

# The Effectiveness of the Teaching Strategies in Improving the Reading Skills of the Grade 3 Learners in the City Division of Naga

Precila N. Garcia<sup>1</sup>

<sup>1</sup>School of Graduate Studies, University of Northeastern Philippines

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## ABSTRACT

Reading proficiency is a foundational skill that significantly influences learners' academic success and lifelong learning. This study examined the effectiveness of selected teaching strategies in improving the reading skills of Grade 3 learners in the City Division of Naga during the School Year 2024–2025. Specifically, it assessed the extent to which strategies such as activating prior knowledge, skimming, contextualizing, inquisition, correlating with related reading, and synopsisizing were implemented by teachers to enhance learners' reading competencies. The study also evaluated the improvement of learners' reading skills in terms of reading aloud with fluency and comprehension, comprehension of fiction and non-fiction texts, independent reading of chapter books, identification of specific words, and summarization of major ideas. Furthermore, the research determined the level of agreement in the ranking of teaching strategies and reading skill improvements and formulated policy recommendations based on the findings. The study employed a descriptive–evaluative–correlational research design involving fifty-seven (57) Grade 3 teachers in the City Division of Naga. Data were gathered using a researcher-developed questionnaire designed to measure the effectiveness of teaching strategies and the extent of learners' reading skill development. Statistical tools such as weighted mean, frequency count, percentage, rank order, and Kendall's Coefficient of Concordance (W) with the corresponding chi-square test were utilized in analyzing the data, with the level of significance set at 0.05. These procedures enabled the systematic evaluation of instructional practices and the perceived outcomes of reading interventions among learners. The findings revealed that the teaching strategies used by Grade 3 teachers were generally rated Very Much Evident, with inquisition and skimming obtaining the highest effectiveness ratings. Meanwhile, the improvement in learners' reading skills was rated Much Evident, particularly in reading aloud with fluency and comprehension and understanding both fiction and non-fiction texts. Statistical analysis indicated no significant agreement in most rank orders of teaching strategies and reading skill improvements, except in selected areas such as correlating with related reading and independent reading of chapter books. The results underscore the importance of strengthening targeted reading strategies, providing adequate instructional resources, and implementing policy interventions to enhance reading proficiency among elementary learners.

## 1. Introduction

Reading is widely recognized as one of the most essential foundational skills that learners must develop in the early years of schooling. It serves as a gateway to academic success, enabling learners to access knowledge across subject areas and participate meaningfully in classroom learning. In the primary grades, reading instruction is particularly critical because it establishes the cognitive, linguistic, and comprehension competencies necessary for higher-level learning. Learners who demonstrate strong reading proficiency are more likely to perform well academically, develop independent learning habits, and engage actively in educational tasks. Conversely, difficulties in reading may hinder learners' progress in other disciplines and affect their overall academic confidence and motivation.

In response to the increasing emphasis on literacy development in basic education, teachers are expected to implement effective teaching strategies that can enhance learners' reading skills. Instructional approaches such as activating prior knowledge, skimming, contextualizing, inquisition, correlating with related reading, and synopsisizing are commonly utilized to facilitate comprehension, vocabulary development, and critical thinking. These strategies are designed to help learners make connections between new information and existing knowledge, identify key ideas in texts, and develop the ability to interpret and synthesize information. The integration of such strategies into classroom instruction supports active engagement with reading materials and encourages learners to adopt purposeful reading behaviors. Effective implementation of these strategies can therefore contribute significantly to improving reading proficiency among elementary learners.

Beyond the use of specific teaching strategies, reading development is also influenced by the extent to which learners demonstrate progress in key reading competencies. These include reading aloud with fluency and comprehension, understanding both fiction and non-fiction texts, independently reading longer selections such as chapter books, identifying specific words, and summarizing major points from texts. The development of these competencies reflects learners' ability to decode, comprehend, analyze, and respond to written information. When learners are able to perform these skills effectively, they become more confident readers who can navigate diverse learning materials and participate more actively in classroom discussions. As such, evaluating the improvement of these reading skills provides valuable insights into the effectiveness of instructional practices in literacy education.

