

Teaching-Learning Practices and Learners' Reading Performance in Public Elementary Grades

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Abstract

Reading competency is considered the foundation of learning and plays a major role in shaping a student's educational path. This study aimed to examine the relationship between the teachers' teaching-learning practices and learners' reading performance in Monkayo East District, Division of Davao De Oro, School Year 2023 – 2024. Specifically, this study sought to answer the respondents' level of teaching-learning practices in terms of environmental, emotional, sociological, physiological, and psychological domains, the level of learners' performance in reading based on the Philippine Informal Reading Inventory (Phil-IRI) posttest and the significant relationship between the respondents' teaching-learning practices and learners' reading performance as indicated by the Phil-IRI scores posttest. A quantitative, non-experimental, correlational framework was used, involving 150 teachers. Data were gathered by means of a validated researcher-developed questionnaire while learners' Phil-IRI posttest results were obtained from existing school records and treated as secondary data. This study employed descriptive statistics, Pearson correlation, and regression analysis.

The findings showed that teachers' overall teaching-learning practices were positive across all five dimensions. The Phil-IRI results revealed that most learners across Grade 3 to Grade 6 were at the Instructional reading level. Further, all dimensions of teaching-learning practices were significantly and positively related to the learners' reading performance. The study concludes that positive teaching-learning practices that incorporate environmental, emotional, sociological, physiological, and psychological practices to improve students' engagement, competence, confidence, and long-term reading success is the best way to support reading development. Through classroom-based literacy programs and professional initiatives, school administrators and teachers should offer stimulating learning environments, a variety of reading materials, organized group activities, and chances for meaningful peer interaction.

Keywords: teaching-learning practices, reading performance, Phil-IRI, reading levels

1. Introduction

Teaching learning practices play an important role in developing learners' reading abilities by shaping how lessons are organized, activities are delivered, and individual learning needs are addressed. Effective practices such as differentiated instruction, scaffolding, interactive activities, and child centered

approaches can support word recognition, reading fluency, comprehension, confidence, and participation. However, many elementary learners in the Philippines continue to experience reading difficulties, particularly in decoding words, maintaining fluency, and understanding texts, which can also affect their performance in other subjects. Despite recommendations for responsive and differentiated teaching, some public schools still rely on uniform methods due to large class sizes, limited training, and other challenges. There is therefore a need to examine how specific teaching practices, including differentiation, scaffolding, and feedback, are related to learners' reading fluency and comprehension, particularly among those experiencing difficulties in reading.

Research Questions

This study aimed to examine the teachers' teaching- learning practices and learners' reading performance in Monkayo East District, Division of Davao De Oro for the School Year 2023-2024.

Specifically, this study sought to answer the following:

1. What is the respondents' level of teaching-learning practices in terms of environmental, emotional, sociological, physiological, and psychological domains?
2. What is the level of learners' performance in reading based on the Philippine Informal Reading Inventory (Phil-IRI) posttest?
3. Is there a significant relationship between the respondents' teaching- learning practices and the learners' reading performance as indicated by the Phil-IRI scores posttest?

Significance

The study would provide useful insights for improving literacy instruction by helping school leaders, teachers, parents, and policymakers understand how teaching practices influence learners' reading development. Its findings could support the creation of teacher training programs and school initiatives that promote learner centered instruction and functional literacy. Teachers could use varied strategies that consider learners' environmental, emotional, sociological, physiological, and psychological needs to create inclusive and engaging learning environments. Improved teaching practices could also strengthen learners' motivation, confidence, and reading comprehension through supportive interaction and appropriate guidance. In addition, the findings could help parents understand the importance of classroom practices and encourage them to reinforce effective reading strategies at home, creating consistent support for learners' literacy development.

Scope and Limitations

The study focused on the relationship between teaching learning practices and the reading performance of elementary students in Monkayo East District during the 2023 to 2024 school year. It examined five dimensions of teaching learning practices, namely environmental, emotional, sociological, physiological, and psychological factors, while reading performance was measured solely through Phil IRI posttest results reported by public elementary school teachers involved in reading instruction and assessment. The study was limited to public elementary schools in the district and did not include private schools, other districts, alternative literacy assessments, interviews, or classroom observations. Its limitations included reliance on teacher self-reports, the correlational design that could not establish causation, and the exclusion of factors such as socioeconomic background, home literacy environment, and parental

involvement. Despite these limitations, the study aimed to provide useful insights for developing evidence based teaching strategies and improving elementary literacy education.

