how the teacher used varied techniques to control learners' behavior and set classroom rules for learners to follow. This can include warning learners, coaching learners using verbal redirection and calling parents' attention.

Cultural inclusion. This refers to the beliefs, values, customs, and traditions that individuals inherit from their cultural group or ancestry.

Fluency. This refers to the ability to produce language smoothly and effortless, characterized by continuity, speed and proper expression in speech or writing.

Highest Educational Attainment. This refers to the educational background that is achieved by the teachers' respondents.

Instructional Strategies. This refers to how teachers navigate different instructional strategies to stimulate student's learning. For example, this could be using ICT, employing HOTS or LOTS, and utilizing assessment tool.

Teaching Experience. This refers to the total amount of time an individual has spent working in a particular job, organization, or profession. It's typically measured in years and can affect eligibility for benefits, promotions and retirement plans. It's a way to quantify one's experience and dedication within a given role of company.

Phonemic. This refers to aspects related phonemes, which are the smallest units of sound in a language that can distinguish meaning.

Position. This refers to the rank or status of the teacher holds in the school.

Sex. This refers to the biological characteristics that define humans and other organisms as male or female. These characteristics include chromosomes, hormone levels, and reproductive/sexual anatomy. It's distinct from gender, which relates to roles, behaviors, and identities that societies consider appropriate for men and women.

Student Engagement. This refers to the positive reinforcement that the teacher is giving to the learners. This can be praising the students, giving ample time for students in doing their work, listening to their needs and allowing them to freely express their ideas.

Teaching Position.This refers to the role and duties assigned to an individual responsible for educating students. It encompasses various levels, such as elementary, secondary, and higher education, and includes responsibilities like lesson planning, delivering instruction, assessing student performance, and fostering a positive learning environment. Teaching positions can vary widely in terms of subject matter, grade level, and specific educational setting.

Teachers' Self-Efficacy. This refers to the style and attitude of teachers which directly affects

their teaching practices and the learners, educational experiences.

Text Structure. This is refers to the way information is organized in a written text. It helps readers understand the content and the relationship between ideas.

Scaffolding. This refers to the instructional methods and strategies used to provide assistance and guidance to students as they learn new concepts or skills. Scaffolding involves breaking down learning into manageable chunks and providing tools or support at each step until the student can perform the task independently.

Trainings/Seminars Attended in Teaching Reading. This refers to the educational sessions, workshops, courses, or conferences that individual has participated in to enhance their skills, knowledge, or professional development. These experiences can cover various topics relevant to their field and are often documented in resumes or professional profiles to showcase continued learning and expertise.

Vocabulary Development. This refers to the process of acquiring and expanding the collection of words that a person knows and uses.

2. METHODOLOGY

This section outlines the research methods and procedures used in the study. This includes the research design, study setting, research respondents, sampling technique, research instruments, categorization of variables and system of scoring, data gathering procedure, statistical treatment of data, and ethical consideration.

Research Design

This research employed a descriptive survey research method, utilizing a descriptive design to gather data and information about current situations and conditions, which is suitable for self-efficacy in teaching reading and reading comprehension practices. This method did not only demand gathering, tabulating, and computation of data but will also involve the analysis and interpretation of the gathered data (Fluet, 2020). Furthermore, this research is descriptive since it attempts to find whether the independent variables such as the teachers self-efficacy and its teaching in reading and learners' reading comprehension.

A data for this study was gathered using questionnaire. There were three parts of the questionnaire - Part 1 deals with the characteristics of the teacher respondents. Part 2 is the teachers' self-efficacy includes instructional strategies, student engagement and classroom management in teaching reading and learners' reading comprehension.

Part 3 is the teaching reading and learners' reading comprehension with the six (6) variables namely: phonetic, vocabulary development, fluency, cultural background, text structure and teachers support and scaffolding.

Study Setting

This study was conducted in the Talakag 1 District. It was well-known for its commitment to BASA Talakag 1 implementation in the Division of Bukidnon. There is an annual celebration organized to promote academic quality among the schools which are essential for the holistic development for every learner aligning with the broader goal of enhancing educational quality in the division as well as the teaching performance of the teachers.

The Division of Bukidnon in the province of Bukidnon, Philippines, serves as the research setting for studying teachers training for academic quality. This diverse educational division houses a variety of

schools and students and is a microcosm of the broader Philippine education system. The research aims to determine teachers' self-efficacy in teaching reading and learners' reading comprehension. This research is of significant importance, as its findings have the potential to not only improve the quality of education in every school but also inform education policies and practices at the national level.

The Division of Bukidnon offers a unique backdrop for teachers training for academic quality towards teaching performance. The outcomes of this research can positively impact both the local educational landscape, contribute to the broader Philippine education system's improvement and can highlight the contributions of effective teachers and school heads, leading to professional recognition and career advancement opportunities.

In this study, public schools in the district of Talakag 1 from elementary will be included in the conduct of the research. This comprehensive sampling strategy ensured that data will be gathered from every public school within the specified district, providing a representative and inclusive sample.

This methodological approach removed any potential biases that might have emerged from exclusively selecting a subset of schools, guaranteeing a more thorough examination and broader applicability of the results to the entire division. Employing universal sampling in this research bolstered its capacity to offer a comprehensive insight into teachers' research competence and involvement within the particular setting of Talakag 1 District public schools. This, in turn, facilitated well-informed decision-making and the development of targeted interventions tailored to the division's overall requirements.
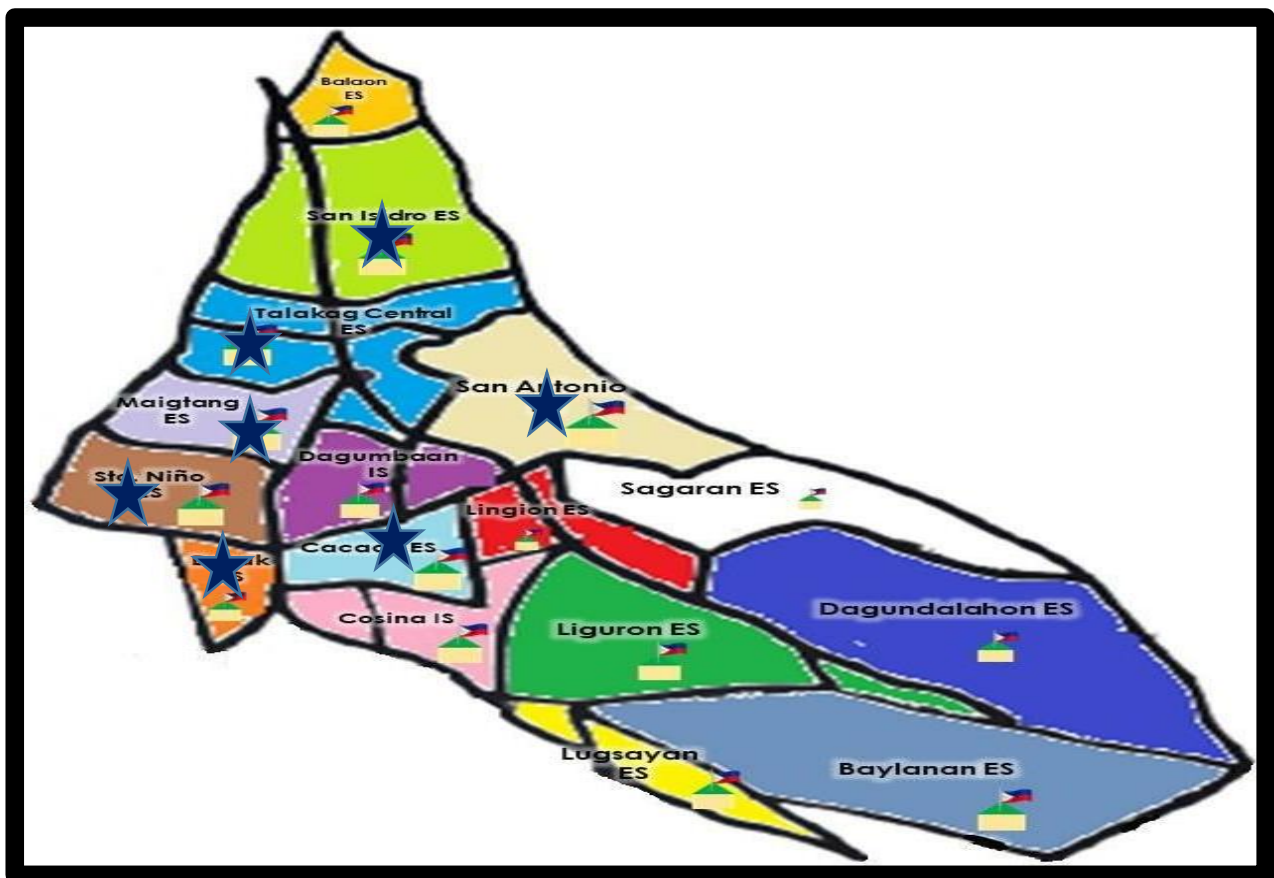
Source: Talakag Bukidnon Philippines
Figure 2. Location Map of the Study

Research Respondents

The respondents of the study were the one hundred sixty two (162) public elementary school teachers in the basic education system of Talakag 1 District, Division of Bukidnon for the School Year 2024-2025. The following were the schools: Basak Elementary School, San Isidro Elementary School, Talakag Central Elementary School, San Antonio Elementary School, Cacaon Elementary School, Dagumbaan Integrated School and Sto.Nino Elementary School. The table below shows the distribution of respondents by school.

Table A
Distribution of Respondents

Name of Schools	Respondents
A	11
B	37
C	47
D	17
E	16
F	15
G	19
Total	**162**

Sampling Technique

Universal Sampling method was employed in this study. The target population consisted of the teachers within the district in the division of Bukidnon,

The respondents included teachers from elementary schools. This ensures that every teacher in the Talakag 1 District has an opportunity to be included in the study, contributing to the universality of the sample. Subsequently, data were collected and analyzed from these select teachers, allowing to draw meaningful conclusions based on the research objectives.

Research Instruments

The goal of the research questionnaire is to gather important data regarding the teachers' self-efficacy of public school teachers of Talakag 1 District, Division of Bukidnon and how it affects the learners' reading comprehension. The questionnaire in this study is divided into three (3) parts.

Part I of the questionnaire is design to determine the respondents' characteristics on age, teaching position, highest educational attainment, teaching experience, trainings/seminars attended in teaching reading and tribal affiliation. To measure the respondents' characteristics a researcher-made questionnaire was used.

The Part II of the questionnaire is design to determine the teachers self- efficacy in teaching reading on instructional strategies, student engagement and classroom management. To measure teachers' self-

efficacy in teaching reading a researcher- made questionnaire was used. This was patterned and modified by the study of Tschannen-Moran and Hoy (2020).

The Part III of the questionnaire is a researcher-made based on RRL. Drawing from a thorough analysis of relevant literature the questionnaire was carefully developed. It included items carefully crafted to investigate various facets of learners' reading comprehension such as, phonemic, vocabulary development, fluency, cultural background, text structure and teachers support and scaffolding. Together, these instruments will provide a comprehensive understanding of the relationship between the teachers self-efficacy in teaching reading and learners' reading comprehension.

Validity and Reliability

In this study, a researcher-made questionnaire was utilized to assess the self-efficacy in teaching and reading comprehension practices among teachers. Before its use, the questionnaire was validated by five (5) experts in the field, underwent rigorous validation and content assessment to ensure its validity. To ensure the instrument's effectiveness, it was pilot-tested with thirty (30) public elementary school teachers who are not part of the actual respondents at Talakag 1 District. This trial helped confirm that the questionnaire is straightforward, easy to administer and capable of gathering the necessary data.

The potential outcome of the pilot study was analyzed using Cronbach's alpha with an overall result ranging from 0.818 to 0.910 which means valid and reliable. The value interpretation of the results places them in the "Good" to "Excellent" range suggesting that the instrument's reliability was strong to satisfactory. The theory states that there should be a significant amount of covariance between the items in relation to the variance if the instrument must be reliable.

Overall, this thorough validation inspired confidence in the questionnaire's accuracy and its ability to assess teachers self-efficacy in teaching reading and teachers' reading comprehension among public elementary school teachers comprehensively.

Categorization of Variables and System of Scoring

The scoring system employed in this study provides a structured framework for evaluating both the level of Self-efficacy in teaching and the reading comprehension practices in teaching.

Part I. Respondents' Profile

Age	41 Years old and above
	31-40 Years old
	21-30 Years old
	20 Years old and below
Sex	Male
	Female
Teaching Position	Master Teacher II
	Master Teacher I
	Teacher III
	Teacher II
	Teacher I
Highest Educational Attainment	PhD/ EdD/ DM holder
	With Units in PhD/ EdD/ DM

Master's Degree Holder
With Units in Master's Degree
Baccalaureate Degree

Teaching Experience   21 Years and above
                                   16- 20 Years
                                   11-15 Years
                                   6-10 Years
                                     1- 5 Years

Trainings/ Seminars Attended   International
 In Teaching Reading   National
                                        Regional
                                        Division
                                        District
                                        School

Tribal Affiliation   Bukidnon
                                   Higaonon
                                   Manobo
                                   Matigsalug
                                   Talaandig
                                   Tigwahanon
                                   Umayamnon
                                   Others, please specify

Part I and II Teachers Self-Efficacy in Teaching and Reading Comprehension Practices

Scale	Range	Description	Interpretation
4	3.26 - 4.00	At All Times	Very High
3	2.51 – 3.25	Most of the Time	High
2	1.76 – 2.50	Sometimes	Low
1	1.00 – 1.75	Never	Very low

Data Gathering Procedure

The researcher followed the proper protocol by securing a recommendation letter from the Dean of the School of Graduates and Professional Studies of PHINMA- Cagayan de Oro College.

Upon the approval of the proposal by the Dean of Graduate Studies of PHINMA Cagayan de Oro College, the researcher asked permission from the public schools district supervisor of Talakag 1 District where the study was conducted with the approved letter of the Schools Division Superintendent.

In the gathering of data, the researcher floated the questionnaires in every school in Talakag District in the Division of Bukidnon. After the questionnaires were collected, a tally was done immediately. All information obtained from the questionnaire and interviews was kept confidential. The

researcher maximized the use of information and communication technology by creating a Google form to reach out to teacher respondents since this is the most accessible way to gather data because of the location of teacher- respondents who are situated in far areas and also for safety purposes.

Statistical Treatment of Data

The statistical tools used in the study, including mean, standard deviation, and Pearson Correlation Coefficient, served vital roles in analyzing data related to self-efficacy in teaching and reading comprehension practices among teachers. Descriptive statistics such as mean and standard deviation was used to summarize the responses of the respondents on various aspects of the self-efficacy in teaching and reading comprehension practices among teachers. These statistics helped in understanding the general tendencies of the data, such as the average level of self-efficacy in teaching and the most common reading practices among teachers.

Pearson's Correlation Coefficient was applied to determine the relationship between the independent variable (self-efficacy in teaching reading) and the dependent variable (reading comprehension practices). This test showed whether there is a significant positive or negative correlation between the two variables. It also showed whether there is a significant differences in teacher reading comprehension practices when grouped according to characteristics.

By utilizing these statistical techniques, the study aimed to precisely quantify and understand the relationship between the self-efficacy in teaching and reading comprehension practices among teachers. This rigorous analysis contributed to the overall objective of the research which was to uncover insights on how self-efficacy influences reading comprehension practices, thereby informing potential intervention to support teachers within the educational setting.

Ethical Consideration

In conducting the study, Self-Efficacy in Teaching and Reading Comprehension Practices among Teachers, several ethical considerations was prioritized to ensure the integrity of the research process. First, informed consent was obtained from all participants, ensuring they understand the purposed of the study and their right to withdraw at any time without penalty. Confidentiality was strictly maintained, with all data anonymized to protect the identities of the respondents.

Additionally, the researcher was mindful of potential power dynamic ensuring that participation is voluntary and that no coercion is involved. Finally, the study adhered to ethical guidelines set forth by the Department of Education and relevant institutional review boards, promoting responsible and respectful research practices throughout the data collection process.

The research was guided by ethical principles that ensured the observance of informed consent and confidentiality. To safeguard the participants' rights and well-being, ethical permission was obtained from the relevant institutional review boards, including PHINMA Cagayan de Oro College. With their informed consent, all participating teachers was assured that their rights and privacy was respected throughout the entire research endeavor. The study demonstrated a commitment to conducting the research appropriately and morally by placing a strong emphasis on ethical considerations, including informed consent, voluntary participation, and privacy protection

3. RESULTS AND DISCUSSION

This part of the paper presents the results of the data analysis in tabular form. Each table follows

an interpretation of the results, their implications, and the researcher's insights. Related studies were also cited to support the statistical analysis of the data gathered for the study.

