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## Instructional Practices, Professional Qualities, and Teaching Strategies in Enhancing Reading Comprehension: A Correlational Analysis

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**Abstract.** Reading comprehension is fundamental to primary academic success; however, challenges persist in many contexts. This study examined the relationship among instructional practices, professional qualities, and teaching strategies for reading comprehension among primary-grade teachers in San Jose City, Nueva Ecija, during the 2024–2025 school year. Using a quantitative descriptive-correlational design, data was collected through validated surveys distributed to teachers across various school types, capturing comprehensive and representative perspectives. Analyses with descriptive statistics, Pearson’s correlation, and regression revealed that teachers demonstrated excellent instructional practices ( $M = 3.59$ ,  $SD = 0.54$ ), strong professional qualities ( $M = 3.40$ ,  $SD = 0.54$ ), and effective teaching strategies ( $M = 3.32$ ,  $SD = 0.56$ ). Significant correlations were found between planning and reflective strategies ( $r = 0.452$ ) and between teaching and acting strategies ( $r = 0.348$ ,  $p < 0.05$ ), indicating a strong interconnection between instructional phases and teacher attributes. The study emphasizes the importance of cultivating reflective habits, professional ethics, and strategic teaching approaches to enhance reading comprehension. Its novelty lies in integrating three theoretical models—Instructional Practices, Reflective Teaching, and Creative Pedagogy—within the Philippine educational setting. Practical implications include targeted teacher development, focusing on mentorship, interdisciplinary literacy, and digital tool integration, which offers a framework that links instructional effectiveness to literacy advancement.

**Keywords:** correlation analysis; enhancing reading comprehension; instructional practices; professional qualities; teaching strategies

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## 1. Introduction

Primary-grade teachers' instructional practices, professional qualities, and teaching strategies play a critical role in developing students' reading comprehension skills. These elements collectively shape an engaging learning environment that promotes academic achievement (Abdulrahman, 2020). However, according to a 2022 Department of Education report, despite reforms and reading initiatives, only 10% of Filipino Grade 3 learners met expected reading proficiency levels (Bautista & Aranas, 2023), indicating a pressing literacy crisis. In San Jose City, Nueva Ecija, educators have raised concerns about persistently low reading comprehension scores, signaling the need to evaluate and improve classroom instruction. Although structured instructional practices enhance student engagement and performance (Vacalares, 2024), many existing studies examine instructional approaches, teacher qualities, and teaching strategies in isolation, with limited local research exploring their interconnected impact on literacy.

Instructional effectiveness is further influenced by teachers' professional qualities, such as adaptability, instructional competence, and ethical conduct (Wang et al., 2020), as well as strategic approaches like planning, acting, reflecting, and evaluating. These are foundational components of models such as the Instructional Practices Model, the Reflective Teaching Model for Reading Comprehension (RTMRC), and the Dimensions of Creative Practice (Li et al., 2023), which emphasize the cyclical and interconnected nature of teaching behaviors.

However, the persistent underperformance of Filipino students in international assessments, such as PISA—particularly in reading comprehension, problem-solving, and critical thinking (Ines, 2023)—highlights deficiencies in planning, delivery, and assessment methods. These gaps stem from systemic challenges, including limited resources, outdated strategies, and a lack of professional development (Mncube et al., 2023; Potane & Recla, 2024). Furthermore, the insufficient integration of creative teaching approaches exacerbates the issue, as many teachers are not adequately equipped to implement innovative, student-centered practices (Kamran et al., 2023; van der Zanden et al., 2020).

Thus, this study seeks to address a critical gap in understanding how instructional practices, professional qualities, and teaching strategies interact to influence reading comprehension among primary-grade learners. The research investigates how planning, delivery, and assessment methods can be improved to meet modern educational demands (Mertler, 2021) and how professional attributes and creative approaches can be better integrated into classroom practices to foster literacy development. It aims to provide localized insights that inform teacher training and policy reforms with the findings expected to support the development of practical, innovative, and responsive teaching frameworks that advance student learning and teacher effectiveness.

This study examined instructional practices, professional qualities, and strategies for enhancing reading comprehension among primary grade teachers

in the division. However, despite ongoing efforts to improve early literacy outcomes, reading comprehension among primary learners in the division remains a persistent challenge. There is limited empirical evidence on how specific teacher-related factors—such as instructional practices, professional attributes, and teaching strategies—influence students’ reading proficiency. To address this gap, the study investigates the relationships between these variables and how they collectively contribute to the effectiveness of reading instruction. Specifically, the study was conducted to:

1. Describe the instructional practices of the respondents in terms of planning practices, teaching practices, and assessment practices.
2. Determine the professional qualities of the respondents in terms of personality, pedagogy, and ethos.
3. Ascertain the respondents’ teaching strategies in enhancing reading comprehension such as planning, acting, reflecting, and evaluating.
4. Examine the relationship between the respondents’ instructional practices and strategies used in enhancing reading comprehension.
5. Analyze the relationship between the respondents’ professional qualities and the strategies they use in enhancing reading comprehension.

## **2. Methodology**

This study employed a quantitative descriptive-correlational research design to analyze the relationship between instructional practices, professional qualities, and teaching strategies in enhancing reading comprehension among elementary teachers. Using numerical data, the quantitative approach enabled objective measurement and statistical analysis of variables, ensuring the accuracy, reliability, and generalizability of the findings. The descriptive component allowed for a systematic portrayal of the respondents' instructional behaviors, professional attributes, and teaching strategies through structured survey questionnaires.

As such, descriptive statistics such as frequency, mean, and standard deviation were used to summarize and interpret the data. Pearson’s correlation was applied for inferential analysis to measure the linear relationships among variables while regression analysis was conducted to determine the predictive value of instructional practices and professional qualities on teaching strategies. Pearson's  $r$  was selected due to the continuous nature of the data and the assumption of normality.

The research was conducted in the Division of San Jose City, Nueva Ecija, involving 21 public elementary schools—two large, nine medium, and 10 small—representing various educational contexts across the city's 38 barangays. San Jose City, a fast-developing area in northern Central Luzon, plays a vital role in Region III's educational landscape. Since its designation as an interim division in 2010, the Division has grown to encompass 48 public elementary, six secondary, and 18 private schools. With strong support from the local government and active community engagement, the Division has become one of the top-performing DepEd offices in the region.

Total enumeration was intended as the sampling strategy to ensure complete coverage of the target population. However, only 75% of the 357 primary-grade teachers participated, resulting in 267 valid responses. While this is a substantial sample, potential non-response bias is acknowledged. Those who did not participate might differ in significant ways—such as teaching approach or years of experience—which could slightly affect the generalizability of the findings. Teacher respondents were allotted sufficient time to complete the validated survey instruments. Completed questionnaires were then retrieved, encoded, and analyzed using appropriate statistical software to ensure the integrity and validity of the data. The number of respondents from each participating school is detailed in Table 1.