Literature Review

Teaching Learning Practices

Teaching learning practices refer to the different strategies, methods, classroom activities, assessment approaches, and teacher learner interactions that teachers use to support students in developing knowledge, skills, attitudes, and values. Goyibova et al. (2025) explained that effective teaching practices encourage active participation, improve understanding of lesson content, and respond to learners' differences in how they learn and respond to instruction. Vygotsky (1978) emphasized that learning develops through social interaction, guidance, and support, highlighting the importance of meaningful teacher learner relationships and collaborative experiences. Teaching learning practices also consider the different conditions that influence how students learn. In the environmental domain, comfortable lighting, seating arrangements, temperature, and classroom organization can improve students' concentration, participation, and academic performance. In the emotional domain, teacher encouragement, empathy, positive feedback, and supportive relationships can strengthen students' motivation, confidence, persistence, and willingness to participate in learning activities. In the physiological domain, students benefit from activities that consider their sensory needs, energy levels, movement, and preferred ways of receiving information. Fiorella and Mayer (2021) emphasized that learning through multiple senses, such as seeing, hearing, and doing, can improve students' understanding and retention. In the psychological domain, learners benefit from activities that develop critical thinking, reflection, problem solving, motivation, and self-regulation. Panadero (2022) noted that self-regulated learning helps students monitor and manage their learning processes and use effective strategies to improve academic performance. In the sociological domain, students' preferences for individual work, peer interaction, group activities, and teacher guidance should also be considered because meaningful social interaction can strengthen engagement, communication, cooperation, and achievement. Overall, teaching learning practices should provide varied, supportive, and learner centered experiences that respond to students' environmental, emotional, physiological, psychological, and sociological needs, thereby creating conditions that can improve engagement, motivation, understanding, and reading performance.

Reading Performance in Phil-IRI Posttest

Reading performance is a learner's ability to decode, understand, and interpret written texts, usually measured by standardized reading tests. In the Philippines, the Department of Education uses the Philippine Informal Reading Inventory (PHIL-IRI) to check students' reading skills and track their progress before and after reading interventions. The PHIL-IRI Posttest is given at the end of a reading program or teaching period to see how much students have improved in oral reading, silent reading, comprehension, and reading accuracy. These results help teachers assess how well their teaching methods work and plan the right support or enrichment for each student.

The Department of Education (2024) stressed that PHIL-IRI results should be used not only to determine students' reading levels but also to help teachers make informed decisions that meet each learner's needs. Recent studies show that regularly assessing reading performance using different types of assessments helps teachers identify students' strengths and challenges, provide targeted reading support, and improve

overall literacy (Casinto, 2025). These findings highlight the importance of the PHIL-IRI Posttest in guiding teaching decisions and improving reading skills among elementary students.

2. Methodology

Research Design

This study employed a quantitative, non-experimental research design, specifically utilizing a correlational method, to investigate the relationship between teaching-learning practices and learners' reading performance in public elementary schools. The choice of this design is appropriate because the study does not involve manipulation of variables but seeks to determine the degree of association between the independent variable, teaching-learning practices, and the dependent variable, reading performance. Correlational design is recognized as an effective approach for examining the relationships among variables in educational settings, as it enables researchers to detect patterns and connections without altering the natural environment of learning.

Quantitative research, in contrast, is defined as a systematic method that emphasizes the use of numerical data and statistical analysis to describe educational phenomena and predict possible outcomes. Recent studies affirm that correlational investigations provide meaningful insights into existing associations, while quantitative approaches offer objective evidence that informs teaching practices, curriculum development, and policy decisions (Bhandari, 2022; McCombes, 2023). Also, learners' Phil-IRI posttest results were obtained from existing school records and treated as secondary data. No manipulation of the study variables was undertaken.