Results

Problem 1. What are the profiles of the respondents in terms of age, highest educational attainment, position, teaching experience, and tribal affiliation?

Table 1

Distribution of the Respondents' Age

Category	Frequency	Percentage
41 years old and above	50	30.86
31-40 years old	45	27.78
21-30 years old	55	33.95
20 years old and below	12	7.41
Total	**162**	**100.00**

Table 1 presents the distribution of the respondents' **age**. The results show that the **highest** frequency belongs to **the 21-30 years old** category, comprising **55 (33.95%).** This means that age appeared to play a subtle but meaningful role in shaping respondents' self-efficacy in teaching reading comprehension. It is not surprising that teachers aged 21 to 30 make up the largest group—this is often the stage where passion meets the purpose. Fresh from their studies, many enter the field full of energy, idealism, and a desire to make a difference. Younger educators often showed confidence in using modern strategies while older teachers drew on years of classroom experiences to inform their practices. Despite these differences, both groups demonstrated a shared commitment to student understanding, suggesting that self-efficacy may not hinge solely on age, but on the blend of experience, adaptability and a passion for teaching. As observed, younger teachers have more energy to do their roles and responsibilities as teacher. Younger teachers frequently provide the classroom with new energy and perspectives. They can inspire students and create a dynamic learning environment with their captivating enthusiasm and passion. Experience is equally important, of course, and older teachers contribute a wealth of wisdom to the field.

As posited by OECD (2020), workforce demographics significantly influence organizational dynamics, as younger employees tend to be more adaptable to digital transformations. This implies that organizations that employ a mix of younger and older workers can capitalize on the advantages of each generation. Younger workers might assist businesses in adjusting to the digital age because they are frequently more used to new technology. They can contribute new methods and concepts to the problem-solving process. In a world that is changing quickly, this can help businesses prosper and remain competitive.

On the other hand, the **lowest** frequency belongs to the **20 years old and below** category, which comprises **12 (7.41%).** The low number of teachers aged 20 and below reflects the natural timing of career entry; teaching requires a level of maturity, training, and experience that often comes later. This distribution speaks to the evolving journey of educators where youth brings enthusiasm, and each year adds depth. This implies that early workforce entry is uncommon, possibly due to extended educational

requirements. As observed, because they are probably pursuing higher education or specialized training, this indicates that people are remaining in school longer before joining the workforce. To guarantee that everyone has the abilities they need to succeed, organizations should provide specialized training programs that cater to the unique requirements of every generation

According to OECD (2020), older employees contribute expertise and institutional knowledge. Over many years of their work, older workers acquired plenty of experience and expertise. They have encountered difficulties, witnessed the rise and fall of trends, and gained knowledge from achievements. Companies benefit greatly from this institutional knowledge since it gives them a historical perspective and an understanding of how things operate. They can serve as mentors and advisors, lending their knowledge to assist younger workers in navigating the challenges of the job.

Table 2

Distribution of the Respondents' Teaching Position

Category	Frequency	Percentage
Master Teacher II	12	7.41
Master Teacher I	18	11.11
Teacher III	25	15.43
Teacher II	40	24.69
Teacher I	67	41.36
Total	**162**	**100.00**

Table 2 presents the distribution of the respondents' **teaching position**. The result shows that the **highest** frequency belongs to the **Teacher I** category, comprising **67 (41.36%).** This means that majority of the respondents were teachers aged 21-30, and many held the position of Teacher 1. This suggests that a large portion of the teaching force is made of young, early career educators who are just starting to build their professional identity. While they may still be gaining experience, their openness to learning and adapting new strategies can be a strong foundation for effective teaching. This implies further that there is a need for support in career advancement within the teaching profession. As observed, many teachers retired as Teacher I. This suggests that while position can influence confidence levels, ongoing support and collaboration across roles can help all teachers grow in their practice.

According to Ryan and Henry (2020), experiences and influences strengthen teachers self-efficacy, potentially highlighting the role of teaching position. This means that having a career progression helps a lot in enhancing and developing the teachers' teaching skills. This implies that teachers with more knowledge tend to have more confidence in their capacity to teach. This self-efficacy, or confidence, can positively affect their teaching methods and the educational experiences of their students. Better results for their children are likely to result from teachers who are motivated and involved in their profession and who feel competent and prepared. Students are empowered by education, which in turn empowers teachers.

Conversely, the **lowest** frequency belongs to the **Master Teacher II** category, which comprises **12 (7.41%).** This means that Master Teacher II holds the lowest frequency among teaching positions reflects the reality that reaching this level is no easy feat. It takes years of dedication, consistent excellence, and a deep commitment to both teaching and professional growth. Not everyone advances to this rank, not because they lack ability, but because the journey is demanding and the standards are high. This rarity highlights the value and prestige of the position, reminding us that true mastery in education is earned through time, passion, and unwavering service. This implies that job advancement may be influenced by elements other than credentials, such as experience, contacts, and even good fortune.

As posited by Rogowski and Meres (2022), the relationships between job satisfaction, emotional intelligence, and life satisfaction among teachers emphasize the mediating role of work engagement. This means that teachers with higher emotional intelligence tend to experience greater job satisfaction, which, in turn, enhances their overall life satisfaction. The study underscores the significance of work engagement as a crucial factor linking these variables, suggesting that teachers who feel more engaged in their profession are likely to experience increased fulfillment both professionally and personally. These findings emphasize the need for schools and educational institutions to foster a supportive work environment that enhances teachers' emotional well-being and professional engagement.

Table 3

Distribution of the Respondents' Highest Educational Attainment

Category	Frequency	Percentage
PhD/ EdD/ DM holder	5	3.09
With Units in PhD/ EdD/ DM	10	6.17
Master's Degree Holder	25	15.43
With units in Master's Degree	50	30.86
Baccalaureate Degree	72	44.44
Total	**162**	**100.00**

Table 3 presents the distribution of the respondents' **highest educational attainment**. The result means that the **highest** frequency belongs to the **Baccalaureate Degree** category, comprising **72 (44.44%).** It makes sense that teachers with a baccalaureate degree have the highest frequency. This is the minimum requirement to enter the profession. Many teachers begin their journey right after earning their degree, full of hope and enthusiasm to make a difference. This aligns closely with the high number of Teacher I positions, which is often the entry-level rank for new educators. It shows that many are just starting their careers, laying the foundation for growth. It is a reminder that every seasoned educator once stood in their shoes filled with potential, ready to learn, and eager to inspire. One of the criteria in ranking for the Teacher I position is education, in which if the teacher applicant does not have a master's units, the

applicant will get zero for this criterion. That is a main reason that many teachers now have units in a master's degree.

Ekmekci and Serrano (2022) explore the important role of teacher quality in shaping student motivation, achievement, and persistence. Qualified teachers with strong academic backgrounds and professional training positively influence student engagement by employing effective teaching strategies. Teachers with advanced qualifications and specialized training foster a deeper understanding of complex subjects, which in turn enhances student performance and long-term academic persistence. Student motivation is strongly impacted by teacher expectations, instructional strategies, and professional development, highlighting the necessity of ongoing funding for teacher education and training initiatives.

Conversely, the **lowest** frequency belongs to the **PhD/EdD/ DM holder** category, which comprises **5 (3.09%).** The low number of PhD or DM holders among teachers highlights just how rare and demanding that level of academic pursuit truly is. Earning a doctorate requires not only years of study but also a deep commitment to research, reflection, and personal sacrifice. Many teachers, though highly capable, may prioritize classroom experience or find it challenging to pursue advanced studies while balancing their workload. This rarity doesn't diminish their dedication. It underscores the reality that in education, growth comes in many forms. Those few who do reach this peak serve as powerful examples of lifelong learning and the pursuit of excellence. Additionally, finding the time to devote to a PhD might be quite difficult due to difficult teaching schedules and other obligations.

According to Unrau et al, (2020) various interventions aimed at modifying reading self-efficacy, including the influence of teachers' educational attainment. This means that there are many ways to help people feel more confident in their reading abilities. These interventions may include techniques to improve reading skills, offer positive feedback, or create a supportive learning environment. It's important to consider how these interventions affect teachers' feelings about their reading abilities because confidence can play a big role in success. If teachers feel more confident in their reading, they are more likely to be successful in their teaching and motivate their students. Confidence is a powerful tool, so it's important to think about how we can build it up in teachers to help them reach their full potential. In addition to the skills themselves, improving teachers' reading skills also involves how these interventions make them feel about their reading abilities.

On the other hand, improving reading skills, then, should go hand in hand with boosting confidence. This means creating supportive environments where teachers can practice, receive encouragement, and celebrate their progress. It means recognizing and addressing the emotional side of professional development because feeling capable is just as important as being capable. In short, confident teachers are not only more effective educators but they're also more likely to spark confidence and passion in their students. And that is a powerful cycle worth investing in.

Table 4

Distribution of the Respondents' Training/Seminars Attended on Teaching Reading

Category	Frequency	Percentage
International Training and National Training		

1-3 times	25	15.43
4-6 times	10	6.17
7-10 times	5	3.09
Regional Training		
1-3 times	30	18.52
4-6 times	15	9.26
7-10 times	10	6.17
Division Training		
1-3 times	40	24.69
4-6 times	20	12.35
7-10 times	10	6.17
District Training		
1-3 times	45	27.78
4-6 times	30	18.52
7-10 times	20	12.35
School Training		
1-3 times	50	30.86
4-6 times	35	21.60
7-10 times	25	15.43

Table 4 presents the distribution of the respondents' **training/seminars attended in teaching reading**. The result shows that the **highest** frequency belongs to the **School Training** category with 1-3 times comprising **50 (30.86%).** The fact that school-based training has the highest frequency shows that many teachers rely on accessible, localized opportunities to grow especially when it comes to something as essential as teaching reading. These trainings are often practical, timely, and directly connected to the needs of their students. This closely relates to the high number of teachers with only a baccalaureate degree, many of whom are still early in their careers. For them, school trainings become a crucial stepping stone—bridging the gap between what they learned in college and what they face in real classrooms. It reflects a strong willingness to learn and adapt, even when resources or time may be limited.   To help teachers stay current with the latest teaching techniques and fill in any knowledge gaps, they provide seminars and training programs at the district and school levels.

Darling-Hammond, Hyler, and Gardner (2019) emphasize that effective teacher professional development (PD) must be structured, sustained, and research-based to have a meaningful impact on

teaching practices and student learning. This emphasizes seven key characteristics of high-quality PD, including content relevance, active learning, collaboration, expert support, modeling of effective practices, feedback, and sustained duration. When these elements are integrated into teacher training programs, educators are more likely to adopt innovative teaching strategies, leading to improved student engagement and achievement. The study also emphasizes the importance of moving away from traditional, one-time workshops and instead implementing continuous, interactive PD models that provide long-term support and application in real classroom settings.

Conversely, the **lowest** frequency belongs to the **International Training and National Training** category with 7-10 times which comprises **5 (3.09%)**. It seems that international and national training opportunities in teaching reading are much less common among teachers. This low frequency might reflect several practical realities. Often, such trainings require significant time, resources, and support—which can be challenging to secure amidst busy teaching schedules. Many educators find more accessible and immediate benefits from local, school-based training that directly address their day-to-day classroom needs. Ultimately, while international and national seminars can offer broad perspectives and advanced insights, their rarity also highlights the need to balance expansive learning opportunities with every day, practical training that many teachers rely on to hone their craft.

The study of Almajnuni and Alwerthan, (2019) stated that the power of effective training programs, examines how effective training programs can enhance teachers' self-efficacy and improve their teaching practices. This emphasizes that training and seminars are very important to teachers. This implies that teachers' attitudes toward their own skills and methods of teaching can be significantly impacted by thoughtful training programs. Teachers are more likely to be eager and involved in their work when they have confidence in their abilities, which benefits the students. Good training programs can help teachers become more successful teachers by giving them new tools, techniques, and information. Each student can benefit from a more encouraging and effective learning environment if we engage in teacher training.

Table 5
Distribution of the Respondents' Teaching Experience

Category	Frequency	Percentage
21 Years and above	30	18.52
16-20 Years	25	15.43
11-15 Years	40	24.69
6-10 Years	35	21.60
1-5 Years	32	19.75
Total	**162**	**100.00**

Table 5 presents the distribution of the respondents' **Teaching Experience**. The result shows that the **highest** frequency belongs to the **11-15 Years** category, comprising **40 (24.69%).** The high frequency of teachers with 11–15 years of experience suggests a point in their career where they have built strong

classroom skills but are still actively seeking growth. These are educators who have seen the challenges, adapted to change, and continue to refine their craft. It makes sense that they also attend the most school-based trainings in teaching reading, because they understand that learning never stops. For them, school trainings are not just requirements; they're opportunities to stay relevant, sharpen their strategies, and better support their students. It shows a beautiful balance of experience and continuous improvement, hallmarks of truly dedicated educators. This means that schools and districts should make it a priority to support and retain experienced teachers, who have a wealth of knowledge, skills, and relationships that are invaluable to the learning environment. Investing in experienced teachers is an advancement of the future of education.

Lee, Huang, and Law (2021) examine the relationship between professional development and teacher career stages, emphasizing how motivation and engagement evolve throughout an educator's career. It emphasizes that early-career teachers often seek structured training and mentoring programs to develop essential classroom management and instructional skills. As teachers gain experience, their professional development needs shift toward deeper subject expertise and leadership roles, requiring opportunities for advanced learning and collaborative engagement. The study underscores the importance of differentiated professional development tailored to career stages, ensuring that teachers remain motivated and engaged at every phase of their profession.

On the other hand, the **lowest** frequency belongs to the **16-20 Years** category, which comprises **25 (15.43%).** The low frequency of teachers with 21 years and above in teaching experience reflects the natural progression of the profession some retire, move into leadership roles, or shift careers. Teaching is a demanding path, and staying in it for over two decades requires deep dedication, resilience, and passion. These veteran educators are fewer in number, but they carry with them a wealth of wisdom that can not be taught in any training. Their presence, though rare, is incredibly valuable. They are the quiet pillars of the profession, mentoring younger teachers and reminding us all of the lasting impact one committed educator can make over a lifetime. This emphasizes the need for improved resources and support networks to assist educators in managing the demands of their jobs and maintaining their engagement over time.

According to Minicozzi and Dardzinski (2020) stated that teachers' nature of reading instruction and how length of service can impact their self-efficacy. This emphasizes that In order to do this, we have to understand how teachers teach reading and how their background influences their self-confidence. While beginner teachers can still be getting started, experienced teachers may have honed their own techniques over time.   This self-efficacy, or confidence, can have a big impact on how well a teacher teaches reading and how well their students do.   We can better assist teachers and enhance teaching reading for all students by studying this connection.

Table 6

Distribution of the Respondents' Tribal Affiliation

Category	Frequency	Percentage
Bukidnon	35	21.60
Higaonon	28	17.30
Manobo	22	13.60
Matigsalug	18	11.10
Talaandig	20	12.30
Tigwahanon	15	9.30

Umayamnon	14	8.60
Others: Dumagat	10	6.20
Total	**162**	**100.00**

Table 6 presents the distribution of the respondents' **tribal affiliation**. The result shows that the **highest** frequency belongs to the **Bukidnon** category, comprising **35 (21.60%).** This means that most of the teachers who responded to the survey stated they are from Bukidnon. The high frequency of teachers affiliated with the Bukidnon tribe is a powerful reflection of cultural pride and representation within the teaching profession. It shows that Indigenous communities are not only preserving their identity but actively shaping the future through education. When connected with the 11–15 years of teaching experience, also the highest it paints a picture of a deeply rooted commitment. These Bukidnon teachers are not just educators; they are cultural bearers, guiding students with both knowledge and heritage. Their presence in the classroom ensures that learning is not just academic, but also rich with identity, history, and heart.

Biermann and Townsend-Cross (2019) explore Indigenous pedagogy as a transformative educational approach, particularly within the Australian context. They argue that mainstream education has historically marginalized Indigenous knowledge systems, often portraying Indigenous students as problems to be "remedied" rather than recognizing their unique cultural and learning perspectives. The authors advocate for a shift from a deficit-based approach to one that embraces Indigenous philosophies, methodologies, and pedagogical practices. This involves giving up the idea that Indigenous cultures are deficient or require correction. Rather, we ought to value the distinct knowledge and wisdom systems that Indigenous societies have accumulated over many centuries.