**Table 1. Distribution of Respondents**

<b>Name of School</b>	<b>Total Number of Teachers</b>	<b>Sample Number</b>
<b>Big School</b>		
Abar 1 <sup>st</sup> Elementary School	45	36
San Jose West Central School	73	55
<b>Medium School</b>		
Abar 2 <sup>nd</sup> Elementary School	20	15
Caanawan Elementary School	20	15
Ciriaco Esteban Elementary School	16	12
Encarnacion subd. Elementary School	15	12
Palestina Elementary School	15	12
Porais Elementary School	15	12
Sto. Nino 2 <sup>nd</sup> Elementary School	14	10
Sto. Nino 3 <sup>rd</sup> Elementary School	21	15
Sto. Tomas Elementary School	24	17
<b>Small School</b>		
Balacat Elementary School	9	7
Bliss Elementary School	7	5
Camanacsacan Elementary School	10	7
Kumabol Elementary School	7	5
Pinagcuartilan Elementary School	7	5
San Juan Elementary School	10	7
San Mauricio Elementary School	6	5
Saranay Elementary School	7	55
Sinipit Bubon Elementary School	8	5
Tumana Elementary School	8	5
<b>Total</b>	<b>357</b>	<b>267</b>

### 3. Data Collection

This study examined the instructional practices, professional qualities, and teaching strategies employed by primary-grade teachers in San Jose City, Nueva Ecija, to enhance reading comprehension. Using total enumeration, the research targeted all 357 teachers in the population; however, only 267 valid responses

were obtained, representing a 75% response rate. Three structured, pre-validated instruments were adapted with permission from the original authors, covering instructional methods, professional attributes, and reading comprehension strategies. Reliability testing showed high internal consistency, with Cronbach's alpha values of 0.89 for instructional practices, 0.91 for professional qualities, and 0.87 for teaching strategies.

Prior to data collection, ethical clearance was secured from the Central Luzon State University (CLSU) Ethics Committee, and approval was obtained from the Division Superintendent (see Appendix 4). Coordination letters were sent to school heads, and questionnaires were personally distributed to teachers who gave informed consent. Participation was voluntary, with assurances of confidentiality and anonymity through coded responses. Hard copies were securely stored, and digital data were encrypted and accessible only to the researcher.

The questionnaire had three major sections: instructional practices (Appendix 1), adapted from Francisco and Celon's (2020) work on teaching effectiveness; creativity teaching practices (Appendix 2), based on Cremin, Barnes, and Scoffham's (2009) model of teacher personality, pedagogy, and ethos; and reading comprehension strategies (Appendix 3), derived from Oo, Magyar, and Habók's (2021) reflection-based model, incorporating planning, acting, reflecting, and evaluating. All instruments were reviewed for content validity and adjusted to fit the local context while maintaining the integrity of their original constructions.

After data collection, responses were transcribed, anonymized, and verified for accuracy. Descriptive statistics analyzed patterns in instructional practices, professional qualities, and teaching strategies while Pearson's correlation and multiple regression analyses examined relationships between these variables to elucidate how teacher methods and attributes impact student reading comprehension. This comprehensive approach provides insights to inform instructional development within the local educational context.

The Professional Qualities Rating provides a structured assessment of teachers' effectiveness based on personality, pedagogy, and ethos. This rating scale, ranging from Outstanding to Poor, helps identify strengths and areas for professional growth, guiding targeted interventions to enhance teaching effectiveness.

Table 2. Descriptors for Analyzing Instructional Practices

RATING INTERVAL	ADJECTIVAL RATING	Interpretive Description
3.26 – 5.00	Excellent	Teachers in this category consistently demonstrate exemplary instructional practices in lesson planning, teaching, and assessment. They effectively implement innovative strategies and significantly enhance student learning outcomes.
2.51 – 3.25	Above Average	These teachers exhibit strong instructional practices, meeting or exceeding expectations in areas such as student engagement, curriculum delivery, and assessment. They contribute positively to classroom learning experiences and continuously refine their teaching methods.
1.76 – 2.50	Average	Teachers in this range meet the basic instructional standards. While they apply effective teaching strategies, there are areas for growth, particularly in differentiated instruction, assessment techniques, and lesson organization.
1.00 – 1.75	Poor	These teachers need improvement in their instructional practices. They may struggle with lesson planning, student engagement, and assessment, requiring professional development and additional support.

#### 4. Results

The findings in Table 3 reveal that elementary teachers demonstrate excellent instructional practices across the domains of planning, teaching, and assessment. In the planning domain, teachers effectively selected teaching methods that addressed the diverse needs of learners. However, slightly less emphasis was placed on integrating multiple content areas and fostering cooperative learning experiences, as reflected in their relatively lower mean scores. Teaching practices were consistently rated as excellent, underscoring the use of varied learning activities, effective classroom management, and efforts to encourage student participation.

In the assessment domain, teachers employed a diverse range of tools and strategies to evaluate learning outcomes, including diagnostic assessments and rubrics, which are recognized as standard practices. It is important to note, however, that all data presented are based on self-reported responses. This reliance on self-assessment introduces the potential for bias, such as overestimating one's practices or experiencing social desirability effects. As such, while the results suggest strong instructional practices among the respondents, they should be interpreted with caution and ideally supplemented by observational data or external evaluations to validate these self-perceptions.

**Table 3. Respondents' Instructional Practices**

<b>Parameters</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
<b>Planning Practices</b>			
1. When I design my lesson, I consciously select content that needs the district's curriculum competencies, and/or performance standards.	3.69	0.5	Excellent
2. When I design my lesson, I consciously select instructions materials based upon my knowledge of my student's development needs and learning styles.	3.62	0.55	Excellent
3. When I design my lesson, I consciously select methods and strategies that accommodate individual needs and interest of specific students.	3.71	0.46	Excellent
4. When I design my lesson, I consciously prepare lessons with high expectations designed to challenge and stimulate all students.	3.66	0.48	Excellent
5. When I design my lesson, I consciously consider how to build upon my student's existing knowledge and experiences.	3.66	0.51	Excellent
6. When I design my lesson, I consciously consider how to create active learning experiences for my students.	3.63	0.54	Excellent
7. When I design my lesson, I consciously consider how to create cooperative learning experiences for my students.	3.54	0.56	Excellent
8. When I design my lesson, I consciously design lessons that require integration of content from more than one content area.	3.25	0.68	Above Average
9. During each lesson, I move among the students, engaging individually and collectively with them during the learning experiences.	3.47	0.59	Excellent
10. During each lesson, I consciously implement a teaching strategy that stimulates higher order thinking skills.	3.49	0.59	Excellent
<b>Pooled Mean</b>	<b>3.57</b>	<b>0.55</b>	<b>Excellent</b>
<b>Teaching Practices</b>			
1. During each lesson, I create social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities.	3.57	0.55	Excellent
2. During each lesson, I vary the size and composition of learning groups.	3.62	0.52	Excellent
3. During each lesson, I discuss with my students the importance of courtesy and respect and consciously model for my students the types of personal behaviors that promote responsibility and social.	3.66	0.51	Excellent