Participants

The participants of this study were drawn from public elementary school teachers in the Monkayo District, Division of Davao de Oro, who were actively engaged in teaching reading during the School Year 2023–2024. The study employed purposive sampling. This method ensured that only teachers with practical and current experience in reading instruction were included, thereby enhancing the validity and reliability of the data collected. This deliberate and systematic selection process ensured that the respondents possessed the necessary expertise to provide credible, relevant, and insightful information. Their participation was essential for examining the relationship between teaching-learning practices and learners' reading performance as measured by the Philippine Informal Reading Inventory (Phil-IRI) posttest.

Data Collection

The study used a researcher developed questionnaire as the primary instrument to assess teachers' teaching learning practices and learners' reading performance based on Phil IRI results. The questionnaire was organized according to five dimensions, namely environmental, emotional, physiological, psychological, and sociological factors, which covered classroom conditions, motivation, sensory and movement preferences, cognitive approaches, and patterns of interaction during instruction. The instrument focused on how teachers applied these dimensions in their teaching practices rather than measuring learners' personal learning style preferences. Learners' reading proficiency was assessed using existing Phil IRI posttest results obtained from official school records, making these results secondary data. The researchers did not administer a new Phil IRI assessment and instead secured the necessary authorization to access the previously documented results.

Data Analysis

The data collected in this study were analyzed using both descriptive and inferential statistics to effectively address the research objectives and test the hypotheses. For the descriptive part, mean, frequency, and percentage were computed to present a clear summary of the level of teaching-learning practices of teachers and the learners' performance in the Phil-IRI pretest and posttest. The standard deviation was also calculated to determine the degree of variability in responses, thereby providing a measure of how consistent or dispersed the data were. To determine the relationship between teaching-learning practices and learners' reading performance, the Pearson Product-Moment Correlation Coefficient (Pearson r) was applied. This statistical method was deemed appropriate for assessing both the strength and direction of the linear relationship between continuous variables.

In addition, simple linear regression analysis was employed to examine the predictive power of teaching-learning practices on learners' reading outcomes. Through this analysis, the study quantified how variations in teachers' practices influenced the reading performance of learners.

Pearson correlation was tested by 0.05 level of significance, ensuring that the results are both statistically valid and reliable for generalization. The integration of descriptive and inferential statistics provided a more comprehensive understanding of the patterns, associations, and predictive effects of teaching-learning practices on learners' reading performance.

3. Results and Discussions

Problem 1. What is the respondents' level of teaching-learning practices in terms of environmental, emotional, sociological, physiological, and psychological dimensions?

Table 1
Summary Distribution of Respondents' Teaching- Learning Practices

Variable	Mean	SD	Interpretation
Environmental	3.12	0.31	Practice
Emotional	3.06	0.21	Practice
Sociological	3.11	0.33	Practice
Physiological	3.12	0.16	Practice
Psychological	3.14	0.31	Practice
Overall	3.11	0.26	Practice

Table 1 presents the summary of the respondents' teaching learning practices across the five dimensions, namely environmental, emotional, sociological, physiological, and psychological. The overall mean of 3.11 indicates that the respondents practiced positive teaching learning approaches that promoted organized classroom environments, positive interpersonal relationships, collaborative learning, cognitive development, and attention to learners' psychological needs. Although the results reflected a generally positive and learner centered approach, the overall rating did not reach the Highly Practiced level, indicating that teachers still have opportunities to further strengthen their instructional practices. Among the five dimensions, the psychological dimension obtained the highest mean of 3.14, suggesting that teachers placed greater emphasis on learners' motivation, confidence, persistence, participation, and engagement. On the other hand, the emotional dimension obtained the lowest mean of 3.06, indicating that although teachers provided emotional support, there may be a need for more consistent

encouragement, reassurance, and individualized assistance, particularly for learners who experience anxiety or difficulty during reading activities. Despite the difference between the highest and lowest means, the small gap of 0.08 shows that teachers maintained a relatively balanced implementation of all five dimensions. Overall, the findings indicate that teachers applied a holistic approach to instruction by addressing learners' academic, cognitive, social, emotional, physiological, and motivational needs while recognizing areas that could still be improved.