In contrast, the **lowest** frequency belongs to the **Dumagat** category, which comprises **10 (6.20%).** This implies that only a few teachers came from the Dumagat tribe. The low frequency of teachers from the Dumagat tribe is a gentle yet important reminder of the challenges some Indigenous communities still face in accessing and completing higher education. It may reflect limited opportunities, geographic isolation, or systemic barriers that make it harder for members of the Dumagat community to enter the teaching profession. Yet, even if few, their presence is deeply meaningful. Each Dumagat teacher represents a bridge connecting their community to broader educational opportunities while also bringing the richness of their culture into the classroom. Their voices matter, and supporting more of them into the profession means creating space for more inclusive, diverse, and culturally responsive education. Additionally, it raises the possibility that the study's conclusions may not accurately reflect the varied teacher population in the region as a whole. When evaluating the data, it's critical to take these constraints into account and investigate further the reasons behind the reduced representation of the Dumagat tribe in the teaching profession. This knowledge can guide initiatives to guarantee fair chances for all tribal groups and to advance inclusivity.

According to De Vera (2020), stated that tribal affiliation is an important starting point to understand the various aspects. This emphasized that it is important place to start for the study is to understanding the teachers' tribal ties. The teaching methods and techniques of various tribes may be influenced by their individual cultural origins, beliefs, and experiences. A greater understanding of the teachers' viewpoints and methods can be obtained by taking these cultural aspects into effect.

Problem 2. What is the level of teachers' self-efficacy in teaching reading based on instructional strategies, student engagement, and classroom management?

Table 7

Distribution of the Level of Teachers' Self-efficacy in Teaching Reading Based on Instructional Strategies

Indicator As a teacher…	Mean	SD	Description
I prioritize explicit teaching of reading comprehension strategies, such as summarizing and making inferences.	3.20	0.70	Most of the Time
I frequently use graphic organizers to help students visualize relationships between concepts in a text.	3.15	0.74	Most of the Time
I model think-aloud strategies to my thought process as I engage with the text.	2.99	0.55	Most of the Time
I teach my students self-monitoring techniques, prompting them to assess their understanding as they read.	3.07	0.71	Most of the Time
I implement group activities where students discuss texts together.	3.17	0.79	Most of the Time
I emphasize the importance of vocabulary development by pre-teaching key terms before reading assignments.	3.09	0.77	Most of the Time
I employ the Question-Answer Relationships (QAR) strategy to guide students in formulating different types of questions about the texts they read.	3.00	0.58	Most of the Time
I encourage my students to take notes and annotate texts as they read.	3.24	0.82	Most of the Time
I work with my students to set personal reading goals, which motivates them to take ownership of their reading journey.	3.56	0.86	At all Times
I ensure that I give constructive feedback on reading assignments promptly.	3.23	0.81	Most of the Time
Overall	**3.17**	**0.73**	Most of the Time

Legend: 3.26-4.00 At all Times / Very High 1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High 1.00-1.75 Never/ Very Low

Table 7 shows the distribution of the level of teachers' self-efficacy in teaching reading based on **instructional strategies**. The overall mean of **3.17 (SD=0.73),** described as **Most of the Time** and

interpreted as **High.** It means that many teachers feel confident and capable in guiding their students through the reading process. However, it suggests room for growth. "Most of the Time" means there are still moments of hesitation or uncertainty. This is completely human teaching reading is not one-size-fits-all, and every learner brings different needs. What's inspiring is that teachers are trying, adapting, and doing their best. With continued support, practical training, and shared best practices, that "most of the time" can gradually grow into "always"—empowering both teachers and the readers they nurture.

According to the study of Ravandpour (2019), effective training programs that introduce modern instructional strategies can help teachers refine their practices and improve student learning outcomes. Teachers can significantly improve their teaching skills with the support of quality training programs that teach innovative teaching techniques. Teachers might apply new ways they learn to assist their students study more effectively. Students will probably learn more and do better academically as a result. One wise strategy to raise the standard of education for all is to support teacher training.

The indicator, **As a teacher**, **I work with my students to set personal reading goals, which motivates them to take ownership of their reading journey** got the **highest** mean of **3.56 (SD=3.56)** described as **At all Times** and interpreted as **Very High.** This means that helping students define their reading objectives was one of the instructional strategies that teachers in this study reported adopting at very high levels. This implies further that student taking charge of their reading development appears to be a very successful strategy. As observed, the high grade indicates that teachers find the strategy to be very beneficial and extensively used. This emphasizes the value of student-centered learning and giving students the tools, they need to take charge of their education.

According to Lu and Mustafa (2021), goal-setting is an effective strategy in fostering student engagement and ownership of learning. Getting students more interested in their education can be achieved by assisting them in creating their own learning objectives. Students take greater ownership of their learning when they have a choice in what they learn and how they learn it. A deeper comprehension of the subject matter and more motivation are the results of this sense of ownership. Consequently, one of the most effective strategies teachers may employ to raise student learning and engagement is goal-setting. Students gain empowerment through goal-setting, which cultivates a sense of control over their educational path. Academic performance is enhanced and motivation is raised by this active engagement. Consequently, it is strongly advised to incorporate goal-setting into instructional strategies.

On the other hand, the indicator, **As a teacher**, **I model think-aloud strategies to my thought process as I engage with the text** got the **lowest** mean of **2.99 (SD=0.55)** described as **Most of the Time** and interpreted as **High.** This means that "Think-aloud" procedures were evaluated as "high," but teachers reported using them less frequently than other approaches. This implies further that this method teachers read aloud and demonstrate their thought processes, is still seen as beneficial. As observed, more professional development in this area may be necessary, as indicated by the somewhat lower score. Instruction in reading comprehension could be further improved by concentrating on this tactic. This emphasize that some teachers may struggle with modeling cognitive reading processes effectively. This could be due to a lack of training or confidence in using metacognitive strategies to make their thought process explicit to students. Teachers might not have received the required instruction on how to apply metacognitive techniques. Insufficient training may result in a lack of confidence while implementing these strategies in the classroom. Providing metacognitive-focused professional development could close this gap and increase the efficacy of instruction.

According to Woo et al. (2018), think-alouds are essential for developing comprehension skills, particularly in guiding students through inference-making and summarization. Providing teachers with professional development focused on metacognitive strategies could help bridge this gap and enhance the effectiveness of instructional methods in reading comprehension. On the other hand, the lowest mean score concerning think-aloud strategies suggests the need for targeted intervention in this area. There is room for development in this area, as seen by the lower score for think-aloud techniques. For teachers to employ this strategy successfully, additional training or assistance may be beneficial. Helping teachers make greater use of this method could have a significant positive impact on children. Increased emphasis on think-aloud techniques may significantly impact students' learning.

Table 8

Distribution of the Level of Teachers' Self-efficacy in Teaching Reading Based on Student Engagement

Indicator As a teacher…	Mean	SD	Description
I observe that when students contribute to class discussion, it indicates their engagement with the material.	3.08	0.67	Most of the Time
I notice students who ask questions or seek further information about reading topics are more engage.	3.24	0.74	Most of the Time
I observe that regular attendance and punctuality are strong indicators of student engagement	3.03	0.59	Most of the Time
I find that students who completed their reading assignments demonstrate a level of engagement that correlates with their motivation to learn.	3.10	0.63	Most of the Time
I have seen first-hand how engaged students often employ effective strategies like self-questioning and summarizing while reading	3.17	0.71	Most of the Time
I have witnessed the profound impact of social engagement when students actively participate in group work and peer discussions about their readings.	3.05	0.62	Most of the Time
I pay attention to students' attitudes; those who express enjoyment or excitement about reading materials are typically more engaged.	3.43	0.82	At all Times
I encourage my students to set and reflect on personal reading goals to sustain their engagement over time	3.18	0.79	Most of the Time
I have seen how participation in reading challenges or competitions can significantly boost student engagement in	3.00	0.58	Most of the Time

my classroom

I have noticed that engaged students frequently seek feedback on their reading comprehension and performance.	3.21	0.73	Most of the Time
Overall	**3.15**	**0.69**	**Most of the Time**

Legend: 3.26-4.00 At all Times / Very High   1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High   1.00-1.75 Never/ Very Low

Table 8 shows the distributions of the level of teachers' self-efficacy in teaching reading based on **student engagement** with an overall mean of **3.15 (SD=0.69)** described as **Most of the time** and interpreted as **High.** This means that, teachers' self-efficacy on student engagement reflects a meaningful effort by teachers to connect with their students in reading. It shows that many are confident in their ability to spark interest and involvement, but it also reveals the challenge of consistently reaching every learner. Engaging students, especially in reading, requires creativity, patience, and emotional connection. Qualities teachers strive to bring daily. "Most of the Time" is honest and human. It means they are doing well, but they also recognize there's more to learn and improve. This level of self-awareness is actually a strength, it opens the door to growth, collaboration, and deeper impact. The teachers had a great belief in their capacity to get students interested in reading. They thought they did a fantastic job of sustaining pupils' enthusiasm and interest in reading. Establishing a positive learning environment requires this positive self-evaluation. Teachers who are self-assured tend to engage their students more effectively.

According to Skaalvik and Skaalvik (2022), teachers who continuously develop their self-efficacy through professional learning communities report higher levels of student engagement and achievement. Teachers who collaborate and share knowledge are more likely to have greater confidence in their instruction. Better learning outcomes and greater student engagement are the results of this boosted confidence. Enhancing teaching and learning requires teamwork and professional development. A wise strategy to increase student achievement is to fund teacher preparation and collaboration. Improving student outcomes requires supporting teacher preparation programs and cooperative learning opportunities.

The indicator, **As a teacher**, **I pay attention to students' attitudes; those who express enjoyment or excitement about reading materials are typically more engaged** got the **highest** mean **3.43 (SD=0.82)** described as **At all Times** and interpreted as **Very High.** This means that teachers perceive themselves as highly self-efficacious in emphasizing student engagement. This implies further that that most teachers believe in their ability to promote active learning and participation in their classrooms. As observed, a high level of teacher self-efficacy in student engagement has been linked to improved student motivation and academic performance. Enhancing teacher self-efficacy through professional development and reflective teaching practices can further strengthen their ability to engage students effectively.

Continuous training and access to innovative engagement methods can help teachers sustain high self-efficacy levels. Teachers who receive regular training are better able to maintain their professionalism and confidence. Teachers stay engaged and productive by learning new and innovative teaching

techniques. Having access to new concepts and techniques is crucial for sustaining passion. Enhancing student learning requires constant investment in teacher development. Teacher self-efficacy significantly influences student engagement, as teachers with high confidence in their teaching abilities tend to create more interactive and student-centered learning environments (Tschannen-Moran & Hoy, 2020).

Conversely, the indicator, **As a teacher**, **I have seen how participation in reading challenges or competitions can significantly boost student engagement in my classroom** got the **lowest** mean of **3.00 (SD=0.58)** described as **Most of the Time,** and interpreted as **High**. This means that while teachers acknowledge the role of reading challenges in engagement, they may not consistently observe its impact in their classrooms. This implies that limited opportunities for students to participate in such activities or variability in students' responses to competitions. As observed, structured and well-integrated reading programs can enhance student engagement more effectively. Structured engagement strategies like reading competitions may not be as widely implemented or impactful as other approaches. While competitions can be motivating, not all students respond equally to competitive activities. Tailoring strategies to student interests and learning preferences can optimize engagement levels.

According to the study of Schunk and DiBenedetto (2021), well-designed competitions that emphasize collaboration rather than competition can enhance engagement. This emphasizes that Activities that emphasize teamwork can be a fantastic method for capturing young readers' interest in learning. Collaborative friendly competitions can be more interesting than solo ones. Students gain valuable skills and learn from one another when they collaborate. This method creates a constructive and encouraging learning atmosphere. Everyone benefits from this method, which also makes learning more enjoyable. Everyone benefits from this method, which also makes learning more enjoyable.

Table 9

Distribution of the Level of Teachers' Self-efficacy in Teaching Reading Based on Classroom Management

Indicator As a teacher…	Mean	SD	Description
I make it a priority to communicate clear behavioral and academic expectations to my students.	3.19	0.72	Most of the Time
I strive to cultivate a classroom atmosphere that is welcoming and supportive.	3.22	0.73	Most of the Time
I adapt classroom management strategies to support diverse teaching methods and maintain student engagement	3.11	0.63	Most of the Time
I establish daily routines to help my students feel comfortable and reduces anxiety.	3.09	0.62	Most of the Time
I take responsibility for your actions and decisions.	3.31	0.78	At all Times

I communicate clear behavioral and academic expectations to my students while maintaining open and effective communication	3.17	0.69	Most of the Time
I uphold ethical standards in challenging situations.	3.48	0.87	At all Times
I demonstrate professionalism in handling conflicts and disagreements.	3.51	0.91	At all Times
I exhibit resilience and adaptability in the face of adversity.	3.33	0.80	At all Times
I maintain a positive attitude and demeanor in your professional interactions.	3.26	0.77	At all Times
Overall	**3.27**	**0.77**	**At all times**

Legend: 3.26-4.00 At all Times / Very High   1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High   1.00-1.75 Never/ Very Low

Table 9 illustrates the distribution of the level of teachers' self-efficacy in teaching reading based on **classroom management** with an overall mean of **3.27 (SD=0.77),** described as **At all Times** and interpreted as **Very High.** This means that**,** teachers feel confident and in control when creating a learning environment that supports reading. Classroom management is the backbone of effective teaching; without it, even the best strategies can fall short. This high level of self-efficacy reflects experience, consistency, and a deep understanding of their students' needs. It also shows the heart behind the profession, teachers not only manage their classrooms, they nurture them. When students feel safe and supported, they're more open to learning, especially in reading, where confidence and focus are key. This result is a quiet but powerful testament to the steady leadership teachers bring into their classrooms every day. These findings support the idea that efficient classroom management is a key component of teaching. A pleasant learning environment can be fostered more effectively by teachers who retain strong self-efficacy in controlling student conduct, establishing clear standards, and acting professionally.

Moreover, integrating structured routines more effectively could enhance students' comfort and engagement. Students are more likely to be motivated when their teachers are comfortable running their classrooms. A well-run classroom fosters a supportive learning atmosphere where kids can flourish. Students' learning outcomes are directly impacted by teachers' confidence in their ability to manage the classroom. Improving student success requires helping teachers manage the classroom. These insights align with existing literature, which emphasizes that teacher self-efficacy in classroom management directly impacts student motivation and academic performance (Klassen & Chiu, 2019).

The indicator, **As a teacher**, **I demonstrate professionalism in handling conflicts and disagreements** got the **highest** mean **3.51 (SD=0.91)** described as **At all Times,** and interpreted as **Very High.** This implies that educators are confident in resolving conflicts effectively. This means further teachers do their job and duties professionally, especially when it comes to handling conflicts and disagreements. As observed, teachers are confident in their capacity to resolve conflicts and issues in the

classroom. They are excellent at professionally and equitably resolving disputes. Having this ability is crucial to fostering a supportive learning environment. A classroom that is more productive and peaceful is a result of effective conflict resolution.

According to the study of Klassen and Chiu (2019), professionalism in conflict management enhances teacher-student relationships and overall classroom discipline. In handling conflicts professionally, teachers create a respectful and positive classroom climate, reducing behavioral disruptions. Being professional in conflict resolution emphasizes that teachers understand the significance of managing disagreements constructively. Professional conflict resolution demonstrates that educators value fostering a supportive learning environment.

On the other hand, the indicator**, As a teacher, I establish daily routines to help my students feel comfortable and reduces anxiety** got the **lowest** mean **3.09 (SD=0.62)** described as **Most of the Time**, and interpreted as **High.** This means that teachers recognize the value of routines and there may be room for improvement in consistently implementing structured activities. This implies that the daily routine of the students helps a lot to make students feel comfortable and reduce their worries. As observed, teachers are aware of the significance of routines for students' achievement. Routines are important, but they may still be improved and made more reliable. Students who follow a regular schedule feel safer and experience less stress. Everyone finds learning easier and more pleasurable as a result of this consistency.

According to Gujjar and Choudhry (2019), well-established routines contribute to student well-being by reducing stress and increasing a sense of predictability in the classroom. Students feel safer and more secure in the classroom when there are established routines. Learning becomes more pleasant and anxiety-reducing when one knows what to expect. Students may concentrate on learning rather than worrying about what will happen next when classroom structures are predictable. A classroom that is orderly and peaceful has a big impact on students' success.