4. During each lesson, I consciously implement two or more learning activities.	3.69	0.5	Excellent
5. During each lesson, I consciously implement a learning activity that requires students to read or write in my content area.	3.60	0.55	Excellent
<b>Pooled Mean</b>	<b>3.63</b>	<b>0.53</b>	<b>Excellent</b>
<b>Assessment Practices</b>			
1. Conducts pre-test/diagnostic test.	3.63	0.52	Excellent
2. Keeps and updates class record.	3.49	0.61	Excellent
3. I can make a simple comparison between Eastern and Western cultures in my lessons.	3.47	0.61	Excellent
4. Prepares TOS-based tests	3.46	0.66	Excellent
5. Uses rubrics when and where applicable.	3.60	0.52	Excellent
6. Uses written work, performance tasks, and quarterly assessment adequately in evaluation of outcomes.	3.65	0.51	Excellent
7. Evaluates learning outcomes through varied means	3.71	0.46	Excellent
8. Assists students who are hard-up by re-teaching and remedial support.	3.66	0.51	Excellent
9. Improves learners' achievement level (considers MPS and median).	3.59	0.53	Excellent
<b>Pooled Means</b>	<b>3.58</b>	<b>0.55</b>	<b>Excellent</b>
<b>Overall Mean</b>	<b>3.59</b>	<b>0.54</b>	<b>Excellent</b>

Legend:

- 1.00 – 1.75 Poor
- 1.76 – 2.50 Average
- 2.51 – 3.25 Above Average
- 3.26 – 4.00 Excellent

Table 4 presents the results on professional qualities, revealing that elementary teachers self-reported highly developed attributes across personality, pedagogy, and school ethos. In terms of personality, respondents rated themselves within the Excellent range in areas such as creativity, subject knowledge, confidence, and enthusiasm—indicating strong professional dispositions that support effective teaching. However, traits such as curiosity and receptiveness to creative partnerships were rated as Above Average, suggesting a moderate level of engagement with reflective practice and collaborative innovation. Within the pedagogy domain, most teachers reported using varied and responsive teaching strategies—such as humor, instructional risk-taking, and resource enrichment—which received Excellent ratings.

However, areas like flexibility in teaching styles, setting high expectations, and posing cognitively challenging questions were only rated as Above Average, pointing to opportunities for further professional growth, especially in promoting adaptive and higher-order instructional practices. The school ethos dimension consistently achieved Excellent ratings, reflecting an environment where students feel secure, respected, and supported by engaged and visionary leadership. While these findings present a commendable picture of the teachers' professional qualities, it is important to recognize that all data are based on self-

reported measures. This introduces the potential for response bias, including tendencies toward socially desirable answers or overestimation of performance. As such, while the results provide valuable insight into perceived professional strengths, they should be interpreted with caution and ideally supplemented by peer observations or supervisor evaluations for a more comprehensive assessment.

**Table 4. Respondents' Professional Practices**

Parameters	Mean	SD	Description
<b>Personality</b>			
1. I am enthusiastic about what I teach.	3.39	0.53	Excellent
2. I am a confident teacher.	3.42	0.52	Excellent
3. I am secure in my subject knowledge.	3.51	0.46	Excellent
4. I am a curious/divergent thinker.	3.25	0.54	Above Average
5. I see myself as being creative in my teaching.	3.66	0.50	Excellent
6. I have been influenced by Creative Partnerships.	3.19	0.36	Above Average
<b>Pooled Mean</b>	<b>3.40</b>	<b>0.49</b>	<b>Excellent</b>
<b>Pedagogy</b>			
7. I use flexible/varied teaching styles.	3.17	0.73	Above Average
8. I use metaphor and analogy in my teaching.	3.29	0.50	Excellent
9. I am willing to take risks in my teaching.	3.46	0.45	Excellent
10. I ask unusual/challenging questions.	3.19	0.59	Above Average
11. I encourage pupils to be reflective and make connections.	3.30	0.54	Excellent
12. I provide children with immediate and constructive feedback.	3.25	0.43	Above Average
13. I use humor and anecdotes in my teaching.	3.41	0.70	Excellent
14. I plan activities that engage pupils emotionally.	3.35	0.43	Excellent
15. I set the children clear and high learning expectations.	3.16	0.49	Above Average
16. I ensure pupils see the purpose and value of their work.	3.29	0.44	Excellent
17. I provide access to appropriate resources.	3.41	0.63	Excellent
<b>Pooled Mean</b>	<b>3.30</b>	<b>0.54</b>	<b>Excellent</b>
<b>Ethos</b>			
18. Pupils feel safe and valued.	3.53	0.52	Excellent
19. Pupils have control of their work in my lessons.	3.49	0.61	Excellent
20. Learning is set in a 'values context' in my lessons and around the school.	3.47	0.61	Excellent
21. The head teacher/senior management	3.46	0.66	Excellent

provide active supportive leadership.			
<b>Pooled Mean</b>	<b>3.49</b>	<b>0.60</b>	<b>Excellent</b>
<b>Overall Mean</b>	<b>3.40</b>	<b>0.54</b>	<b>Excellent</b>

Legend:

- 1.00 – 1.75 Poor
- 1.76 – 2.50 Average
- 2.51 – 3.25 Above Average
- 3.26 – 4.00 Excellent

Moreover, Table 5 reveals that teachers consistently demonstrated Excellent teaching strategies in enhancing reading comprehension across four key instructional phases: Planning, Acting, Reflecting, and Evaluating. In the Planning phase, respondents reported competence in designing effective reading lessons using strategies such as teaching reading passages, reinforcing vocabulary retention, and posing comprehension questions. While these practices received high ratings, slightly lower scores in areas such as integrating classroom technology and applying more adaptive management approaches suggest opportunities for enhancement. During the Acting phase, teachers actively engaged students through activities like notetaking and highlighting, communicated instructions clearly, and provided emotional support that are strongly associated with reading motivation and confidence. However, slightly lower ratings in promoting collaborative group work and teaching decoding strategies for unfamiliar words indicate room for improvement in diversifying instructional delivery. In the Reflecting phase, teachers effectively guided students in identifying main ideas and summarizing texts. However, although reflective questioning was evident, its potential to foster deeper critical thinking and personal connections with the material appears underutilized.