Despite the recognized importance of reading instruction, many elementary schools continue to face challenges in ensuring consistent improvement in learners' reading proficiency. Factors such as differences in instructional approaches, availability of learning resources, and varying levels of learner readiness may influence the effectiveness of reading interventions. Teachers must therefore continuously adapt their teaching strategies to meet the diverse needs of learners and to foster a supportive reading environment.

Given this context, the present study examined the effectiveness of selected teaching strategies in improving the reading skills of Grade 3 learners in the City Division of Naga during the School Year 2024–2025. Specifically, the study aimed to determine the extent of the effectiveness of various teaching strategies, evaluate the improvement of learners' reading skills, and analyze the level of agreement in the ranking of these instructional practices and outcomes. The findings of this study are expected to contribute to the enhancement of literacy instruction by providing evidence-based insights that may guide teachers, school administrators, and educational policymakers in strengthening reading programs and promoting quality education in elementary schools.

## 2. Methodology

This study employed a descriptive–evaluative–correlational research design to determine the effectiveness of selected teaching strategies in improving the reading skills of Grade 3 learners in the City Division of Naga during the School Year 2024–2025. The descriptive component was utilized to identify the extent to which various teaching strategies were implemented by teachers in developing learners' reading competencies. The evaluative aspect assessed the level of improvement in learners' reading skills as influenced by the application of these strategies. Meanwhile, the correlational component examined the level of agreement in the ranking of teaching strategies and reading skill outcomes among the respondents. This design was deemed appropriate as the study aimed to systematically analyze existing instructional practices and their perceived impact on learners' literacy development without manipulating any variables.

The respondents of the study consisted of fifty-seven (57) Grade 3 teachers from public elementary schools in the City Division of Naga. These participants were selected because they were directly involved in the implementation of reading instruction and the use of various teaching strategies aimed at improving learners' reading skills. The inclusion of all Grade 3 teachers in the division ensured a comprehensive representation of instructional practices and provided relevant insights into the effectiveness of reading strategies within the local educational context. The study focused on the use of strategies such as activating prior knowledge, skimming, contextualizing, inquisition, correlating with related reading, and synopsisizing, which are commonly applied in elementary literacy instruction.

Data were gathered using a researcher-developed questionnaire designed to measure two major variables: the extent of the effectiveness of teaching strategies and the extent of improvement in learners' reading skills. The instrument contained indicators related to instructional practices and reading competencies, including reading aloud with fluency and comprehension, comprehension of fiction and non-fiction texts, independent reading of longer selections, identification of specific words, and summarization of key ideas. Respondents rated each indicator using a Likert-type scale to reflect the degree to which the teaching strategies were evident and the extent to which learners' reading skills improved. Prior to data collection, the instrument was reviewed to ensure clarity, relevance, and alignment with the objectives of the study.

The collected data were statistically analyzed using appropriate descriptive and inferential techniques. Frequency count and percentage distribution were used to describe the responses of the participants. The weighted mean was employed to determine the level of effectiveness of teaching strategies and the extent of improvement in learners' reading skills. Rank order was utilized to identify the relative prominence of the strategies and reading skill indicators. To determine the level of agreement in the ranking of variables, Kendall's Coefficient of Concordance ( $W$ ) together with the corresponding chi-square test was applied. The level of significance was set at 0.05, providing a basis for determining whether the observed agreements among respondents were statistically significant. These statistical procedures enabled the researcher to draw meaningful conclusions regarding the effectiveness of teaching strategies in enhancing reading proficiency among Grade 3 learners.

## 3. Results and Discussions

This section presents the results of the study on the effectiveness of selected teaching strategies in improving the reading skills of Grade 3 learners in the City Division of Naga. The findings are organized according to the major variables investigated: (1) the extent of the effectiveness of teaching strategies used by teachers in improving learners' reading skills, (2) the test of significant agreement in the ranking of these strategies, (3) the extent of improvement in learners' reading skills, and (4) the test of significant agreement in the ranking of reading skill outcomes. Statistical analyses were conducted using weighted mean, rank order, and Kendall's Coefficient of Concordance ( $W$ ) with the corresponding chi-square test at a 0.05 level of significance.