Table 10

Summary of the Teachers' Level of Self-efficacy in Teaching Reading

Variable	Mean	SD	Interpretation
Instructional Strategies	3.17	0.73	High
Student Engagement	3.15	0.69	High
Classroom Management	3.27	0.77	Very High
Total	**3.20**	**0.73**	**High**

Legend: 3.26-4.00 At all Times / Very High   1.76-2.50 Sometimes/Low
                2.51-3.25 Most of the Time/High   1.00-1.75 Never/ Very Low

Table 10 presents the summary of the teachers' level of self-efficacy in teaching reading the table emphasized the three primary variables: instructional strategies, student engagement, and classroom management. The overall mean score **3.20 (SD=0.73)** interpreted as **High.** This means that**,** a total mean

score of 3.20, interpreted as high, is a heartening finding. It shows that teachers believe in their ability to effectively teach reading in a foundational skill that shapes a child's entire academic journey. This level of self-efficacy means teachers feel capable, prepared, and empowered most of the time, which is a strong indicator of both competence and commitment. But beyond the numbers, it also reflects the quiet dedication teachers bring to their classrooms every day. They may not always have perfect conditions, but they show up, adapt, and do their best to make reading meaningful and accessible for every learner. This high self-efficacy is a hopeful sign which means that teachers believe they can make a difference, and often, that belief is what makes the greatest impact. It tells us that teachers feel confident in maintaining order, structure, and a positive learning environment. That's a strong foundation.

As posited by Hassan (2019), teachers with high self-efficacy tend to be more innovative, adaptable, and committed to student success. Teachers that are confident are more inclined to experiment and modify their methods to suit the needs of their students. Additionally, they are more committed to assisting their students in achieving success. A better learning environment is produced by this flexibility and dedication. Effective and motivating teachers are typically those who have confidence in their abilities as teachers. Developing self-efficacy can positively impact both teaching quality and student learning outcomes. Teachers' overall self-efficacy is a strong predictor of job satisfaction and teaching effectiveness. A high level of self-efficacy enables teachers to handle classroom challenges more confidently and persist in the face of difficulties. Teachers' self-efficacy significantly influences their instructional effectiveness, job satisfaction, and student outcomes.

The variable **Classroom Management** got the **highest** mean of **3.27 (SD=077)** which is interpreted as **Very High.** This means that teachers feel confident in maintaining discipline, fostering a positive learning environment, and handling student behavior effectively. This implies that further teachers are assured of their capacity to establish a productive and orderly classroom. As observed, a teacher having good classroom management, a better level of self-efficacy in teaching. Teachers that are good at classroom management typically have greater self-assurance in their teaching skills. Stress is decreased and teachers are able to concentrate on teaching when there is effective classroom management. This self-assurance improves the learning environment and increases their efficacy as teachers. Teachers are assured of their capacity to establish a constructive and orderly learning environment. They think they can successfully control student conduct. Everyone benefits from a more productive learning environment as a result of this confidence. Students may concentrate on their studies without interruptions in a well-run classroom.

According to Hassan (2019), effective classroom management is linked to improved student engagement and academic performance. A well-managed classroom reduces disruptions, allowing more time for instruction and meaningful learning experiences. Schools should continue supporting teachers with professional development programs to further enhance their classroom management strategies. Strong classroom management skills are essential for creating a structured and productive learning environment. Teachers with high self-efficacy in this area are better equipped to establish clear rules, maintain student discipline, and ensure smooth classroom operations.

On the other hand, the variable **Student Engagement** got the **lowest** mean of **3.15 (SD=0.69)** which interpreted as **High.** This means that teachers might face challenges in keeping students actively involved in lessons. This implies further teachers might face challenges in keeping students actively involved in lessons. As observed, teachers sometimes struggle to keep pupils interested in their lessons.

Maintaining everyone's attention and interest can be challenging for a variety of reasons. It can be challenging for teachers to keep pupils interested in their lessons. Students' engagement and attention spans can be impacted by a variety of circumstances. To identify strategies to maintain students' engagement, teachers might require additional assistance or training. For educators, coming up with innovative and successful ways to engage students is a never-ending task. To come up with ways to keep students engaged, teachers might want more assistance or training. The secret to keeping students interested in lessons is to figure out how to make them enjoyable and applicable. Creating classes that are enjoyable and applicable to students' daily life is the secret to keeping them interested.

Fredricks et al. (2019), define student engagement as the extent to which students are invested in and committed to learning. Student engagement is a measure of how motivated and invested students are in their education. It concerns whether or whether pupils are genuinely engaged and dedicated to their education. Students that are actively participating and demonstrating interest in their lessons are said to be engaged. The secret to effective learning is this dedication and active engagement. Students who are committed and actively engaged in their education typically perform better. Commitment and active engagement are essential components of effective learning. The willingness of the student to engage and invest in the process is essential for effective learning.

Problem 3. What is the level of teachers reading comprehension practices considering phonemic, vocabulary development, fluency, text structure, cultural inclusion, and scaffolding?

Table 11

Distribution of the Level of Teachers Reading Comprehension Practices Considering Phonemic

Indicators As a teacher…	Mean	SD	Description
I recognize that my self-efficacy in teaching reading directly impacts my students' comprehension levels.	3.21	0.81	Most of the Time
I actively engage with phonetic principles in my lessons, ensuring that I model the correct pronunciation and intonation when teaching reading skills.	3.01	0.68	Most of the Time
I incorporate first-person narratives in reading materials to help students relate personally to the text, enhancing their engagement and comprehension.	3.32	0.86	At all Times
I encourage my students to express their thoughts about reading passages from their own perspectives, fostering a deeper understanding of the material.	3.15	0.76	Most of the Time

I provide constructive feedback on students' phonetic skills, helping them recognize their strengths and areas for improvement in reading comprehension.	3.09	0.73	Most of the Time
I strive to create an environment where students feel comfortable sharing their interpretations of texts, which boosts their confidence in using phonetic skills.	3.03	0.69	Most of the Time
I model effective reading strategies that incorporate phonetic awareness and understand their meanings through context.	3.14	0.75	Most of the Time
I regularly assess my students' reading progress through phonetic exercises, allowing me to adjust my teaching methods based on their needs.	3.19	0.78	Most of the Time
I see out professional development opportunities focused on phonetics and reading comprehension strategies to enhance my teaching efficacy.	3.05	0.72	Most of the Time
I reflect on student outcomes related to reading comprehension and phonetics, using this data to inform my instructional practices and boost my self-efficacy as an educator.	3.00	0.67	Most of the Time
Overall	**3.12**	**0.75**	**Most of the Time**

Legend: 3.26-4.00 At all Times / Very High   1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High   1.00-1.75 Never/ Very Low

Table 11 presents the distribution of the level of teachers' reading comprehension practices considering **phonemic** with an overall mean of **3.12 (SD=0.75)** described as **Most of the Time**, and interpreted as **High.** This means that teachers consistently incorporate phonemic awareness strategies into their reading instruction. This implies that phonemic awareness is recognized as a key factor in improving students' reading comprehension. As observed, teachers regularly use exercises that help students become familiar with word sounds. They are aware of how important it is to comprehend these sounds to read. Students improve as readers as a result of this emphasis on sounds. A crucial component of effective reading instruction is teaching students to perceive and manipulate sounds.

Additionally, research supports the idea that self-efficacy in teaching phonemic awareness is linked to improved reading outcomes in students. Therefore, providing teachers with the necessary resources and training can help sustain high levels of instructional effectiveness. Research indicates that teacher self-efficacy in reading instruction significantly influences student achievement. A study found that self-

efficacy directly impacts the implementation of reading strategies and student engagement in literacy tasks (Pretorius, 2020).

The indicator, **As teacher**, **I incorporate first-person narratives in reading materials to help students relate personally to the text, enhancing their engagement and comprehension,** got the **highest** mean of **3.32 (SD=0.86)** described as **At all Times** and interpreted as **Very High.** This implies that teachers prioritize the selection of reading materials that reinforce phonemic awareness. This implies that it worked very well to use real-life stories in the reading materials. As observed, the stories resonated with the students, and they gained a deeper understanding of the text. The fact that this method got the highest grade indicates that it is an extremely effective teaching technique. Enhancing understanding and engagement can be achieved by making learning relatable and personal. It is very easy for the students to learn if they can relate the situation to their real life.

Moreover, students learn to read and write far more easily when they are taught to hear and manipulate the sounds in words. Students' literacy abilities increase when teachers incorporate these good activities into their lessons regularly. Making these beneficial exercises a regular component of education is crucial. The secret to developing good literacy abilities is consistent practice. Students improve as readers and writers when making sounds is enjoyable and a frequent part of the learning process. The reading and writing skills are greatly enhanced when they are regularly taught to hear and comprehend the sounds in words. Building good literacy abilities requires incorporating these sound-based exercises into classes on a regular basis. Children improve their spelling and reading skills the more they play with sounds. One of the most important components of successful literacy development is consistent phonemic awareness training. Phonemic awareness instruction improves literacy skills when consistently integrated into lessons (Rice et al., 2022).

Conversely, the indicator**, As a teacher, I reflect on student outcomes related to reading comprehension and phonetics, using this data to inform my instructional practices and boost my self-efficacy as an educator,** got the **lowest** mean of **3.00 (SD=0.67)** described as **Most of the Time** and interpreted as **High**. This means that a potential gap in how often teachers analyze student outcomes to refine their phonemic awareness instruction. This implies that student progress is important for emphasizing instruction to individual needs. As observed, the rating for routinely assessing students' reading and phonics progress was lower than anticipated. Although it is still seen as a good practice, educators should do better in this regard. Although it could be done more frequently and more successfully, reflecting on student work to enhance instruction is crucial. Instructors should concentrate on using student data to improve their teaching and increase their self-assurance.

According to Mizumoto (2020), teachers who frequently analyze student reading progress are better able to adapt their strategies, leading to improved literacy outcomes. Teachers can adapt their teaching strategies to better assist their students if they routinely assess their reading development. Teachers can see what works and what does not by monitoring their pupils' progress. Students' reading skills improve as a result, and teachers become more successful. Observing students' reading habits is important for helping them become more literate. Teachers can modify their instruction to better assist their pupils if they routinely assess their reading proficiency. Teachers can determine what is effective and what needs to be modified by monitoring progress. This makes it possible to teach more effectively and provide students with better outcomes. The secret to enhancing literacy abilities is closely monitoring students' reading development.

Table 12

Distribution of the Level of Teachers' Reading Comprehension Practices Considering Vocabulary Development

Indicator As a teacher…	Mean	SD	Description
I focus on expanding my students' vocabulary by introducing new words in context, which helps them understand and retain meanings more effectively.	2.99	0.56	Most of the Time
I encourage my students to explore words by using them in sentences, which fosters a deeper understanding of their usage and nuances.	3.04	0.62	Most of the Time
I model the use of advanced vocabulary in my own speech and writing, demonstrating how these words can enhance communication and comprehension.	3.11	0.74	Most of the Time
I create word walls in the classroom that display new vocabulary words, allowing students to see and interact with them regularly.	3.13	0.77	Most of the Time
I incorporate games and activities that promote vocabulary development, making learning engaging and enjoyable for my students.	3.26	0.82	At all Times
I teach my students how to use context clues to infer the meanings of unfamiliar words, empowering them to tackle challenging texts independently.	3.25	0.81	Most of the Time
I promote reading aloud in class, which allows students to hear new vocabulary in context and practice pronunciation.	3.24	0.80	Most of the Time
I facilitate peer discussions where students can share their understanding of new vocabulary, reinforcing their learning through collaboration.	3.17	0.76	Most of the Time

I include cooperative exercises and group projects that require students to apply their terminology in appropriate situations.	3.19	0.77	Most of the Time
I encourage my students to reflect on their vocabulary growth over time, helping them recognize their progress and build confidence in their reading comprehension skills.	3.22	0.79	Most of the Time
Overall	**3.16**	**0.74**	**Most of the Time**

Legend: 3.26-4.00 At all Times / Very High 1.76-2.50 Sometimes/Low

2.51-3.25 Most of the Time/High 1.00-1.75 Never/ Very Low

Table 12 presents the distribution of the level of teachers reading comprehension practices in terms of **vocabulary development** with an overall mean of **3.16 (SD=0.74),** described as **Most of the Time** and interpreted as **High.** This implies that teachers recognize the importance of expanding students' vocabulary to improve their comprehension skills. This implies that further students are learning new terms with the assistance of their teachers. As observed, teachers typically employ a variety of techniques to increase their pupils' vocabularies. This indicates that students are probably gaining a solid language base. Given the high score, it appears that teachers have faith in their capacity to effectively teach language. This is significant since reading comprehension depends on having a large vocabulary. All things considered; the evidence shows that teachers are effectively integrating vocabulary development into their lesson plans.

Furthermore, having a large vocabulary is important for academic success. Students who have a large vocabulary are better able to comprehend their studies and pick up new information. They become better writers and readers as well. A strong vocabulary can assist pupils to thrive in their academics, much like a library full of words. A key tool for learning is having a large vocabulary. Strong vocabulary helps students grasp their teachings better, which improves their academic performance. They become better writers and readers as well, which helps them communicate more effectively. A strong vocabulary can help you succeed in school and beyond. Research indicates that strong vocabulary knowledge contributes to better academic performance and literacy skills (Crosson et al., 2019).

The indicator**, As a teacher, I incorporate games and activities that promote vocabulary development, making learning engaging and enjoyable for my students,** got the **highest** mean of **3.26 (SD=0.82)** described as **At all Times,** and interpreted as **Very High.** This means that vocabulary learning is enjoyable and interesting for their students; teachers frequently incorporate games and activities into their lessons. This implies that having vocabulary development activities works quite well for encouraging vocabulary growth of students. As observed, teachers are aware that the secret to students' success is to make learning fun. To make learning vocabulary enjoyable and memorable, they are utilizing games and exercises. The high ranking indicates how effective this strategy is. When students actively participate in the learning process, they are more likely to retain new vocabulary. Vocabulary skills can be practiced entertainingly and engagingly using games and activities. This method not only improves vocabulary growth but also creates a supportive learning atmosphere.

In addition, introducing new words to children in a systematic manner is like giving them a secret weapon for reading and writing. It involves more than just learning words by heart; it also entails comprehending their functions and applications. Teaching vocabulary in an organized way helps students become better writers and readers. It's similar to providing them with a toolbox full of words that they may use to comprehend what they read and articulate themselves effectively. For improving literacy, structured vocabulary training is an effective strategy. Studies indicate that structured vocabulary instruction significantly improves literacy outcomes (Crosson et al. 2019).

Conversely, the indicator, **As a teacher**, **I focus on expanding my students' vocabulary by introducing new words in context, which helps them understand and retain meanings more effectively,** got the **lowest** mean of **2.99 (SD=0.56)** described as **Most of the Time**, and interpreted as **High**. This means that although teachers employ this tactic most of the time, it is not as widely used as other strategies for vocabulary acquisition. This implies further that this is an area that could use some work. As observed, despite this strategy's excellent ranking, it is important to keep in mind that its usage is still less frequent than that of other approaches. It could be necessary for educators to look into more interesting and successful ways to introduce new terms in context. Teachers may be using this tactic excessively without combining it with other approaches. In addition to reading, it is important to make sure that pupils are exposed to new words in a range of contexts. Despite its importance, this method is not a fix for vocabulary growth. Teachers should keep trying new things to make sure their students are learning a lot of words.

Additionally, Every Child a Reader Program (DepEd Order No. 45, s. 2002): While primarily focused on reading proficiency, this program recognizes vocabulary development as essential for comprehension and overall literacy skills. possessing a large vocabulary is similar to possessing a secret code that opens the world of writing and reading. Children who have a large vocabulary are better readers and writers overall. They can clearly express themselves and comprehend the world around them with the help of a toolbox full of words. Developing a large vocabulary is essential for learning, writing, and reading success.