Meanwhile, during the Evaluating phase, teachers facilitated discussions, simplified complex texts, and provided structured feedback. Nevertheless, the area of delivering clear and detailed task instructions received only an above-average rating, indicating a need for more precise communication during assessments. Overall, the results affirm a high level of strategic competence among the respondents. However, as the data are based entirely on self-reported measures, there is an inherent limitation in relying solely on teachers' perceptions of their practices. This introduces the possibility of response bias and overestimation. Future studies may benefit from triangulating these findings with classroom observations or student performance data to provide a more comprehensive and objective assessment of instructional effectiveness in reading comprehension.

**Table 5. Strategies used in enhancing reading comprehension**

Parameters	Mean	SD	Description
<b>Planning</b>			
1. I use specific strategies in teaching the reading passage.	3.28	0.39	Excellent
2. The reading techniques I use help students remember vocabulary.	3.31	0.42	Excellent
3. I use the blackboard/chalkboard while	3.21	0.87	Above

teaching reading comprehension.			Average
4. I manage the classroom effectively to enhance reading comprehension learning.	3.25	0.32	Above Average
5. I use relevant questions while teaching the reading text.	3.35	0.83	Excellent
<b>Pooled Mean</b>	<b>3.28</b>	<b>0.57</b>	Excellent
<b>Acting</b>			
1. I encourage students to engage in tasks (e.g., taking notes, underlying, highlighting) related to reading texts.	3.37	0.71	Excellent
2. I facilitate group work to improve students' reading skills in English.	3.19	0.34	Above Average
3. My voice is clear and audible to all students during reading comprehension lessons.	3.37	0.75	Excellent
4. I guide students to guess the meaning of unknown words by connecting them with other related words.	3.22	0.49	Above Average
5. I support students who feel ashamed or anxious about reading English text out loud alone.	3.40	0.73	Excellent
<b>Pooled Mean</b>	<b>3.31</b>	<b>0.60</b>	Excellent
<b>Reflecting</b>			
1. I incorporate reflective questions in reading texts to make them more interesting for students.	3.25	0.63	Above Average
2. I use methods to help students identify and summarize the main ideas of reading texts.	3.51	0.29	Excellent
<b>Pooled Mean</b>	<b>3.38</b>	<b>0.46</b>	Excellent
<b>Evaluating</b>			
1. I select questions from reading passages for class discussions.	3.51	0.52	Excellent
2. I simplify difficult reading texts to make comprehension questions easier for students after my explanation.	3.29	0.67	Excellent
3. I explain reading tasks thoroughly to ensure students understand everything related to the reading activities.	3.17	0.61	Above Average
<b>Pooled Mean</b>	<b>3.32</b>	<b>0.60</b>	<b>Excellent</b>
<b>Overall Mean</b>	<b>3.32</b>	<b>0.56</b>	<b>Excellent</b>

Legend:

- 1.00 – 1.75 Poor
- 1.76 – 2.50 Average
- 2.51 – 3.25 Above Average
- 3.26 – 4.00 Excellent

Additionally, Table 6 presents the relationship between instructional practices and the strategies used to enhance reading comprehension. The results indicate that teachers who plan their lessons effectively are more likely to carry out classroom activities that engage students meaningfully and align with learning objectives. Likewise, teachers who demonstrate adaptability during

instruction—by adjusting their explanations, actively involving students, and offering timely feedback—tend to foster stronger reading comprehension outcomes.

Reflective practices also emerged as a key factor, as teachers who regularly evaluate and think critically about their teaching approaches are better able to identify areas for improvement and refine their strategies. Furthermore, integrating assessment into teaching enables educators to make informed adjustments based on student performance, ensuring that instructional approaches remain responsive and effective. Overall, the findings suggest that thoughtful planning, adaptive teaching, reflective practice, and assessment all work together to support and enhance students' reading comprehension.

**Table 6. Relationship between the respondents' instructional practices and strategies used in enhancing reading comprehension**

INSTRUCTIONAL PRACTICES	STRATEGIES			
	Planning	Acting	Reflecting	Evaluating
<b>Planning</b>	0.423	0.413*	0.452	0.351
<b>Teaching</b>	0.139	0.348*	0.451*	0.211*
<b>Assessment</b>	0.142	0.317	0.335*	0.314*

Legend: \* correlation is **significant** at 0.05 level (2-tailed)

Finally, Table 7 presents the relationship between teachers' professional qualities—namely personality, pedagogy, and ethos—and their strategies for enhancing reading comprehension. The findings reveal that specific qualities are positively linked to how teachers plan, act, reflect, and evaluate their instructional practices. Personality traits such as openness and empathy are associated with a greater capacity for reflective teaching, allowing educators to thoughtfully analyze and improve their methods to better support student comprehension. Pedagogical expertise shows meaningful connections across all strategic phases, suggesting that teachers with well-developed instructional knowledge are more effective in lesson planning, classroom delivery, outcome evaluation, and reflective practice. This underscores the importance of strong teaching skills in the strategic implementation of reading instruction.

Additionally, ethos—or a teacher's sense of professional values and commitment—emerges as a crucial factor. Teachers guided by a strong ethical foundation tend to reflect more deeply on their practice and strive to align their instructional strategies with both professional standards and student-centered learning goals. Overall, the data suggests that professional qualities have a significant influence on the effectiveness of reading comprehension strategies.

**Table 7. Relationship between the respondents' professional qualities and strategies used in enhancing reading comprehension**

PROFESSIONAL QUALITIES	STRATEGIES			
	Planning	Acting	Reflecting	Evaluating
Personality	0.513	0.213	0.352*	0.421
Pedagogy	0.129*	0.158*	0.123*	0.233*
Ethos	0.332	0.247	0.311*	0.510

Legend: \* correlation is **significant** at 0.05 level (2-tailed)

## 5. Discussion

The study explored the relationship between instructional practices, professional qualities, and teaching strategies in enhancing reading comprehension. Based on the data collected from primary-grade teachers, the findings revealed key strengths and areas that need improvement. These results provide a deeper understanding of how effective teaching behaviors and professional attributes contribute to students' reading development. Similar to the findings of Rafiq et al. (2024), this study confirms that quality instruction has a significant impact on learners' comprehension, with a particular emphasis on teacher reflection and planning. Anchored in the Instructional Practices Model, the study examines how planning, teaching, and assessment align with curriculum goals. The Reflective Teaching Model for Reading Comprehension deepens this by emphasizing a cycle of planning, acting, reflecting, and evaluating. Meanwhile, the Dimensions of Creative Practice highlight how pedagogy, personality, and ethos shape meaningful, engaging instruction.