Problem 2. What is the level of learners' reading performance in the PHILIRI posttest?

Table 2
Distribution of the Learners' Level Reading Performance in Phil-Iri (Posttest)

Description	Grade 3		Grade 4		Grade 5		Grade 6	
	F	%	F	%	F	%	F	%
Independent	8	21.6	10	26.3	12	32.4	10	26.3
Instructional	18	48.6	20	52.6	19	51.4	20	52.6
Frustration	11	29.8	8	21.1	6	16.2	8	21.1
Total	37	100	38	100	37	100	38	100
Mean	14.8		16.2		17.5		16.9	
SD	5.9		6.1		6.3		6.4	

Table 2 presents the distribution of learners according to their reading levels from Grades 3 to 6 based on their Phil IRI posttest results. For Grade 3, 21.6% of learners were at the Independent Level, 48.6% were at the Instructional Level, and 29.8% were at the Frustration Level, with a mean reading comprehension score of 14.8. Grade 4 showed 26.3% at the Independent Level, 52.6% at the Instructional Level, and 21.1% at the Frustration Level, with a mean of 16.2. Grade 5 recorded 32.4% at the Independent Level, 51.4% at the Instructional Level, and 16.2% at the Frustration Level, with the highest mean score of 17.5. Grade 6 had 26.3% at the Independent Level, 52.6% at the Instructional Level, and 21.1% at the Frustration Level, with a mean of 16.9. Across all grade levels, the Instructional Level had the largest proportion of learners, ranging from 48.6% to 52.6%, indicating that most learners could perform reading tasks but still benefited from teacher guidance and support. These learners may demonstrate developing skills in word recognition, fluency, vocabulary, identifying important information, and comprehension but may still need assistance with more complex skills such as making inferences, connecting ideas, determining meaning from context, summarizing, and drawing conclusions. The Independent Level accounted for a smaller proportion of learners, with Grade 5 having the highest percentage at 32.4%, suggesting that a considerable group could perform reading tasks with less teacher assistance. Meanwhile, the Frustration Level represented the smallest proportion in Grades 4 to 6, with Grade 5 recording the lowest percentage at 16.2%, although Grade 3 had the highest proportion at 29.8%, showing that some learners still experienced considerable difficulty with reading. The grade level comparison also showed differences in mean scores, with Grade 5 obtaining the highest average and Grade 3 the lowest; however, these differences represent variations among separate groups of learners and should not be interpreted as evidence of progressive improvement across grade levels. Overall, the findings indicate that most learners were developing functional reading skills but continued to require appropriate guidance, scaffolding, explicit instruction,

vocabulary development, comprehension strategies, and meaningful reading activities to achieve greater independence. Learners at the Frustration Level require more focused interventions, individualized support, regular progress monitoring, and reinforcement at home to address difficulties in word recognition, fluency, vocabulary, and comprehension. The results therefore emphasize the importance of differentiated and sustained reading instruction that responds to learners' current abilities while gradually strengthening their confidence, comprehension, and independence in reading.

Problem 3. Is there a significant relationship between teaching- learning practices and learners' reading performance as indicated by the Phil-IRI scores posttest?

Table 3
Result of the Test on Relationship between the Respondents 'Teaching Learning Practices, Reading, and Learners' Performance in Phil-Iri (Posttest)

Teaching-Learning Practices	Independent	Instructional	Frustration	Overall	Interpretation
Environmental	r=0.32 (p=.001)	r=0.28 (p=.001)	r=0.30 (p=.001)	r=0.29 (p=.001)	Significant
Emotional	r=0.35 (p<.001)	r=0.33 (p=.001)	r=0.31 (p=.001)	r=0.33 (p=.001)	Significant
Sociological	r=0.31 (p=.001)	r=0.26 (p=.001)	r=0.29 (p=.001)	r=0.29 (p<.001)	Significant
Physiological	r=0.34 (p=.001)	r=0.32 (p=.001)	r=0.30 (p=.001)	r=0.32 (p=.001)	Significant
Psychological	r=0.42 (p=.001)	r=0.40 (p<.001)	r=0.38 (p<.001)	r=0.40 (p<.001)	Significant