Table 13

Distribution of the Level of Teachers reading Comprehension Practices Considering Fluency

Indicator As a teacher…	Mean	SD	Description
I consistently model fluent reading for my students, demonstrating appropriate pacing, expression, and intonation to help them understand what fluent reading sounds like.	3.09	0.71	Most of the Time
I conduct regular assessments of my students' reading fluency, focusing on their accuracy, speed, and prosody to ensure they are developing the necessary skills for comprehension.	3.45	0.84	At all Times

I encourage my students to engage in repeated readings of familiar texts, which helps them improve their fluency and boosts their confidence in reading.	3.27	0.79	At all Times
I conduct regular assessments of my students' reading fluency, focusing on their accuracy, speed, and prosody, and closely monitor their progress over time to tailor instruction accordingly.	3.61	0.90	At all Times
I provide constructive feedback on their reading fluency, highlighting areas where they excel and areas needing improvement to guide their development.	3.52	0.86	At all Times
I incorporate a variety of texts that challenge my students' fluency skills, ensuring they encounter different vocabulary and sentence structures.	3.48	0.85	At all Times
I implement peer reading activities where students read aloud to each other, which not only fosters fluency but also encourages collaboration and support among classmates.	3.25	0.77	Most of the Time
I emphasize the importance of expression in reading aloud, teaching my students how to convey meaning through tone and pacing, which enhances their overall comprehension.	3.28	0.75	At all Times
I use technology, such as audio recordings of fluent readers, to expose my students to different reading styles and help them recognize fluent reading patterns.	3.33	0.77	At all Times
I encourage my students to reflect on their own fluency development by discussing their experiences with reading aloud and how it impacts their understanding of texts.	3.39	0.78	At all Times
Overall	**3.37**	**0.80**	**At all Times**

Legend: 3.26-4.00 At all Times / Very High   1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High   1.00-1.75 Never/ Very Low

Table 13 illustrates the distribution of the level of teachers reading comprehension practices considering **fluency** with an overall mean of **3.37 (SD=0.80),** described as **At all Times**, and interpreted as **Very High.** This means that when it comes to helping students become fluent readers, teachers are doing a fantastic job. This implies that students are probably becoming proficient readers. As observed, the high score shows that teachers are continuously employing techniques to help students become more

fluent. They are probably concentrating on important aspects like emotion, quickness, and precision. This is significant since comprehension depends on fluency. To assist students in becoming fluent readers, teachers employ a range of strategies, including peer reading, repeated reading, and modeling. This shows that teachers are dedicated to assisting pupils in mastering this important ability. Additionally, the high score indicates that teachers have faith in their capacity to effectively teach fluency. All things considered; the evidence shows that educators are effectively integrating fluency development into their lesson plans.

In addition, students find learning more engaging when they recognize themselves in the stories they read. they become more interested in the books and have a stronger connection to them. As a result, they put forth more effort and perform better academically. Students get a sense of belonging and the belief that they can do anything when they see their own experiences represented in books. Students see their backgrounds reflected in reading materials, their motivation and academic performance improve by Hernandez, (2022).

The indicator, **As a teacher**, **I conduct regular assessments of my students' reading fluency, focusing on their accuracy, speed, and prosody, and closely monitor their progress over time to tailor instruction accordingly** got the **highest** mean of **3.61 (SD=0.90)** described as **At All Times** and interpreted as **Very High.** This means that assessments are regularly used by teachers to monitor their students' reading fluency development. This implies further that this shows that teachers are dedicated to assisting pupils in mastering that important skill. As observed, assessments are used by teachers to ensure that students are developing into fluent readers. To comprehend what they read, they are concentrating on accuracy, speed, and expression. Teachers keep a careful eye on their how students are doing and modify their instruction accordingly. This demonstrates how committed educators are to each student's success. Teachers' confidence in their abilities to evaluate fluency successfully is demonstrated by the high score. This is important because it enables educators to pinpoint areas in which students want more assistance. Overall, the evidence points to the use of assessments by educators to ensure that their students are developing into proficient readers.

According to the study of Lestari (2020) emphasizes the role of classroom environment and fear of making mistakes in affecting students' oral fluency. The classroom setting has a significant impact on students' comfort levels while speaking up. Even if they make mistakes, students are more likely to try reading aloud if they feel protected and encouraged. Students may be prevented from practicing reading aloud, which is crucial for fluency, by their fear of making mistakes. Teachers have the power to foster an environment where kids feel comfortable taking chances and attempting new things. Students gain confidence and become more fluent speakers as a result. Students' confidence grows as their speaking abilities do. They are able to participate more actively in class and communicate more effectively thanks to their improved fluency.

On the other hand, the indicator, **As a teacher, I consistently model fluent reading for my students, demonstrating appropriate pacing, expression, and intonation to help them understand what fluent reading sounds like** got the **lowest** mean of **3.09 (SD=0.71)** described as **Most of the Time** and interpreted as **High.** This means that although teachers are demonstrating fluent reading, this is not as common as it is with other fluency-building techniques. This implies that the use of some work to further increase student fluency. As observed, it seems that this approach is not being used as much as other strategies, even though teachers are modeling fluent reading most of the time. This suggests that modeling

fluent reading more frequently could be advantageous for teachers. One effective strategy that could greatly increase pupil fluency is modeling fluent reading. Teachers might want to experiment with alternative approaches, such utilizing technology or other texts, to demonstrate fluent reading. It's crucial to keep in mind that modeling is only one component of the solution; it would be significantly more successful if combined with additional tactics. Students' reading fluency may increase much more if constant modeling is emphasized in addition to other tactics. To find out why this specific tactic is used less frequently than others, more research is required.

Table 14

Distribution of the Level of Teachers' Reading Comprehension Practices Considering Text Structure

Indicator As a teacher…	Mean	SD	Description
I often reflect on moments when my students successfully grasp reading concepts, which boosts my confidence in teaching.	3.45	0.87	At all Times
Observing colleagues implement effective reading strategies has inspired me to adopt similar methods, reinforcing my belief in my teaching abilities	2.98	0.56	Most of the Time
Engaging in targeted training sessions has equipped me with new techniques and insights, enhancing my self-efficacy in teaching reading.	3.13	0.73	Most of the Time
Witnessing my students' enthusiasm for reading motivates me to innovate my teaching practices, as their excitement reinforces my effectiveness.	3.08	0.69	Most of the Time
When school leaders provide encouragement and resources, I feel more capable and supported in my teaching efforts.	3.26	0.77	At all Times
Positive feedback from students about their reading progress reassures me that I am making a difference, which strengthens my self-efficacy.	3.34	0.79	At all Times

Having access to quality instructional materials allows me to feel more prepared and confident in delivering effective reading lessons.	3.35	0.82	At all Times
Regularly reflecting on my teaching practices helps me identify areas for improvement, which contributes to a growing sense of efficacy.	3.17	0.78	Most of the Tim
Being mentored by experienced teachers has provided me with valuable insights and strategies that bolster my confidence in teaching reading.	3.21	0.74	Most of the Time
Engaging with parents and the community about their children's reading progress helps me feel a sense of shared responsibility and enhances my commitment to effective teaching.	3.22	0.72	Most of the Time
Overall	**3.22**	**0.75**	**Most of the Time**

Legend:

3.26-4.00 At all Times / Very High	1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High	1.00-1.75 Never/ Very Low

Table 14 illustrates the distribution of the level of teachers reading comprehension practices considering **text structure** with an overall mean of **3.22 (SD=0.75)** described as **Most of the Time**, and interpreted as **High.** This means that teachers regularly employ techniques to aid pupils in comprehending the structure of texts. This implies that students are probably becoming highly proficient in text structure analysis. As observed, teachers are consistently teaching students about text organization, as evidenced by the high average score. To assist students comprehend how authors arrange material, they probably employ a range of techniques. Students benefit from this since it makes reading easier for them to comprehend and retain. Teachers are probably assisting students in analyzing text structure through conversations, graphic organizers, and other exercises. Students benefit from this by becoming more adept and strategic readers. Given the high score, it appears that teachers have faith in their capacity to instruct text structure. All things considered the evidence shows that educators are successfully including text structure instruction into their lesson plans.

According to Padua (2019), the importance of visual representations, such as graphic organizers, helps students identify and understand text structures. Students may learn about text structure much more easily and clearly when they use visual aides like graphic organizers. Students can more easily understand how a text is structured when visual aids like graphic organizers are used. Students are better able to

comprehend the key concepts and their relationships thanks to these images. Students can better organize their work and comprehend challenging materials because of this. It serves as a kind of road map to guide people through the data. Graphic organizers help readers interpret difficult information by serving as a kind of road map. They make it easier for readers to understand how various textual elements relate to one another. This greatly facilitates comprehension and memory of the material.

The indicator, **As a teacher**, **I often reflect on moments when my students successfully grasp reading concepts, which boosts my confidence in teaching,** got the **highest** mean of **3.45 (SD=0.87)** described as **At all Times** and interpreted as **Very High.** This means that teachers build confidence in their ability to teach when they regularly consider the accomplishments of their students. This implies that when it comes to enhancing instructional strategies and student outcomes, this positive feedback loop works wonders. As observed, the extremely high score show that teachers regularly take the time to acknowledge the accomplishments of their students. Teachers are able to maintain their motivation and attention on the development of their students thanks to this constructive reflection. Teachers are encouraged to keep utilizing successful teaching practices when they witness their students' success. In the difficult profession of teaching, this kind of positive reinforcement is essential for sustaining passion and commitment. Additionally, recognizing student accomplishments fosters a supportive and upbeat learning atmosphere. It encourages a growth mentality, which gives teachers and students the confidence to keep learning and developing. All things considered, this regular evaluation of students' accomplishments greatly enhances both the quality of instruction and the atmosphere in the classroom.

According to the K to 12 English Curriculum Guide, it emphasizes the importance of understanding text structures as part of reading comprehension. Understanding the structure of a book is important for comprehending what you read. It assists pupils in understanding the key concepts and how everything works together. Teachers should assist students in identifying various textual structures, such as comparison and contrast or cause and effect. Students gain confidence and become better readers as a result of this. Gaining an understanding of a text's structure is essential to understanding its principal ideas. It enables students to understand the connections between various textual elements. Instructors should demonstrate to their pupils how to identify various textual constructions, such as cause-and-effect or comparison. Students benefit from this by becoming more proficient and self-assured readers. Students improve as readers when they comprehend the structure of texts. They can more readily identify the key concepts and comprehend the connections between them. They become more assured of their reading skills as a result. They'll feel more accomplished in school and love reading more.

On the other hand, the indicator, **As a teacher, observing colleagues implement effective reading strategies, has inspired me to adopt similar methods, reinforcing my belief in my teaching abilities** got the **lowest** mean of **2.98 (SD=0.56)** described as **Most of the Time** and interpreted as **High.** This means that effective ways aren't being seen and adopted as frequently as other professional development methods, even though teachers enjoy learning from their peers. This implies that more organized chances for teachers to observe and learn together are required. As observed, teachers report learning from their peers; this approach to professional development is rarely used. This might be the result of a lack of organized time for teamwork or a lack of opportunity for peer observation. Teaching methods could be greatly enhanced by giving educators more chances to visit one another's classrooms. Peer coaching programs, professional learning groups, or dedicated observation time may all be part of this. Continuous improvement requires sharing best practices and fostering a collaborative culture.

According to the Department of Education, such as Every Child a Reader Program, focus on developing reading comprehension skills, which include understanding text structure as a critical component. The Department of Education places a strong emphasis on helping students comprehend what they read. Educating students on the structure of texts is a major aspect of it. To assist students in becoming better readers, teachers should concentrate on educating them about various text structures, as demonstrated by initiatives like Every Child a Reader. Making them understand how various texts are structured is essential to helping them become proficient readers. This is an essential component of reading comprehension, and initiatives such as Every Child a Reader emphasize how important it is. Teachers can teach text structures in a variety of methods, which makes learning interesting and enjoyable. Students can better comprehend and retain what they read if they have a better understanding of how texts are put together. This emphasis on text structure is a very powerful tool for enhancing reading comprehension.

Table 15

Distribution of the Level of Teachers' Reading Comprehension Practices Considering Cultural Inclusion

Indicator	Mean	SD	Description
As a teacher…			
I understand the importance of incorporating culturally relevant texts in my teaching, as they resonate with my students' backgrounds and enhance their reading comprehension.	3.00	0.66	Most of the Time
I actively encourage my students to share their cultural experiences during reading discussions, which helps me connect the material to their lives and improves their engagement.	3.23	0.75	Most of the Time
I select a variety of reading materials that reflect the diverse cultural backgrounds of my students, ensuring that everyone can see themselves represented in the texts we read.	3.08	0.69	Most of the Time
I prompt my students to make connections between the texts and their own cultural backgrounds, which fosters a deeper understanding and appreciation of the material.	3.20	0.73	Most of the Time
I incorporate discussions about cultural practices and values related to the texts we read, helping students to analyze and contextualize diverse cultural perspectives.	3.19	0.72	Most of the Time

I assess my students' prior knowledge of cultural contexts relevant to our readings, allowing me to tailor my instruction to bridge any gaps in understanding.	3.33	0.77	At all Times
I use literature as a tool to promote empathy by exposing my students to different cultural perspectives, which enriches their comprehension and critical thinking skills.	3.13	0.71	Most of the Time
I strive to create a classroom environment that respects and values all cultures, encouraging students to express their identities through their reading choices.	3.10	0.71	Most of the Time
I continually reflect on my own cultural biases and how they may affect my teaching practices, ensuring that I remain sensitive to the diverse backgrounds of my students.	3.43	0.81	At all Times
I emphasize the importance of multicultural literacy by encouraging students to explore texts from various cultures, which broadens their understanding and enhances their overall reading comprehension skills.	3.52	0.86	At all Times
Overall	**3.22**	**0.74**	**Most of the Time**

Legend:
3.26-4.00 At all Times / Very High   1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High   1.00-1.75 Never/ Very Low

Table 15 illustrates the distribution of the level of teachers reading comprehension practices considering **cultural inclusion** with an overall mean of **3.22 (SD=0.74)** described as **Most of the Time** and interpreted as **High.** This means that culturally appropriate teaching methods are widely used in classrooms by teachers. This implies dedication to establishing inclusive classrooms for every student. As observed, teachers consistently employ ways to make learning relevant to students' circumstances, as evidenced by the high average score. They are probably promoting conversations about various cultures and utilizing a variety of books. Students benefit from this because it makes them feel heard and recognized in the classroom. For kids from all backgrounds, educators are fostering a more inclusive and stimulating learning environment. This method enhances comprehension and helps pupils relate to the content more deeply. Given the high score, it appears that educators are comfortable integrating cultural relevance into their lessons. All things considered; the research shows that educators are effectively fostering diverse, inclusive classroom environments.

Moreover, it has a significant impact when teachers relate what they are teaching to the cultures and languages of their students. In the classroom, students from different backgrounds are more at ease and self-assured. They comprehend and like reading more as a result of this connection. It's similar to

unlocking a whole new realm of prosperity and education, culturally and linguistically diverse students benefit from instruction that incorporates their cultural backgrounds into literacy education (ERIC, 2022).

The indicator, **As a teacher**, **I emphasize the importance of multicultural literacy by encouraging students to explore texts from various cultures, which broadens their understanding and enhances their overall reading comprehension skills** got the **highest** mean of **(3.52 (SD=0.86)** described as **At all Times,** and interpreted as **Very High.** This means that students are constantly exposed to a wide range of literature from many cultures by their teachers. This implies that this method works incredibly well for improving kids' reading comprehension and worldview in general. As observed, the exceptionally high score demonstrates that teachers are giving multicultural literacy top priority in their classrooms. They are aware that kids' perceptions are widened when they read literature from other cultures. Students gain empathy and critical thinking abilities as a result of this. To represent a range of cultures and experiences, teachers probably use a number of literatures. The high score indicates that teachers have faith in their ability to successfully integrate intercultural literacy. All things considered, the evidence shows that educators are effectively utilizing a variety of literary works to improve their pupils' reading comprehension and cultural awareness.

According to the study of Hernandez (2022), multicultural literature enhances empathy and critical thinking, reinforcing the importance of integrating diverse texts into the curriculum. Students who read books from many cultures are better able to comprehend and value diverse viewpoints. This increases their capacity for empathy and deepens their understanding of the world. Teachers foster the development of critical thinking skills in their students by including a variety of literature. It is an effective strategy for giving all kids' education greater significance and relevance. Students who read a variety of stories develop empathy by comprehending many points of view. Additionally, this improves their critical thinking abilities, which helps them solve problems more effectively. To promote a well-rounded education, it is essential to incorporate a variety of books within the curriculum.

Conversely, the indicator, **As a teacher**, **I understand the importance of incorporating culturally relevant texts in my teaching, as they resonate with my students' backgrounds and enhance their reading comprehension** got **lowest** mean of **3.00 (SD=0.66)** interpreted as **Most of the Time**, and interpreted as **High.** This means that teachers aren't always using culturally relevant books in their lessons, even when they understand their importance. This implies that additional resources or professional development are required to support this crucial component of teaching. As observed, teachers are aware of the advantages, but they do not use culturally relevant materials as much as they should. This can be the result of inadequate training on how to properly incorporate these materials or a lack of access to relevant resources. Assisting teachers, they require to successfully apply this method is essential. This entails offering a variety of publications and resources in addition to chances for professional growth. Student engagement and comprehension could be greatly enhanced. To comprehend the obstacles impeding the more regular usage of culturally appropriate texts, more research is required.