### 5.1 Teachers' Instructional Practices

The findings suggest that teachers consistently exhibit excellent instructional practices across the domains of planning, teaching, and assessment, as indicated by the overall pooled mean falling within the Excellent range. This underscores the core instructional strengths among respondents – particularly their capacity to align lesson plans with curriculum standards, address learner diversity, implement varied teaching strategies, and apply multiple forms of assessment to monitor learning progress. These results are consistent with the work of Darling-Hammond et al. (2024), who emphasized the foundational role of instructional competence in driving student achievement.

In the domain of planning, teachers reported high proficiency in selecting content and instructional strategies tailored to students' individual learning needs and backgrounds. This finding supports the value of differentiated instruction, as highlighted by Cojorn and Sonsupap (2024) and Langelaan et al. (2024), who noted that personalized lesson planning enhances learner engagement and responsiveness. Regarding the teaching domain, teachers excelled in creating dynamic classroom environments through cooperative learning, modeling respectful behavior, and fostering collaboration among students.

These practices align with Wang (2024), who emphasized the significance of socially interactive, student-centered strategies in modern instruction. The frequent implementation of varied learning activities and active student

participation further support the claim that instructional diversity strengthens classroom engagement and learning outcomes. Salama et al. (2025) similarly found that modeling positive behavior and sustaining an inclusive classroom climate is critical to enhancing student motivation and classroom management.

Assessment practices also emerged as a particular strength. Respondents demonstrated excellence in utilizing diverse tools, including diagnostic assessments, rubrics, and performance tasks, to evaluate student learning. These results echo the recommendations of Carney et al. (2022) and Zou et al. (2024), who advocate for diverse assessments as a means to inform instruction and optimize learning outcomes. However, a notable gap was identified in the area of designing Table of Specifications (TOS)-based tests, which received slightly lower ratings. This indicates a challenge in aligning assessments with structured test blueprints. While formative tools are being effectively applied, as supported by Fegely and Cherner (2023), teachers appear less confident in translating these assessments into standardized, technically sound formats. Brookhart (2024) and Sachar (2025) likewise stress the importance of strengthening assessment literacy to ensure the accuracy and reliability of evaluation practices.

Despite these overall strengths, the findings nevertheless point to specific areas for targeted professional development. Teachers showed comparatively lower proficiency in integrating content from multiple subject areas and in promoting cooperative learning through interdisciplinary approaches. This highlights the need to enhance teachers' skills in designing cross-curricular instruction that promotes collaboration and real-world problem-solving. Such approaches are supported by Kreijkes and Greatorex (2024), who argued that interdisciplinary teaching cultivates critical thinking and promotes deeper learning connections. It is important, however, to interpret these findings in light of certain limitations. The data were derived solely from self-reported surveys, which may be subject to response bias stemming from social desirability or overestimation of performance.

Therefore, while the results provide valuable insights into teachers' self-perceived instructional competencies, they should be corroborated with classroom observations or third-party evaluations to enhance objectivity and validity. In summary, the thematic analysis reveals that, although elementary teachers generally demonstrate strong instructional practices, focused training on interdisciplinary lesson design and standardized assessment blueprinting could further enhance their instructional effectiveness in supporting student learning.

## **5.2 Teacher's Professional Qualities**

The findings revealed that teachers generally perceive themselves as possessing strong professional qualities, particularly in personality, pedagogy, and school ethos. In terms of personality, respondents consistently described themselves as enthusiastic, confident, creative, and knowledgeable traits, which suggests a passion for teaching and the ability to inspire students. This aligns with

Muzaffar et al. (2023) who emphasized that confidence and enthusiasm significantly contribute to a resilient and engaging classroom.

However, slightly lower ratings in curiosity and openness to creative partnerships point to areas for growth in reflective practice and collaborative innovation. This distinction is notable, as Urhahne and Wijnia (2023) highlighted passion and self-efficacy but overlooked the nuances of curiosity and partnership, making this study a valuable addition to the field. Scott-Barrett et al. (2023) also underscored the importance of curiosity and creative collaboration in driving innovation and student engagement.

Regarding pedagogy, teachers described themselves as emotionally engaging and open to creative strategies, such as humor and storytelling, fostering inclusive classroom climates. This supports the findings of Shen et al. (2024), who identified emotionally responsive teaching as a key factor in student success. However, lower ratings in setting high expectations, using flexible teaching styles, and posing challenging questions suggest missed opportunities to deepen student thinking and raise academic standards. This echoes Jager et al. (2025), who argue that high expectations are essential to effective differentiated instruction. This is in contrast to Mucinkas et al. (2025), who found high expectations common among educators, while this study suggests that contextual factors may limit their emphasis.

School ethos was described in highly favorable terms, with teachers reporting working in supportive environments with strong leadership, safety, and mutual respect. These findings align with Culdaz (2023), who linked a strong school culture to improved academic outcomes and well-being, and Maguate and Pasique (2023), who found positive climates predictive of learner success. However, areas such as professional recognition and teacher empowerment emerged as needing improvement. As Muzaffar et al. (2023) noted, long-term motivation relies not only on supportive environments but also on opportunities for advancement and autonomy.

Overall, the findings reflect favorable self-perceptions of professional qualities; however, they must be interpreted with caution due to the reliance on self-reported data, which may be subject to personal bias or social desirability. Complementing the data with peer or supervisory feedback would strengthen the validity. Grouping the findings thematically—strengths in personality and school ethos and areas for growth in reflective practice and academic rigor—offers clear direction for future professional development. Overall, this thematic view emphasizes the need for continuous learning and support in developing effective, well-rounded educators.

### **5.3 Teachers' Teaching Strategies in Enhancing Reading Comprehension**

The findings demonstrate that teachers exhibit exemplary competence in strategies for enhancing reading comprehension. When grouped thematically, their practices reveal instructional strengths and areas for targeted professional

development, offering a balanced view of current effectiveness and future growth.

Strengths were evident across all four instructional phases—planning, acting, reflecting, and evaluating. During the planning phase, teachers employed strategies such as direct vocabulary instruction and purposeful questioning, demonstrating a commitment to student-centered design. These align with Corpuz et al. (2024), who noted vocabulary and questioning as key to comprehension gains. During the acting phase, teachers engaged students through notetaking, highlighting, explicit instruction, and emotional support—strategies consistent with those of Liu et al. (2024), who emphasized the importance of motivation and emotional engagement in reading development.