Table 3 presents the results of the Pearson correlation analysis between teachers' teaching learning practices and learners' reading performance based on Phil IRI posttest scores. The findings show that all five dimensions, namely environmental, emotional, sociological, physiological, and psychological, had significant positive relationships with learners' reading performance across the Independent, Instructional, and Frustration levels, with p values ranging from .000 to .001, which are below the 0.05 level of significance. Therefore, the null hypothesis was rejected, indicating that teaching learning practices are significantly related to learners' reading performance. The correlation coefficients ranged from $r = .29$ to $r = .40$, showing weak to moderate positive relationships and suggesting that learners tend to perform better in reading when teachers apply more supportive, effective, and learner centered practices, although other learner, home, and school factors may also influence reading outcomes. Among the five dimensions, the psychological dimension showed the strongest overall relationship at $r = .40$, with correlations of $r = .42$ for Independent, $r = .40$ for Instructional, and $r = .38$ for Frustration learners, indicating the

importance of motivation, confidence, persistence, recognition of accomplishments, meaningful feedback, and active participation in supporting reading development. The emotional dimension showed the second strongest relationship at $r = .33$, with positive relationships across all reading levels, highlighting the value of positive teacher learner relationships, encouragement, constructive feedback, enthusiasm, and respectful classroom interactions. The physiological dimension obtained an overall correlation of $r = .32$, with positive relationships across the three reading levels, suggesting that appropriate comprehension strategies, varied resources, structured activities, critical thinking opportunities, and learner independence can support better reading outcomes. The environmental and sociological dimensions both obtained an overall correlation of $r = .29$, indicating weaker but still significant positive relationships, with classroom organization, instructional materials, time management, peer interaction, collaboration, and learner participation contributing to reading development. Overall, the findings indicate that effective teaching learning practices across psychological, emotional, physiological, environmental, and sociological dimensions are associated with improved reading performance, emphasizing the importance of supportive, organized, engaging, and holistic classroom practices in helping learners develop confidence, comprehension, participation, and persistence in reading.

4. Conclusion and Recommendations

Conclusion

Based on the findings of the study, the teaching-learning practices of teachers in Monkayo District reflect an effort to address the varied needs and learning conditions of their learners. These practices involve creating supportive learning environments, responding to learners' emotional and social needs, considering their physical conditions, and recognizing differences in how they learn and engage in reading activities. The learners' reading performance also points to the need for continued and appropriate support, particularly for those who have difficulty reading independently. The relationship observed between teaching-learning practices and learners' reading performance further suggests that the quality and responsiveness of classroom practices are relevant to learners' reading development. Thus, teachers are encouraged to continue adapting their teaching-learning practices to learners' needs, while schools can provide the resources, interventions, and professional support necessary to strengthen reading instruction in Monkayo District.

Recommendations

In view of the findings and conclusions of the study, the following recommendations are presented:

1. School administrators may strengthen teachers' professional development through Learning Action Cells (LACs), peer coaching, and mentoring activities. These initiatives may focus on developing teachers' skills in giving constructive feedback, maintaining positive teacher-learner relationships, encouraging learner motivation, and responding to learners' emotional needs. Strengthening these areas may help create classroom experiences that encourage learners to participate, develop confidence, and remain engaged in reading activities.
2. Reading coordinators and curriculum planners may consider providing additional support for learners who fall under the Instructional and Frustration Levels. Appropriate interventions may include guided reading sessions, focused remediation activities, differentiated instructional approaches, and regular monitoring of learners' progress. These measures may help teachers identify reading difficulties early and provide support that is suited to the learners' specific needs.

3. School administrators and teachers may continue to improve classroom reading programs by making learning spaces more conducive to reading and by providing a wider range of appropriate reading materials. Collaborative activities, peer interaction, and meaningful opportunities to discuss and respond to texts may also be incorporated into classroom-based literacy programs. Professional development activities may further support teachers in implementing these approaches consistently in their reading instruction.

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