Table 16

Distribution of the Level of Teachers Reading Comprehension Practices Considering Scaffolding

Indicator As a teacher…	Mean	SD	Description
I assess each student's reading level and provide specific strategies that cater to their individual needs, ensuring they receive the right kind of support.	3.45	0.56	At all Times
I demonstrate reading strategies in front of the class, showing students how to approach texts, which helps them understand the process.	3.30	0.48	At all Times
I start with a high level of guidance and gradually allow students to take more control over their reading tasks, fostering independence.	3.10	0.52	Most of the Time
I create an environment where students feel comfortable asking questions about their reading, reinforcing their understanding and engagement.	3.55	0.50	At all Times
I provide timely and constructive feedback on their reading assignments, helping them identify areas for improvement and celebrate their successes.	3.20	0.45	Most of the Time
I encourage students to work in pairs or small groups to discuss texts, which allows them to learn from each other and build comprehension skills together.	3.05	0.60	Most of the Time
I incorporate graphic organizers and visual aids to help students organize their thoughts and better understand complex texts.	2.95	0.58	Most of the Time
I regularly pause during lessons to check for understanding, allowing me to adjust my support based on student responses.	3.40	0.47	At all Times
I guide students in reflecting on their own reading processes and outcomes, helping them recognize their growth and areas needing more focus.	3.15	0.55	Most of the Time
I strive to build a classroom culture that emphasizes collaboration, respect, and encouragement, making students feel safe to express their struggles with reading.	3.50	0.49	At all Times
Overall	**3.27**	**0.52**	**At all Times**

Legend: 3.26-4.00 At all Times / Very High   1.76-2.50 Sometimes/Low
              2.51-3.25 Most of the Time/High   1.00-1.75 Never/ Very Low

Table 16 illustrates distribution of the level of teachers reading comprehension practices considering **scaffolding** with an overall mean of **3.27 (SD=0.52),** described as **At all Times,** and interpreted as **Very High.** This means that to help students improve their reading comprehension, teachers frequently employ scaffolding strategies. This implies that a strong dedication to giving every student the right kind of help. As observed, teachers are consistently implementing scaffolding tactics in their classrooms, as seen by the extremely high average score. They are probably offering a range of resources to aid in pupils' comprehension and education. This covers activities such as small group training, graphic organizers, and modeling. For pupils to gain confidence and improve their reading abilities, scaffolding is essential. To accommodate each student's unique demands, teachers are probably modifying their lessons. Every student will get the assistance they require to achieve thanks to our individualized approach. All things considered, the evidence shows that teachers are effectively utilizing scaffolding to raise students' reading comprehension levels.

As posited by Corrigan (2023), scaffolding provides structured support that enhances students' ability to analyze and interpret texts. Students are given the resources they need to comprehend difficult materials through scaffolding. It divides complex concepts into more approachable chunks. Students can think critically about the material they are reading thanks to this organized support. They gain self-assurance in their ability to independently analyze and evaluate materials. Students gain confidence as readers when they receive the proper assistance.

The indicator, **As a teacher**, **I strive to build a classroom culture that emphasizes collaboration, respect, and encouragement, making students feel safe to express their struggles with reading** got the **highest** mean of **3.50 (SD=0.49)** described as **At all Times** and interpreted as **Very High.** This means that teachers continuously create a classroom atmosphere that is encouraging and cooperative. This implies that students' academic performance and general well-being depend heavily on this supportive learning environment. As observed, a great dedication to establishing a secure and supportive learning environment is evident from the extremely high score. Teachers are making a concerted effort to foster a respectful, cooperative environment where students feel free to discuss their difficulties. For students to take chances and seek assistance when necessary, this encouraging environment is crucial.

According to the study of Manarin et al. (2020), reflective writing and structured reading journals enhance students' ability to engage with texts critically. Writing reflections and keeping reading journals helps students think more deeply about what they read. It encourages them to analyze the text and form their own opinions. This active engagement improves their understanding and critical thinking skills. It turns reading from a passive activity into an active learning experience.

Conversely, the indicator, **As a teacher**, **I incorporate graphic organizers and visual aids to help students organize their thoughts and better understand complex texts** got the **lowest** mean of **2.95 (SD=0.58)** described as **Most of the Time** and interpreted as **High.** This means that even though teachers understand the importance of visual aids like graphic organizers, they are not used as frequently as other teaching techniques. This implies further that in order to facilitate the successful integration of visual learning technologies, additional resources or professional development are required. As observed, a lack of easily accessible resources or inadequate instruction on the proper use of visual aids may be the

cause of this. It is essential to give educators training on how to use a range of visual organizers and access to them. All pupils' comprehension would increase and they could better assist those who learn best visually. To determine the obstacles inhibiting the increased usage of graphic organizers, more research is required. Despite their infrequent use, the comparatively high score suggests that teachers favor visual aids. Students' interest and comprehension could be greatly enhanced by concentrating on this area, especially those who learn best visually. The sparse utilization indicates that teachers require more resources and assistance.

Furthermore, the K to 12 curriculum emphasizes differentiated instruction and scaffolding as essential strategies for meeting diverse learner needs. The K to 12 curriculum emphasizes that instruction should be customized to meet the requirements of each individual learner. This entails employing a variety of instructional strategies to support each student's learning. An important component of this strategy is the provision of additional support, or scaffolding. Teachers must modify their instruction to accommodate students' varying learning preferences and skill levels. One of the most essential elements of teaching is providing scaffolding, or additional assistance.

Table 17

Summary of the Teachers' Level of Reading Comprehension Practices

Variable	Mean	SD	Interpretation
Phonemic	3.12	0.75	High
Vocabulary Development	3.16	0.74	High
Fluency	3.37	0.80	Very High
Text Structure	3.22	0.75	High
Cultural Inclusion	3.22	0.75	High
Scaffolding	3.27	0.52	Very High
Overall	**3.23**	**0.71**	**High**

Legend: 3.26-4.00 At all Times / Very High   1.76-2.50 Sometimes/Low
2.51-3.25 Most of the Time/High   1.00-1.75 Never/ Very Low

Table 17 illustrates the summary of teachers reading comprehension practices emphasizing the variables: phonemic, vocabulary development, fluency, text structure, cultural inclusion, and scaffolding with an overall mean of **3.23 (SD=0.71),** interpreted as **High.** This means that across a range of instructional approaches, students show a generally high degree of reading comprehension proficiency. This implies further that the educational strategies being used are generally successful in fostering reading comprehension. As observed, the high average score suggests that students' reading comprehension skills are generally strong. This implies that the methods of instruction used are successful in developing reading abilities. There is some variation in student performance, as indicated by the standard deviation, which

suggests that each student's learning needs should be met. Additional examination of individual factors is required to pinpoint particular areas of strength and weakness. For children who most need it, this would enable more specialized training and support. The overall favorable outcome indicates that the way reading comprehension is now taught is generally effective.

As posited by Muhid et al. (2020), fluency plays a crucial role in overall comprehension, as it allows readers to allocate cognitive resources to understanding rather than decoding words. Fluency, or the ability to read easily and smoothly, is important for comprehension. Students who read fluently don't have to strain to understand every word. This allows their minds to concentrate on the significance of the material they are reading. Students who read fluently are therefore better able to comprehend what they read.

Further **Fluency** got the **highest** mean of **3.37 (SD=0.80)** and interpreted as **Very High.** This means that the higher the fluency, the better is the reading comprehension practices of the learners. This implies that fluency is important in reading comprehension. As observed, fluency is vital importance in reading comprehension is highlighted by its extremely high mean score. This implies that children are better able to comprehend what they read when they read fluently and effortlessly. Teachers should prioritize improving fluency in order to help kids become more proficient readers. Fluency is a fundamental ability that greatly influences pupils' overall reading achievement.

According to the study of Antonio et al. (2019) and Posadas et al. (2019) factors such as mother tongue influence, educational background, socio economic status, and opportunities for practice significantly impact fluency. An individual's reading fluency may be affected by a variety of factors, including the language used at home, their level of schooling, their family's financial situation, and their level of practice. Each of these elements may have a significant impact on a student's reading proficiency.

On the other hand, **Phonemic** got the **lowest** mean of **3.12 (SD=0.75)** and interpreted as **High.** This means that even though phonemic awareness was rated highly, there may be space for development in this area, as indicated by the somewhat lower mean score. This implies that students may require specialized training and assistance to improve their phonemic awareness. As observed, despite the excellent phonemic awareness score, there is room for improvement given the somewhat lower mean score. This implies further that even while students show competency, they can still do better. To help students improve their phonemic awareness, teachers might need to provide them more specialized training and practice exercises. Teachers can assist children in strengthening this fundamental ability by focusing on particular phonemic awareness activities and tasks. Teachers can design specialized treatments to help students' ongoing development by acknowledging the significance of phonemic awareness in reading development.

As posited by the study of Lestari (2020) the role of classroom environment and fear of making mistakes in affecting students' oral fluency. This implies that enhancing fluency requires an approach, including increased practice opportunities, supportive learning environments, and strategies to reduce anxiety. Students' ability to communicate smoothly might be impacted by the atmosphere in the classroom and their fear of making mistakes. Students' oral fluency can be enhanced by fostering an atmosphere where they feel safe taking chances. Students talk more fluently when they are in a safe, encouraging environment where they can attempt new things.

Problem 4. Is there a significant relationship between the teachers' self-efficacy in teaching reading and their reading comprehension practices?

Table 18

Test Significant Relationship between the Teachers' Self-efficacy in Teaching Reading and their Reading Comprehension Practices

Reading Comprehension Practices

Teachers' Self-Efficacy in Teaching Reading	Phonemic r- value p-value	Vocabulary Development r- value p-value	Fluency r- value p-value	Text Structure r- value p-value	Cultural Inclusion r- value p-value	Scaffolding r- value p-value	Over-all r- value p-value
Instructional Strategies	0.08 0.01 S	0.04 0.01 S	0.15 0.04 S	0.01 0.01 S	0.08 0.10 S	0.03 0.01 S	0.04 0.03 S
Student Engagement	0.04 0.10 S	0.06 0.14 S	0.08 0.03 S	0.05 0.01 S	0.08 0.01 S	0.06 0.01 S	0.05 0.05 S
Classroom Management	0.06 0.01 S	0.06 0.02 S	0.10 0.03 S	0.05 0.03 S	0.04 0.01 S	0.04 0.01 S	0.05 0.02 S

Table 18 presents the correlation between the teachers' self-efficacy in teaching reading and their reading comprehension practices, examining the three key variables: instructional strategies, student engagement, and classroom management. The data shows the relationship across the reading comprehension, overall results using the r-value and p-value to determine the statistical significance.

Teachers' self-efficacy in teaching reading is **significant** in reading comprehension practices. It reveals that teachers' self-efficacy in teaching reading has a significant result as indicated by the correlation r-value, p-value, and probability value less than 0.05 alpha level, resulting in the null hypothesis is rejected. This means that, when teachers truly believe in their own ability to teach reading effectively, it positively influences how they guide their students. This confidence shapes the way they plan lessons, respond to challenges and support students' learning. Furthermore, a teacher's self-belief isn't just about feeling good- it directly affects how student learn. Confident teachers are more motivated, creative and persistent. This emphasizes the necessity of providing teachers with continual assistance and training in order to help them develop their abilities and self-assurance. Teachers' self-efficacy can be greatly increased by giving them opportunities for professional growth and teamwork.

According to the DepEd Memorandum No. 043, s.2020, on Guidelines on the Alternative Work Arrangements in the Department of Education has significant implications for teachers' self-efficacy by promoting flexible work arrangements, ensuring health and safety, supporting professional development, fostering community collaboration, and addressing potential challenges associated with remote teaching. The goal of the DepEd's flexible work arrangement rules is to provide teachers greater self-assurance in their instruction. These recommendations promote teachers' cooperation, professional development, and general well-being. They also discuss the challenges that remote learning can present. The objective is to improve the working conditions for educators, which will eventually benefit their students.

Instructional Strategies in teaching reading is **significant** in reading comprehension practices. The table reveals that Instructional Strategies in teaching reading has a significant result as indicated by the Correlation R-value, p-value, and probability value less than 0.05 alpha level, resulting in the null hypothesis is rejected. This implies that the way teachers choose to teach reading- the methods, activities and tools they use has a big impact on how well students understand what they read. When teachers use clear, thoughtful and engaging strategies, it helps students make sense of the next and stay interested in learning. On the other hand, good instructional strategies are like a roadmap for reading success. They give students the guidance they need to build vocabulary, think critically and understand deeper meanings in the text. Without effective strategies, even motivated students might struggle. So, choosing the right approaches in teaching reading is essential for helping students grow into strong, confident readers.

As posited by Liu et al. (2021), teacher work satisfaction and teacher self-efficacy are favorably and directly correlated with dispersed leadership and instructional leadership, respectively. There is a high correlation between teachers' work satisfaction and their confidence in their ability to teach, according to research. Effective school leadership is also linked to this confidence. Teachers who have strong leadership are more satisfied with their jobs and have greater confidence in their ability to educate. Teachers and their students both gain from this beneficial interaction. A beneficial learning environment is produced by this constructive engagement. In this encouraging environment, both teachers and student's flourish. This cooperative strategy has substantial benefits for all parties.

Student Engagement in teaching reading is significant in reading comprehension practices. It reveals that student engagement in teaching reading has a significant result as indicated by the correlation r-value, p-value, and probability value less than 0.05 alpha level, resulting in the null hypothesis is rejected. This implies that when students are actively involved, interested and emotionally connected during reading lessons, they're more likely to truly understand and remember what they read. Furthermore, student engagement is at the heart of effective reading comprehension. When students feel connected to the material and enjoy the learning process, they put in more effort, stay focused and think more deeply about the text. In short, the more engaged students are, the more meaningful and effective reading instruction becomes. To increase student involvement, teachers should concentrate on making reading classes enjoyable and engaging. Students can be kept engaged and interested by using a range of instructional strategies and exercises. Encouraging student participation also requires a classroom atmosphere that is upbeat and encouraging.

Fredricks et al. (2019), define student engagement as the extent to which students are invested in and committed to learning. The main indicator of student engagement is how committed and interested children are in studying. Being engaged and interested in what they are studying is more important than simply attending class. Curiosity, questioning, and participation in class discussions are characteristics

of engaged students. They are dedicated to performing their finest work and put effort into it. They are driven to succeed and recognize the importance of education. Effective learning and personal development depend on this active engagement. These students recognize the importance of education and are driven to achieve academic success. Their success is largely due to their active participation in their education. Their academic success and personal development depend on this involvement. Their capacity to learn and grow would be severely constrained in the absence of this active engagement.

Consequently**, classroom management in teaching reading** is **significant** in reading comprehension practices. It reveals that classroom management in teaching reading has a significant result as indicated by the correlation r-value, p-value, and probability value less than 0.05 alpha level, resulting in the null hypothesis is rejected. This means that, when a reading class is well-manage, meaning it is calm, organized and focused. Students are more likely to pay attention, participate and fully engage with the reading material. A positive and structured environment allows both the teacher and students to concentrate on learning without constant interruptions or distractions. This implies that improving reading comprehension requires a well-structured and encouraging learning environment. As observed, good classroom management creates a foundation for effective reading comprehension. Without it, even the best teaching strategies can fall flat. When students feel safe, respected and clear about expectations, they're more open to learning and can focus better on understanding what they read. In other words, a well-run classroom helps students get the most out of their reading lessons. To establish a productive learning environment, teachers should implement efficient classroom management strategies. This entails laying forth precise guidelines and standards, rewarding good behavior, and swiftly dealing with disruptive conduct.

According to the study of Cho et al. (2020), one way to calculate the costs of disruptive classroom conduct is to consider the detrimental consequences it has on teacher well-being, school atmosphere, and student learning. Classroom misbehavior has serious consequences and is not just a small irritation. It has a detrimental effect on educators' health, leading to stress and burnout. It is more difficult for everyone to learn in a classroom with disruptive behavior. Children who have to cope with interruptions or are continuously distracted learn less efficiently. All pupils' academic achievement is impacted, and the learning environment as a whole suffers. Consequently, resolving disruptive conduct is essential to establishing a constructive and happy learning environment for all.