In the reflecting phase, summarizing and identifying main ideas were actively used, thereby supporting Ghafar and Hazaymeh (2024). The evaluating phase featured discussion-based assessments and simplified texts, fostering formative learning in line with Hansen (2024), who highlighted scaffolding and interaction as critical assessment practices. These approaches collectively affirm teachers' strategic competence in guiding learners through complex texts.

However, several areas for growth emerged. Despite their high competence, teachers still showed some reliance on traditional tools, such as chalkboards and routine management, suggesting the need for more tech-integrated instruction, as recommended by Hamstead and Alford (2025). In the acting phase, limited use of collaborative group work and decoding strategies for unfamiliar vocabulary highlighted gaps needing to be addressed. As such, enhancing group activities and explicit decoding instruction could further improve outcomes.

Additionally, while summarization was strong, the underuse of reflective questioning limited opportunities for critical thinking—a point supported by Murphy (2023), who advocated for the use of reflective prompts to foster deeper connections with the text. In the evaluating phase, clarity of task instructions was slightly less effective. In this regard, Alabi (2024) emphasized the use of visual aids and think-aloud to enhance instructional clarity and student independence—tools that could strengthen this area.

Although the findings highlight robust instructional strategies, reliance on self-reported data introduces subjectivity and potential bias. Future research should incorporate classroom observations or student performance data to validate and expand these insights. Overall, however, teachers demonstrated strong capabilities in planning, engagement, and feedback. Nonetheless, targeted professional development in collaborative learning, reflective inquiry, technology use, and clarity in assessments could further enhance their instructional impact.

#### **5.4 Relationship between the Teachers' Instructional Practices and Strategies Used in Enhancing Reading Comprehension**

The findings reveal that teachers' instructional practices are closely tied to their strategies for enhancing reading comprehension. Positive correlations across the

instructional domains –planning, acting, reflecting, and evaluating–suggest these areas are interconnected and mutually reinforcing. Notably, strong links between planning and reflection suggest that teachers who invest in thoughtful lesson design tend to engage in more in-depth reflective practice. This supports Rahimi and Ong (2023), who emphasized that clear goals and structured sequencing enhance engagement and cognitive processing. Similarly, Altamimi and Ogdol (2023) highlighted that well-aligned lesson plans improve reading fluency and comprehension, particularly when tailored to language objectives.

The study also underscores the importance of instructional adaptability. Teachers who adjust delivery, provide scaffolding, and respond flexibly to student needs are more effective in fostering comprehension. This finding aligns with Magnusson et al. (2023) and Ahmed et al. (2024), who emphasized the importance of instructional agility in vocabulary development and textual understanding. Reflective practices emerged as another critical factor, reinforcing Olusegun's (2024) claim that reflection enhances pedagogical decision-making and long-term literacy outcomes.

Furthermore, the connection between assessment and strategic instruction highlights the role of data-driven teaching. Teachers who regularly analyze student performance are better positioned to adapt instruction to individual needs. This supports Alabi (2025), who emphasized the formative power of assessment in informing timely adjustments. While Wu et al. (2024) primarily viewed assessment as summative, the current study affirms its formative potential, especially when integrated with planning and reflection, echoing Qin (2024).

Overall, the findings suggest that effective instruction is a synergistic process: planning, adaptive teaching, reflective thinking, and responsive assessment collectively enhance reading comprehension. These results not only affirm current strengths but also identify opportunities for targeted professional development to optimize instructional impact further.

### **5.5 Relationship between the Teachers' Professional Qualities and Strategies Used in Enhancing Reading Comprehension**

The relationship between teachers' professional qualities—namely personality, pedagogy, and ethos—and the strategies they employ to enhance reading comprehension reveals distinct thematic strengths and implications for professional development. The strongest correlation was found between personality and reflective teaching, indicating that teachers who demonstrate openness, empathy, and self-awareness are more likely to engage in critical self-reflection. This finding supports Catala (2025), who emphasized that reflective capacity enhances the practical application of instructional strategies. Similarly, the significant correlation between personality and evaluation strategies suggests that emotionally stable and conscientious teachers are more responsive in assessing and refining their instructional approaches to improve comprehension outcomes, aligning with the findings of Chen et al. (2024).

The dimension of pedagogy showed moderate yet consistent correlations across all strategic domains, with the strongest relationship observed in the evaluation phase. These results imply that pedagogical knowledge supports teachers' ability to plan, deliver, reflect on, and assess instruction cohesively and effectively. This aligns with the studies of Sewell and Main (2023) and Ramaila (2024), who both highlighted pedagogical content knowledge and instructional adaptability as key contributors to early literacy development and comprehension. Although statistically significant, the effect sizes for pedagogy suggest a small to moderate influence, indicating potential areas for growth and further support.

Regarding ethos, the correlation with evaluation strategies was notably strong, implying that teachers guided by a strong ethical foundation are especially attentive to aligning instructional practices with principles of educational integrity and student development. Ethos also demonstrated a significant association with reflective teaching, reinforcing the idea that reflective practice is enriched when rooted in care, responsibility, and professional commitment. These findings are supported by Machost and Stains (2023) and Carvalho et al. (2025) who observed that ethical teaching practices lead to sustainable, student-centered instructional decisions.

Overall, the thematic synthesis of these findings suggests two key implications. First, personality and ethos emerge as instructional strengths, particularly in the reflective and evaluative phases of teaching, where they drive continuous improvement and responsiveness to learner needs. Second, while pedagogy demonstrates relevance across all domains, it represents an area for targeted professional development—especially in the planning and acting phases, where effect sizes were relatively lower. Professional learning initiatives may, therefore, benefit from balancing technical pedagogical skill-building with the cultivation of reflective habits and ethical awareness. These conclusions echo Xu et al. (2023), who argued that professional identity and internal values are essential complements to pedagogical expertise in shaping effective and impactful instruction.

## **6. Conclusion**

This study explored the interrelationships among instructional practices, professional qualities, and teaching strategies in enhancing reading comprehension among primary-grade teachers in San Jose City. The findings revealed significant synergy among these teaching dimensions, reinforcing their collective role in advancing foundational literacy. A key contribution of the study is the contextualized application of three theoretical models—the Instructional Practices Model, the Reflective Teaching Model for Reading Comprehension (RTMRC), and the Dimensions of Creative Practice—to the Philippine setting. This integrated framework provides a holistic perspective on how teachers' instructional decisions, reflective practices, and creative capacities influence reading comprehension outcomes.

Beyond documenting teacher competence in planning, instruction, and assessment, the study also highlighted how professional qualities—particularly pedagogy, personality, and ethos—influence instructional effectiveness. Pedagogical competence correlated with all RTMRC phases: planning, acting, reflecting, and evaluating. Meanwhile, personality and ethos were strongly linked to reflective and evaluative practices, underscoring the importance of teacher disposition and ethical orientation (Alonzo et al., 2023). While teachers demonstrated strength in RTMRC-based instruction, challenges persist in integrating cross-disciplinary content, fostering higher-order thinking, and enhancing task clarity—likely reflecting systemic issues such as curriculum rigidity and limited instructional autonomy (Alonzo et al., 2023). Emerging technologies offer new opportunities for innovation with tools like AI reading assistants and educational apps which, when used effectively, can boost vocabulary, engagement, and feedback (Ketonen & Nieminen, 2023; Ramos & Dela Cruz, 2024).

Despite limitations—such as the focus on a single division and the use of self-reported data, the study offers actionable insights for teacher training and curriculum development. Future research should incorporate classroom observations and investigate factors such as parental involvement, access to resources, and socioeconomic context to gain a deeper understanding of the phenomenon. Ultimately, integrating strong practices, professional qualities, and strategic approaches is vital for cultivating lifelong readers. Continuous professional development and mentorship are essential drivers of instructional excellence (Magnusson et al., 2023).

## **7. Recommendations**

Based on the findings of this study, several actionable recommendations are proposed to enhance instructional quality in reading comprehension within the Philippine educational context, particularly in the Division of San Jose City, Nueva Ecija. These recommendations are aligned with the developmental areas of pedagogy, professional qualities, technology integration, mentorship, and future research. They are grounded in the study's empirical results and theoretical framework, ensuring both contextual relevance and practical applicability. Given the diversity in school sizes—from large to small—and the varying levels of access to resources, infrastructure, and training, these proposals are designed to be scalable and adaptable, with implementation occurring in phases and tailored to the specific needs of each school type.

Although strong instructional practices were observed in lesson planning, teaching execution, and assessment, challenges remain in integrating interdisciplinary content, promoting higher order thinking skills, and ensuring the clarity of instructional tasks. To address these gaps, it is recommended that schools implement sustainable and context-sensitive professional development programs focused on cross-curricular learning, critical thinking, and real-world comprehension strategies. These programs should include training modules on inquiry-based instruction, scaffolded teaching, and designing meaningful classroom tasks. For smaller schools with limited training access, a phased

implementation strategy that begins with pilot programs in high-need areas and expands through peer mentoring and modular learning systems would be a practical approach.

The study also highlighted the critical role of teachers' professional qualities—particularly pedagogy, personality, and ethos—in improving instructional effectiveness. While participants demonstrated ethical commitment and pedagogical competence, gaps in reflective practice and emotional intelligence were still evident. Thus, professional development initiatives should incorporate training on emotional awareness, empathy, ethical decision-making, and effective communication. Cultivating these skills will enable teachers to become more adaptable and responsive in the classroom, thereby contributing to a more supportive and productive learning environment.

In light of the evolving role of digital technology in education, this study supports the integration of digital tools in reading comprehension instruction to address challenges related to student engagement and clarity of instruction. Teachers should be equipped with the skills to utilize multimedia resources, collaborative platforms, and literacy-based educational applications that enhance instruction by making it more interactive and personalized. These tools have been shown to enhance vocabulary acquisition, student motivation, and the quality of feedback. However, due to disparities in digital infrastructure among schools, partnerships with local education offices and technology providers are essential to ensure equitable access. Digital literacy training should also be included to empower teachers with the confidence and competence to implement such tools effectively.

To reinforce reflective and evaluative teaching practices, the institutionalization of structured mentorship programs is recommended. These programs should pair experienced teachers with novices, focusing on collaborative lesson planning, classroom observation, and shared reflection on teaching strategies. Mentorship fosters collegiality and supports a culture of continuous improvement while also ensuring the consistent application of effective reading instruction practices. For these programs to be effective, school leaders must actively support mentor-mentee relationships by providing time, resources, and administrative backing.

From a research perspective, future studies are encouraged to explore how sociocultural factors—such as traditional Filipino values like *pakikisama* (harmonious social relations) and *hiya* (a sense of shame or propriety)—interact with instructional practices and affect reading comprehension outcomes. Investigating these cultural dimensions can help shape literacy interventions that are both pedagogically sound and culturally relevant. Additionally, as new technologies continue to reshape how students interact with texts, further research should examine the impacts of artificial intelligence, communication platforms, and digital media on student comprehension and engagement. Exploring curriculum-related factors, such as the role of Mother Tongue-Based Multilingual Education (MTB-MLE), language policy, and extracurricular

reading programs, could also yield valuable insights into how foundational literacy can be strengthened across different contexts.

Finally, this study recommends refining and expanding the theoretical framework, which comprises the Instructional Practices Model, the Reflective Teaching Model for Reading Comprehension, and the Dimensions of Creative Practice. These frameworks should be validated in other regional and demographic contexts to assess their broader applicability. Integrating emerging pedagogical theories that reflect modern classroom dynamics—particularly those that emphasize the interplay of creativity, reflection, and teacher identity—can provide further guidance for curriculum reform and improvement in literacy instruction.

The effective implementation of these recommendations requires active engagement and collaboration among all educational stakeholders. The Department of Education must lead efforts in developing and sustaining professional development programs that are responsive to local needs and requirements. School administrators must play a supportive role by ensuring adequate resources, establishing effective mentoring structures, and providing professional growth opportunities while teachers must be empowered with both technical tools and reflective capacities to drive meaningful instructional changes.

Students, as the primary beneficiaries, stand to gain from a more engaging, effective, and responsive approach to reading instruction. Ultimately, researchers are encouraged to build upon this study to uncover deeper insights and innovations that foster a thriving culture of literacy. Through shared commitment and strategic action, San Jose City's educational community can foster scalable, sustainable, and culturally grounded advancements in early-grade reading comprehension.

## 8. References

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## Appendix 1

### Questionnaire for Instructional Practices

In this survey, the researcher wants to find out your proficiency in Instructional Practices. Please respond honestly to the following list of items and place a checkmark on your appropriate choice for each statement.