Problem 5. Is there a significant difference in the teachers' reading comprehension practices when grouped according to their characteristics?

Table 19

Test Significant Difference in the teachers Reading Comprehension Practices when grouped according to their Profiles

Profile	Teachers' Self-Efficacy in Teaching Reading		
	Instructional Strategies	Student Engagement	Classroom Management
	t- value	t-value	t-value
	p- value	p-value	p-value

Age	0.09	0.04	0.04
	0.01	0.02	0.02
	S	S	S
Teaching Position	0.01	0.05	0.07
	0.11	0.03	0.01
	S	S	S
Highest Educational Attainment	0.11	0.15	0.11
	0.01	0.08	0.07
	NS	NS	NS
Teaching Experience	0.06	0.07	0.04
	0.01	0.03	0.03
	S	S	S
Trainings/Seminar Attended in Teaching Reading	0.05	0.06	0.01
	0.02	0.03	0.01
	S	S	S
Tribal Affiliation	0.06	0.07	0.07
	0.01	0.03	0.03
	S	S	S
	0.05	0.07	0.05
	0.03	0.03	0.03
Overall	**S**	**S**	**S**

Table 19 exhibits the test significant difference in the teachers reading comprehension practices when grouped according to their profiles. Overall result. The teachers' self-efficacy in teaching reading shows significant difference when grouped according to **age, teaching position, teaching experience, and training/ seminar attended in teaching reading.** However, the result shows that there is **no significant** difference in teachers' self-efficacy in teaching reading when grouped according to **highest educational attainment.**

Age is **significant** in teachers' self-efficacy in teaching reading. The table reveals that age has a significant result as indicated by the correlation t-value, p, value, and probability value less than o.05 alpha level, resulting in the null hypothesis is rejected. This means that teachers who believe in their ability to teach reading, regardless of age, are more likely to implement effective strategies, persist through student difficulties and creatively adapt lessons to meet diverse needs. Furthermore, age in itself, does not define

teaching quality, but it does influence confidence, openness to change and the depth of experience. A teachers' self-efficacy, which often strengthens with age, enables them to implement reading comprehension practices with assurance and insight. It's critical to remember that experience isn't the only element that affects how good a teacher is; all teachers must continue their professional development.

According to Ryan and Henry (2020), teacher efficacy in teaching reading: success, sharing and support, explores primary teachers' views on experiences and influences that strengthen their self-efficacy, potentially highlighting age-related differences. Teachers' experiences and the support they receive have a significant impact on how they feel about teaching reading. Gaining an understanding of these factors can boost a teacher's efficacy and confidence. Teachers of different ages may have varied demands and experiences, which makes this particularly crucial. We can enhance reading instruction for all students by fostering teachers' professional development and offering specialized assistance.

Teaching Position is **significant** in teachers' self-efficacy in teaching reading. The table reveals that teaching position in teaching reading has no significant result as indicated by the correlation t-value, p-value, and probability value less than o.05 alpha level, resulting in the null hypothesis is rejected. This implies that**,** teaching position shapes not just what teachers do in reading instruction, but also how confident they feel doing it. Those in specialized or leadership roles often have higher self-efficacy due to focused training and experience. Furthermore, self-efficacy in this role depends a lot on training, support and collaboration with literacy teams. When they feel capable and supported, they can effectively reinforce comprehension strategies across the curriculum. As observed, the position of a teacher and their confidence in their ability to teach reading significantly correlate, according to the study. This implies that other elements, including training and experience, can have a greater impact than position. All teachers will have the tools and assistance they require to succeed thanks to this inclusive approach.

According to Ryan and Henry (2020), teachers' experiences and influences that strengthen their self-efficacy, potentially emphasizing the role of the teaching position. Teachers' experiences and roles within the school are linked to what makes them feel competent in their instruction. Various positions could provide varying degrees of assistance and chances for career advancement. Schools can better support teachers in a variety of roles by being aware of these factors. In the end, all students gain from teachers who are more self-assured and productive.

Teaching Experience is **significant** in teachers' self-efficacy in teaching reading. The table reveals that teaching experience has a significant result as indicated by the correlation t-value, p, value, and probability value less than o.05 alpha level, resulting in the null hypothesis is rejected. This implies that teaching experience naturally strengthens self-efficacy, the longer a teacher has worked with students, the more confident they feel in helping them understand complex text. Each stage brings something valuable, fresh energy, balanced practice and seasoned insight. As observed, high correlation between a teacher's confidence in their ability to teach reading and their experience. It is possible that experienced teachers have improved their methods and increased their self-assurance. This does not lessen the significance of assisting teachers with less experience, either. Newer teachers can develop their abilities and confidence with the support of mentorship programs and cooperative learning opportunities.

According to Minicozzi and Dardzinski (2020), self-efficacy practices that impact effective reading instruction for young learners. Students' reading proficiency is significantly impacted by instructors' level of confidence in their ability to teach reading. Classroom interactions and teaching

strategies are influenced by teachers' self-perceptions. Students flourish in a nurturing learning atmosphere created by teachers who are upbeat and self-assured. Therefore, increasing teachers' self-confidence is essential to enhancing reading instruction and student achievement.

Trainings/Seminars Attended in Teaching Reading is **significant** in teachers' self-efficacy in teaching reading. The table reveals that training/ seminar attended in teaching reading has a significant result as indicated by the correlation t-value, p-value, and probability value less than o.05 alpha level, resulting in the null hypothesis is rejected. This means that professional development in reading instruction isn't just about setting through a seminar, it is about transforming practice through learning. The more training a teacher receives, the more likely they are to feel confident, capable and inspired in the classroom. And when teachers feel empowered, students benefit from richer, more effective reading comprehension. Supporting teachers' continuous learning is one of the most direct paths to stronger readers. As observed, it is evident that teacher confidence and participation in reading-focused training are strongly correlated. Teachers feel more equipped and capable of teaching reading successfully when they take part in professional development programs. Teachers who participate in these trainings gain new tactics, practical skills, and up-to-date knowledge.

The study of Almajnuni and Alwerthan (2019), on examines how effective training programs can enhance teachers' self-efficacy and improve their teaching practices. A teacher's confidence in their ability to teach can be greatly impacted by their position within the institution. Schools can support teachers in various roles by being aware of these factors. This emphasizes offering tools and focused support to increase teachers' self-efficacy in a variety of positions. In the end, this results in better instruction and higher learning outcomes for students.

Highest Educational Attainment is **Not Significant** in teachers' self-efficacy in teaching reading. The table reveals that highest educational attainment in teaching reading has no significant result as indicated by the correlation t-value, p-value, and probability value less than o.05 alpha level, resulting in the null hypothesis is accepted. This means that teachers' degree does not automatically determine their confidence or effectiveness in teaching reading. While higher education can deepen knowledge, it's often ongoing professional learning, mentorship and lived teaching experience that shape a teacher's true sense of self-efficacy. Furthermore, great reading instruction happens not just in how much a teacher know, but in how well they connect that knowledge to their students' needs, day in and day out. As observed, there was no significant relationship between a teacher's confidence in their ability to teach reading and their highest degree, according to the study. This indicates that self-efficacy levels among teachers with various educational backgrounds are comparable. This implies that elements other than formal education, such real-world experience and continuous training, are crucial. All teachers should have access to excellent professional development opportunities, regardless of their educational background, according to schools. Establishing a cooperative and encouraging atmosphere is also essential for boosting teachers' self-esteem.

Greater teaching methods and greater student achievements are the results of this boosted confidence. Enough opportunities for teachers to participate in pertinent professional development should be a top priority for schools. Training teachers is an investment in bettering student learning and reading proficiency. The impact of interventions on reading self-efficacy and various interventions aimed at modifying reading self-efficacy, including the influence of teachers' educational attainment (Unrau et al, 2020).

Tribal Affiliation is **Significant** in teachers' self-efficacy in teaching reading. The table reveals that tribal affiliation in teaching reading has significant result as indicated by the correlation t-value, p-value, and probability value less than 0.05 alpha level, resulting in the null hypothesis is rejected. This means that tribal affiliation can deeply affect how teachers perceive their role, effectiveness and impact in teaching reading. When a teacher's cultural identity aligns with their students, it can strengthen mutual understanding, trust and instructional relevance. On the other hand, those from outside the community can still be effective, especially when they approach the classroom with humility, openness and a willingness to integrate culturally responsive practices. Ultimately, honoring and incorporating diverse cultural backgrounds is not just about boosting self-efficacy, it is about creating richer, more inclusive and more meaningful reading experiences for all students. This research emphasizes the importance it is to give all teachers, regardless of background, equal access to professional development opportunities. Establishing a welcoming and inclusive atmosphere for all teachers should be the main goal of schools.

According to De Vera (2020), the indigenous peoples in the Philippines, face challenges in terms of land rights and cultural preservation. The study gives a good starting point for understanding the various aspects of tribal affiliation. The details of tribal identity and the difficulties associated with land and culture are better understood thanks to his studies. Developing environments that are inclusive and supportive of all people requires this understanding. By recognizing these obstacles, we may endeavor to make opportunities more equal for everyone.

Discussion

Based on the result, majority of teachers were belonged to 21-30 years old and having a position of Teacher I. On the findings, teachers earned units in Master's Degree and mostly they undergone trainings in school level only just about 1-3 times. Teachers were having their 11-15 years of experience in teaching and most of them from the Bukidnon tribe.

The teachers' level of classroom management in teaching reading is very high. This means that teachers feel confident in maintaining discipline, fostering a positive learning environment, and handling student behavior effectively. Everyone benefits from a more productive learning environment as a result of this confidence. Students may concentrate on their studies without interruptions in a well-run classroom.

Also, the respondents' level of fluency in reading comprehension practices is very high. A high degree of proficiency in teaching reading comprehension was shown by the teachers who answered the survey. This implies that they are knowledgeable about practical methods and approaches for assisting pupils in comprehending and interpreting material. Their proficiency in reading comprehension techniques is encouraging for their students' progress.

According to the study, teachers must use effective teaching strategies, maintain students' enthusiasm in teaching, and effectively manage the classroom. This implies that teachers must be able to maintain classroom order and safety, make learning enjoyable, and properly explain concepts. It appears that these three factors are essential for effective teaching.

Teachers' confidence in their ability to teach reading appears to be influenced by their age, length of experience, and whether or not they have received specialized training in reading instruction. This means that teachers who are younger, less experienced, or have not had specialized training may be less confident in their capacity to instruct reading. However, older, more expert teachers who have had training

specifically focused on reading may feel more equipped and capable. This emphasizes how important it is to help and train teachers at every level of their careers.

Conclusions

Based on the findings, the following conclusions are hereby drawn. Effective classroom management is essential in order to foster an environment were student feel safe, respected, and inspired to learn. In order to maximize instructional time, it includes encouraging engagement, and cultivating healthy relationships among students. As regards of reading comprehension practices, enhancing fluency requires a multifaceted approach, including increased practice opportunities, supportive learning environment and strategies to reduce anxiety. Hence, there is a significant relationship between teachers self-efficacy in teaching and reading comprehension practices.

Recommendations

Based on the above findings and conclusions, the following recommendations are presented:

1. DepEd Officials should conduct more training for teachers to improve their self-efficacy in teaching reading particularly on student participation in reading challenges or competitions. They should incorporate more reading challenges or competitions into their classroom to further enhance and improve student engagement.

2. The teachers should actively examine student data to improve their instructional methods. They should improve their level of reading comprehension practices by reflecting students' outcome in order to boost their self-efficacy as educators in general.

3. The School Heads should give top priority to teacher professional development opportunities, on phonemic to improve their reading comprehension practices with the learners in order to boost teacher self-efficacy and promote reading comprehension techniques.

4 Future researcher on teachers' self-efficacy in teaching reading and reading comprehension practices should be conducted to other places considering the variables to evaluate the results.

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APPENDIX A

CO – AUTHORSHIP FORM

PHINMA Cagayan de Oro City
URSSC Research Technical Committee
Carmen, Cagayan de Oro City

RESEARCH CO – AUTHORSHIP CERTIFICATION FORM

This is to certify that I have agreed to be the co – author of the
study "**SELF-EFFICACY IN TEACHING AND READING COMPREHENSION PRACTICES AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS** proposed by **LOIDA M. TABAMO.**

GINA F. LABITAD, PhD
Name and Signature of co – author and date signed

This form should be part of the attachment to the protocol which will be submitted to URSSC Research Technical Committee and to any form that contains research reported in co-authored work that has been published, accepted for publication, or submitted for publication. Completed forms should be included at the front (after the Abstract) of each copy of the research submitted for examination and library.

APPENDIX B

PROPOSED PAPER APPROVAL FORM

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES
SELF-EFFICACY IN TEACHING AND READING COMPREHENSION PRACTICES AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

LOIDA M. TABAMO
(Name of Researcher)

GINA F. LABITAD, PhD
(Name of Adviser and Signature)
Co-Author

PROPOSED PAPER: APPROVED

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BRAZIEL L. ONGCACHUY, PhD
Member, URSSC Research Technical Committee

GERLINDA G. CORPUZ, PhD
Chairperson, URSSC Research Technical Committee

APPENDIX C

RESEARCH INFORMED CONSENT

ANNEX C

RESEARCH INFORMED CONSENT

Title of the Study
SELF-EFFICACY IN TEACHING AND READING COMPREHENSION
PRACTICES AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

RESEARCHER INFORMATION
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PURPOSE OF THE STUDY
You are invited to participate in a research study that aims to investigate the self-efficacy in teaching and reading comprehension practices among teachers in Talakag, Bukidnon.

The purpose of this research is to examine the relationship between teachers' confidence in their instructional abilities and the effectiveness of their reading comprehension teaching practices. By exploring this connection, the study aims to identify specific areas where teachers can be supported to enhance their self-efficacy, ultimately leading to instructional strategies and improved student reading outcomes..

PROCEDURES
You will be asked to complete a questionnaire. The questionnaire will involve questions about self-efficacy in teaching and reading comprehension practices among teachers. Your responses will be recorded for research purposes only.

RISKS AND BENEFITS
Participation in this study does not involve any known risks beyond those typically encountered in daily life. By participating, you contribute valuable insights that can inform the improvement of research development plans for educators. Your perspectives may also benefit your own professional growth in research.

CONFIDENTIALITY AND PRIVACY OF DATA
Every piece of information we learn about you as a consequence of this study will be kept secure and completely private. The researcher has made it clear that all data collection, storage, and publication related to this research study will be done in a way that respects confidentiality, privacy, and anonymity both before and after those processes. For a period of 10 years after the study is finished, all data produced during the research study will be appropriately maintained in paper or electronic form. Thank you for carefully reading the

information in this form and for your voluntary participation in this survey.
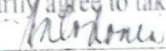
VOLUNTARY PARTICIPATION

Your participation in this study is entirely voluntary. You have the right to refuse to participate or withdraw from the study at any time without penalty or consequence. By signing below, you indicate that you have read and understood the information provided above and that you voluntarily consent to participate in this research study.

CONSENT

By signing this permission form, I certify that I have read the instructions, understand them, and had the opportunity to ask questions. I understand very well that participation in this activity is entirely optional and that I am free to decline for any reason and without incurring any fees. I am completely aware of this. I voluntarily agree to take part in this study.

Signature _____ Date __1- 20- 25__

APPENDIX D
Letter and Questionnaire to Respondents

Dear Respondent,

Thank you for participating in this survey. Your input is invaluable for our research on Self-Efficacy in Teaching and Reading Comprehension Practices. As you go through each question, take your time to understand what is being asked. Your responses should reflect your true feelings and experiences as a teacher regarding the effectiveness, inclusiveness, democratic participation, and safety of the school environment. Choose the option that feels most accurate to you.

Sincerely,

Loida M. Tabamo
Researcher

Questionnaire

Name (Optional): _____

Name of School: _____

PART I. Respondents' Profile

Please put a check on the parenthesis that corresponds to your answer to every item:

Age:
( ) 41 years old and above
( ) 31-40 years old
( ) 21-30 years old
( ) 20 years old and below

Sex:
( ) Male
( ) Female

Teaching Position:
( ) Master Teacher II
( ) Master Teacher I
( ) Teacher III
( ) Teacher II
( ) Teacher I

Highest Educational Attainment:
( ) PhD/ EdD/ DM holder
( ) With Units in PhD/ EdD/ DM
( ) Master's Degree Holder
( ) With units in Master's Degree
( ) Baccalaureate Degree

Training/Seminars Attended in teaching reading
International Training and National Training
( ) 1-3 Times   ( ) 4-6 Times   ( )7-10 Times
Regional Training
( ) 1-3 Times   ( ) 4-6 Times   ( ) 7-10 Times
Division Training
( ) 1-3 Times   ( ) 4-6 Times   ( ) 7-10 Times
District Training
( ) 1-3 Times   ( ) 4-6 Times   ( ) 7-10 Times

School Training
( ) 1-3 Times   ( ) 4-6 Times   ( ) 7-10 Times

Teaching Experience
( ) 20 Years and above
( ) 15-20 Years
( ) 10-15 Years
( ) 6-10 Years
( ) 1-5 Years

Tribal Affiliation
( ) Bukidnon
( ) Higaonon
( ) Manobo
( ) Matigsalug
( ) Talaandig
( ) Tigwahanon
( ) Umayamnon
( ) Others, please Specify.