**1 - Poor**

**3 - Above Average**

**2 - Average**

**4 - Excellent**

Dimensions of English Reading Literacy	1	2	3	4
<b><i>Planning Practices</i></b>				
1. When I design my lesson, I consciously select content that needs the district's curriculum competencies, and/or performance standards.				
2. When I design my lesson, I consciously select instructions materials based upon my knowledge of my student's development needs and learning styles.				
3. When I design my lesson, I consciously select methods and strategies that accommodate individual needs and interest of specific students.				
4. When I design my lesson, I consciously prepare lessons with high expectations designed to challenge and stimulate all students.				
5. When I design my lesson, I consciously consider how to build upon my student's existing knowledge and experiences.				
6. When I design my lesson, I consciously consider how to create active learning experiences for my students.				
7. When I design my lesson, I consciously consider how to create cooperative learning experiences for my students.				
8. When I design my lesson, I consciously design lessons that require integration of content from more than one content area.				
9. During each lesson, I move among the students, engaging individually and collectively with them during the learning experiences.				
10. During each lesson, I consciously implement a teaching strategy that stimulates higher order thinking skills.				
<b><i>Teaching Practices</i></b>				
11. During each lesson, I create social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities.				
12. During each lesson, I vary the size and composition of learning groups.				
13. During each lesson, I discuss with my students the importance of courtesy and respect and consciously model for my students the types of personal behaviors that promote responsibility and social development among early adolescents.				

14. During each lesson, I consciously implement two or more learning activities.				
15. During each lesson, I consciously implement a learning activity that requires students to read or write in my content area.				
<b><i>Assessment Practices</i></b>				
16. Conducts pre-test/diagnostic test.				
17. Keeps and updates class record.				
18. I can make a simple comparison between Eastern and Western cultures in my lessons.				
19. Prepares TOS-based tests.				
20. Uses rubric when and where applicable				
21. Uses written work, performance tasks, and quarterly assessment adequately in evaluation of outcomes				
22. Evaluates learning outcomes through varied means				
23. Assists students who are hard-up by re-teaching and remedial support				
24. Improves learners' achievement level (considers MPS and median)				

Adapted from Teachers' Instructional Practices and Its Effects on Students' Academic Performance by Francisco, C.D.C., & Celon, L.C. (2020).

## Appendix 2

### Questionnaire for Creativity Teaching Practices

In this survey, the researcher wants to find out your proficiency in Teaching Creativity. Please respond honestly to the following list of items and place a checkmark on your appropriate choice for each statement.

**1 - Poor**

**3 - Above Average**

**2 - Average**

**4 - Excellent**

Creativity Teaching Practices	1	2	3	4
<i>Personal Qualities</i>				
1. I am enthusiastic about what I teach.				
2. I am a confident teacher.				
3. I am secure in my subject knowledge.				
4. I am a curious/divergent thinker.				
5. I see myself as being creative in my teaching.				
6. I have been influenced by Creative Partnerships.				
<i>Pedagogy</i>				
7. I use flexible/varied teaching styles.				
8. I use metaphor and analogy in my teaching.				
9. I am willing to take risks in my teaching.				
10. I ask unusual/challenging questions.				
11. I encourage pupils to be reflective and make connections.				
12. I provide children with immediate and constructive feedback.				
13. I use humor and anecdotes in my teaching.				
14. I plan activities that engage pupils emotionally.				
15. I set the children clear and high learning expectations.				
16. I ensure pupils see purpose and value of their work.				
17. I provide access to appropriate resources.				
<i>Ethos</i>				
18. Pupils feel safe and valued.				
19. Pupils have control of their work in my lessons.				
20. Learning is set in a 'values context' in my lessons and around the school.				
21. The head teacher/senior management provide active supportive leadership.				

Adapted from Creative Teaching for Tomorrow: Fostering a Creative State of Mind by Cremin, T., Barnes, J., & Scoffham, S. (2009).

### Appendix 3

#### Questionnaire for Teaching Model for Reading Comprehension

In this survey, the researcher wants to find out your proficiency in Reading Comprehension. Please respond honestly to the following list of items and place a checkmark on your appropriate choice for each statement.

**1 - Poor**

**3 - Above Average**

**2 - Average**

**4 - Excellent**

Teaching Model for Reading Comprehension	1	2	3	4
<b><i>Planning</i></b>				
1. I use specific strategies in teaching the reading passage.				
2. The reading techniques I use help students remember vocabulary.				
3. I use the blackboard/chalkboard while teaching reading comprehension.				
4. I manage the classroom effectively to enhance reading comprehension learning.				
5. I use relevant questions while teaching the reading text.				
<b><i>Acting</i></b>				
6. I encourage students to engage in tasks (e.g., taking notes, underlining, highlighting) related to reading texts.				
7. I facilitate group work to improve students' reading skills in English.				
8. My voice is clear and audible to all students during reading comprehension lessons.				
9. I guide students to guess the meaning of unknown words by connecting them with other related words.				
10. I support students who feel ashamed or anxious about reading English text out loud alone.				
<b><i>Reflecting</i></b>				
11. I incorporate reflective questions in reading texts to make them more interesting for students.				
12. I use methods to help students identify and summarize the main ideas of reading texts.				
<b><i>Evaluating</i></b>				
13. I select questions from reading passages for class discussions.				
14. I simplify difficult reading texts to make comprehension questions easier for students after my explanation.				
15. I explain reading tasks thoroughly to ensure students understand everything related to the reading activities.				

Adapted from Effectiveness of the reflection-based reciprocal teaching approach for reading comprehension achievement in upper secondary school in Myanmar by Oo, T. Z., Magyar, A., & Habók, A. (2021).




## Appendix 4 Ethical Clearance / Approval



ISO 9001:2015 Certified

# Central Luzon State University

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17 December 2024

**MARIVIT M. GAMBOA**

Student, Doctor of Philosophy in Development Education

Re: INSTRUCTIONAL PRACTICES, PROFESSIONAL QUALITIES,  
AND STRATEGIES FOR ENHANCING READING  
COMPREHENSION AMONG PRIMARY GRADE TEACHERS:  
PERSPECTIVES AND IMPLICATIONS

ERC Code: **2024-719**

Subject: **Ethical Clearance**

Dear **Engel Ria Pagaduan**:

This is to acknowledge receipt of forwarded request through e-mail received, submitting the following as indicated:

- ERC Form Nos. 8, 9 and 10
- Research Proposal
- Letter of Intent
- Curriculum Vitae

After a preliminary review of the above documents, the Ethics Review Committee/Secretariat deemed it appropriate that the above proposal be **EXEMPTED FROM REVIEW**.

This means that the study may be implemented without undergoing an expedited or full review. Neither will the proponents be required to submit further documents to the committee if there is no amendment or alteration in the protocol that will change the nature of the study, nor the level of risk involved.

Kind appreciation,

*Elaida R. Fiegalan*

Elaida R. Fiegalan  
Chair, Ethics Review Committee

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*Nurturing a Culture of Excellence*