PART I. Teachers Self-Efficacy in Teaching Reading

Directions: Please rate by ticking (✓) the cell which corresponds to your experiences in teachers' self-efficacy using the following scale. Kindly check the box that corresponds to your preference

Legend: 4 – At All Times   2 – Sometimes
            3 – Most of the Time   1 – Never

A. Instructional Strategies

No	Indicators As a teacher …	4	3	2	1
1.	I prioritize explicit teaching of reading comprehension strategies, such as summarizing and making inferences.				
2.	I frequently use graphic organizers to help students visualize relationships between concepts in a text.				
3	I model think-aloud strategies to my thought process as I engage with the text.				
4	I teach my students self-monitoring techniques, prompting them to assess their understanding as they read.				
5	I implement group activities where students discuss texts together.				
6	I emphasize the importance of vocabulary development by pre-teaching key terms before reading assignments.				
	I employ the Question-Answer Relationships (QAR) strategy to				

7	guide students in formulating different types of questions about the texts they read.				
8	I encourage my students to take notes and annotate texts as they read.				
9	I work with my students to set personal reading goals, which motivates them to take ownership of their reading journey.				
10	I ensure that I give constructive feedback on reading assignments promptly.				

B. Student Engagement

No.	Indicators As a teacher …	4	3	2	1
1.	I observe that when students contribute to class discussion, it indicates their engagement with the material.				
2.	I notice students who ask questions or seek further information about reading topics are more engage.				
3	I have observe that regular attendance is a strong indicator of student engagement.				
4	I find that students who completed their reading assignments demonstrate a level of engagement that correlates with their motivation to learn.				
5	I have seen first-hand how engaged students often employ effective strategies like self-questioning and summarizing while reading				
6	I have witnessed the profound impact of social engagement when students actively participate in group work and peer discussions about their readings.				
7	I pay attention to students' attitudes; those who express enjoyment or excitement about reading materials are typically more engaged.				
8	I encourage my students to set personal reading goals, which fosters ownership of their learning journey				
9	I have seen how participation in reading challenges or competitions can significantly boost student engagement in my classroom				
10	I have noticed that engaged students frequently seek feedback on their reading comprehension and performance.				

C. Classroom Management

No	Indicators As a teacher …	4	3	2	1
1.	I make it a priority to communicate clear behavioural and				

	academic expectations to my students.				
2.	I strive to cultivate a classroom atmosphere that is welcoming and supportive.				
3.	I incorporate diverse teaching methods, such as interactive discussions and hands-on activities, to keep students engage.				
4.	I establish daily routines to help my students feel comfortable and reduces anxiety.				
5.	I take responsibility for your actions and decisions.				
6.	I communicate openly and effectively.				
7.	I uphold ethical standards in challenging situations.				
8.	I demonstrate professionalism in handling conflicts and disagreements.				
9.	I exhibit resilience and adaptability in the face of adversity.				
10.	I maintain a positive attitude and demeanour in your professional interactions.				

PART II. Reading Comprehension Practices

Directions: Please rate by ticking (✔) the cell which corresponds to your experiences in teaching reading and learners reading comprehension using the following scale:

4 – At All Times   3 – Most of the Time   2 – Sometimes   1 - Never

A. Phonemic

No	Indicators As a teacher …	4	3	2	1
1	I recognize that my self-efficacy in teaching reading directly impacts my students' comprehension levels.				
2	I actively engage with phonetic principles in my lessons, ensuring that I model the correct pronunciation and intonation when teaching reading skills.				
3	I incorporate first-person narratives in reading materials to help students relate personally to the text, enhancing their engagement and comprehension.				
4	I encourage my students to express their thoughts about reading passages from their own perspectives, fostering a deeper understanding of the material.				
5	I provide constructive feedback on students' phonetic skills, helping them recognize their strengths and areas for improvement in reading comprehension.				

No	Indicators				
6	I strive to create an environment where students feel comfortable sharing their interpretations of texts, which boosts their confidence in using phonetic skills.				
7	I model effective reading strategies that incorporate phonetic awareness, demonstrating how to decode words and understand their meanings through context.				
8	I regularly assess my students' reading progress through phonetic exercises, allowing me to adjust my teaching methods based on their needs.				
9	I seek out professional development opportunities focused on phonetics and reading comprehension strategies to enhance my teaching efficacy.				
10	I reflect on student outcomes related to reading comprehension and phonetics, using this data to inform my instructional practices and boost my self-efficacy as an educator.				

B. Vocabulary Development

No	Indicators As a teacher …	4	3	2	1
1	I focus on expanding my students' vocabulary by Introducing new words in context, which helps them understand and retain meanings more effectively.				
2	I encourage my students to explore words by using them in sentences, which fosters a deeper understanding of their usage and nuances.				
3	I model the use of advanced vocabulary in my own speech and writing, demonstrating how these words can enhance communication and comprehension.				
4	I create word walls in the classroom that display new vocabulary words, allowing students to see and interact with them regularly.				
5	I incorporate games and activities that promote vocabulary development, making learning engaging and enjoyable for my students.				
6	I teach my students how to use context clues to infer the meanings of unfamiliar words, empowering them to tackle challenging texts independently.				
7	I promote reading aloud in class, which allows students to hear new vocabulary in context and practice pronunciation.				
8	I facilitate peer discussions where students can share their				

		4	3	2	1
	understanding of new vocabulary, reinforcing their learning through collaboration.				
9	I include cooperative exercises and group projects that require students to apply their terminology in appropriate situations.				
10	I encourage my students to reflect on their vocabulary Growth over time, helping them recognize their progress and build confidence in their reading comprehension skills.				

C. Fluency

No	Indicators As a teacher …	4	3	2	1
1	I consistently model fluent reading for my students, demonstrating appropriate pacing, expression, and intonation to help them understand what fluent reading sounds like.				
2	I conduct regular assessments of my students' reading fluency, focusing on their accuracy, speed, and prosody to ensure they are developing the necessary skills for comprehension.				
3	I encourage my students to engage in repeated readings of familiar texts, which helps them improve their fluency and boosts their confidence in reading.				
4	I closely monitor each student's progress in fluency, noting improvements in their reading rate and accuracy over time to tailor my instruction accordingly.				
5	I provide constructive feedback on their reading fluency, highlighting areas where they excel and areas needing improvement to guide their development.				
6	I incorporate a variety of texts that challenge my students' fluency skills, ensuring they encounter different vocabulary and sentence structures.				
7	I implement peer reading activities where students read aloud to each other, which not only fosters fluency but also encourages collaboration and support among classmates.				
8	I emphasize the importance of expression in reading aloud, teaching my students how to convey meaning through tone and pacing, which enhances their overall comprehension.				
9	I use technology, such as audio recordings of fluent readers, to expose my students to different reading styles				

	and help them recognize fluent reading patterns.				
10	I encourage my students to reflect on their own fluency development by discussing their experiences with reading aloud and how it impacts their understanding of texts.				

D. Cultural Inclusion

No	Indicators As a teacher …	4	3	2	1
1	I understand the importance of incorporating culturally relevant texts in my teaching, as they resonate with my students' backgrounds and enhance their reading comprehension.				
2	I actively encourage my students to share their cultural experiences during reading discussions, which helps me connect the material to their lives and improves their engagement.				
3	I select a variety of reading materials that reflect the diverse cultural backgrounds of my students, ensuring that everyone can see themselves represented in the texts we read.				
4	I prompt my students to make connections between the texts and their own cultural backgrounds, which fosters a deeper understanding and appreciation of the material.				
5	I incorporate discussions about cultural practices and value related to the texts we read, helping students to contextualize their understanding and enhance comprehension.				
6	I assess my students' prior knowledge of cultural contexts relevant to our readings, allowing me to tailor my instruction to bridge any gaps in understanding.				
7	I use literature as a tool to promote empathy by exposing my students to different cultural perspectives, which enriched their comprehension and critical thinking skills.				
8	I strive to create a classroom environment that respects and values all cultures, encouraging students to express their identities through their reading choices.				
9	I continually reflect on my own cultural biases and how they may affect my teaching practices, ensuring that I remain sensitive to the diverse backgrounds of my students.				
10	I emphasize the importance of multicultural literacy by encouraging students to explore texts from various cultures, which broadens their understanding and enhances their overall reading comprehension skills.				

E. Text Structure

No	Indicators As a teacher …	4	3	2	1
1	I often reflect on moments when my students successfully grasp reading concepts, which boosts my confidence in teaching.				
2	Observing colleagues implement effective reading strategies has inspired me to adopt similar methods, reinforcing my belief in my teaching abilities				
3	Engaging in targeted training sessions has equipped me with new techniques and insights, enhancing my self-efficacy in Teaching reading.				
4	Witnessing my students' enthusiasm for reading motivates me to innovate my teaching practices, as their excitement reinforces my effectiveness.				
5	When school leaders provide encouragement and resources, I feel more capable and supported in my teaching efforts				
6	Positive feedback from students about their reading progress reassures me that I am making a difference, which strengthens my self-efficacy.				
7	Having access to quality instructional materials allows me to feel more prepared and confident in delivering effective reading lessons.				
8	Regularly reflecting on my teaching practices helps me identify areas for improvement, which contributes to a growing sense of efficacy.				
9	Being mentored by experienced teachers has provided me with valuable insights and strategies that bolster my confidence in teaching reading.				
10	Engaging with parents and the community about their children's reading progress helps me feel a sense of shared responsibility and enhances my commitment to effective teaching.				

F. Scaffolding

No	Indicators As a teacher …	4	3	2	1
1	I assess each student's reading level and provide specific strategies that cater to their individual needs, ensuring they receive the right kind of support.				
2	I demonstrate reading strategies in front of the class, showing students how to approach texts, which helps them understand the process.				

3	I start with a high level of guidance and gradually allow students to take more control over their reading tasks, fostering independence.				
4	I create an environment where students feel comfortable asking questions about their reading, reinforcing their understanding and engagement.				
5	I provide timely and constructive feedback on their reading assignments, helping them identify areas for improvement and celebrate their successes.				
6	I encourage students to work in pairs or small groups to discuss texts, which allows them to learn from each other and build comprehension skills together.				
7	I incorporate graphic organizers and visual aids to help students organize their thoughts and better understand complex texts.				
8	I regularly pause during lessons to check for understanding, allowing me to adjust my support based on student responses.				
9	I guide students in reflecting on their own reading processes and outcomes, helping them recognize their growth and areas needing more focus.				
10	I strive to build a classroom culture that emphasizes collaboration, respect, and encouragement, making students feel safe to express their struggles with reading.				

APPENDIX E

APPROVED PERMIT TO CONDUCT THE STUDY

Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF BUKIDNON

First Endorsement
February 7, 2025

Respectfully returned to **Loida M. Tabamo,** Researcher, Cagayan de Oro College, Cagayan de Oro City, the herein request to conduct the study titled *"Self-Efficacy in Teaching and Reading Comprehension Practices among Teachers in Talakag, Bukidnon"* to the teachers of Talakag I, II, and III Districts of this Division with the information that this Office interposes no objection subject to the following conditions:

1. that Consent Form shall be asked from the respondents as proof of their voluntary participation in the study;

2. that the administration of the questionnaires shall not in any way interfere with the respondent's routines in the school;

3. that the proponents shall present the outcome of the study to the Division Research Dissemination Activities and shall furnish a copy of the results of the research study for reference purposes; and

4. that this permission shall be subject to immediate revocation the moment it is found prejudicial to the Department of Education.

VICTORIA V. GAZO
Schools Division Superintendent

Copy furnished:
        Planning & Research

Address: Fortich St., Sumpong, Malaybalay City, Bukidnon
Hotline Number: +639178423657
Email Address: bukidnon@deped.gov.ph
Website: https://bukidnon.deped.gov.ph

APPENDIX F

CERTIFICATION OF RELIABILITY TEST

CAGAYAN DE ORO COLLEGE
PHINMA EDUCATION

PHINMA CAGAYAN DE ORO COLLEGE
SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

CERTIFICATE OF CONTENT VALIDITY OF QUESTIONNAIRE

This is to certify that I have reviewed, analyzed and evaluated the content of the researcher-made questionnaires for the validity of the dissertation/thesis "SELF-EFFICACY IN TEACHING AND READING COMPREHENSION PRACTICES AMONG TEACHERS IN TALAKAG, BUKIDNON." The final integrated instrument was further examined and evaluated.

EMMA A. ZALSOS, PhD.
Signature over Printed Name of Expert

November 24, 2024
Date

APPENDIX G

CERTIFICATE OF EDITING

CERTIFICATE OF EDITING

This thesis titled **"SELF-EFFICACY IN TEACHING AND READING COMPREHENSION PRACTICES AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS"** by **Loida M. Tabamo** has been reviewed and edited by the undersigned with the proper use of language, punctuation, spelling, and overall style.

Further, the undersigned ensures that the researcher's intended meaning was not altered during the review.

This certification was issued and signed on June 23, 2025, at Cagayan de Oro City.

ERLINDA A. QUIRAP, PhD
Grammarian/English Teacher

APPENDIX H

CERTIFICATE OF SIMILARITY/PLAGIARISM SCANNING

APPENDIX I

RESPONDENTS OF THE STUDY

CODING OF SCHOOL

CODE	Name of School
A	Basak Elementary School
B	San Isidro Elementary School
C	Talakag Central Elementary School
D	San Antonio Elementary School
E	Cacaon Elementary School
F	Dagumbaan Integrated School
G	Sto.Nino Elementary School

CURRICULUM VITAE

I. PERSONAL INFORMATION

Name : Loida M. Tabamo
Address : Purok 1A Sto.Nino, Talakag, Bukidnon
Age : 44
Sex : Female
Date of Birth : June 15, 1980
Place of Birth : Talakag, Bukidnon
Civil Status : Married
Contact Number: 09558011251
Email Address : loida.tabamo001@deped.gov.ph
Religion : Roman Catholic
Spouse : Rey E. Tabamo
Children : Kyle Magan
Khian Rey M. Tabamo
Audrie M. Tabamo

II. EDUCATIONAL BACKGROUND

Post Graduate :   Master of Arts in Educational Administration
                                  COC PHINMA Cagayan de Oro City

Degree   :   Bachelor of Elementary Education
                                   Concentrating MAPEH

Tertiary: Bukidnon State University
                                   Malaybalay City, Bukidnon
                                   April 2001

Secondary: Saint Joseph High School
                                   Talakag, Bukidnon
                                   March 1997

Elementary: Sto. Nino Elementary School
                                   Sto.Nino, Talakag, Bukidnon
                                   March 1993

III. ELIGIBILITY

October 2002   Licensed Professional Teacher
                                   License Number: 0783817

IV. RELATED WORK EXPERIENCE

Elementary School Teacher
August 3, 2006-present   Sto.Nino Elementary School
                                   Division of Bukidnon
                                   Teacher I

V. COORDINATOR/FACILITATOR

Phil-IRI Coordinator
Sto.Nino Elementary School

GSP Coordinator
Sto.Nino Elementary School
CE Coordinator
Sto.Nino Elementary School

VI. TRAINING/SEMINARS ATTENDED/ CONDUCTED

June 11-13, 2025   Division Training on The Revised K to 12
                                   Curriculum of Grade 3 Teachers
                                   Gabaldon Building Talakag Central
                                   Elementary School

January 26-30, 2024   Cluster In-Service Training on Higher
                            Order Thinking Skills- Professional
                            Learning Package in English,
                            Science and Mathematics.
                            Sto.Nino Elementary School

January 31, 2022   In-Service Training on the topic
                            Review on the Implementation of
                            Different Programs, Projects and
                            Activities.
                            Talakag Central Elementary School

December 16-18, 2022   International Seminar and Training
                            Of All Teachers and School
                            Managers in the Context of
                            Innovations
                            Valencia Hotel, Valencia City