### 3.1 Extent of the Effectiveness of Teaching Strategies in Improving Reading Skills

The first objective of the study examined the extent to which teaching strategies were effective in improving learners' reading skills. Table 1 presents the summary of the effectiveness ratings across the six instructional strategies.

Table 1: Summary of the Extent of the Effectiveness of Teaching Strategies

Teaching Strategy	Weighted Mean	Interpretation	Rank
Inquisition	4.93	Very Much Evident	1
Skimming	4.91	Very Much Evident	2
Correlating with Related Reading	4.84	Very Much Evident	3
Activating Prior Knowledge	4.81	Very Much Evident	4
Contextualizing	4.78	Very Much Evident	5
Synopsizing	4.66	Very Much Evident	6
Composite Mean	4.82	Very Much Evident	

The results reveal that all teaching strategies were rated Very Much Evident, indicating that teachers consistently applied diverse instructional approaches in teaching reading. Among these strategies, inquisition obtained the highest mean rating, suggesting that questioning techniques and inquiry-based activities significantly enhance learners' engagement and comprehension. The high rating of skimming further highlights the importance of guiding learners in identifying key ideas and extracting relevant information from texts efficiently. Meanwhile, strategies such as contextualizing and synopsizing, although ranked lower, were still perceived as highly effective, demonstrating that varied instructional approaches collectively contribute to literacy development.

To determine whether there was significant agreement among respondents in the ranking of teaching strategies, Kendall's Coefficient of Concordance (W) and chi-square test were computed. The findings indicated no significant agreement in most strategies, except in correlating with related reading and synopsizing, where significant agreement was observed. This suggests that while teachers generally perceived all strategies as effective, their views differed regarding the relative importance of each strategy. Such variability may be attributed to differences in teaching contexts, learner characteristics, and instructional preferences.

### 3.2 Extent of Improvement in Learners' Reading Skills

The second major result examined the extent to which learners' reading skills improved as a result of the implementation of teaching strategies. Table 2 presents the summary of the improvement in reading competencies.

Table 2: Extent of Improvement in Learners' Reading Skills

Reading Skill Indicator	Weighted Mean	Interpretation	Rank
Reading Aloud with Fluency and Comprehension	4.47	Much Evident	1
Read and Comprehends both Fiction and Non-fiction	4.43	Much Evident	2
Identify Specific Words	4.30	Much Evident	3
Summarize Major Points from Fiction and Non-fiction Texts	4.20	Much Evident	4
Reads Chapter Books Independently	4.18	Much Evident	5
Reads Longer Fictional Selections	4.12	Much Evident	6
Composite Mean	4.28	Much Evident	

The results indicate that the improvement in learners' reading skills was generally rated *Much Evident*, demonstrating that teaching strategies had a positive influence on learners' literacy development. The highest-rated competency, reading aloud with fluency and comprehension, suggests that learners were able to develop decoding skills, pronunciation accuracy, and comprehension abilities. The strong rating in comprehension of both fiction and non-fiction texts further indicates that learners were able to interpret narrative and informational content effectively.

Lower-ranked skills such as independent reading of chapter books and reading longer fictional selections may reflect the increasing cognitive demands associated with extended reading tasks. These competencies require sustained attention, vocabulary development, and higher-level comprehension skills, which may take longer to develop among primary learners. Nonetheless, the overall positive ratings across all indicators suggest that the implementation of varied teaching strategies contributes meaningfully to the gradual improvement of learners' reading proficiency.

The test of significant agreement in the ranking of reading skill outcomes also revealed *no significant agreement* among respondents, except for the skill of reading chapter books independently. This result implies that teachers had differing perceptions regarding which reading competencies improved most as a result of instructional strategies. Such differences may be influenced by variations in learner readiness, classroom practices, and access to reading materials. Despite the lack of uniform agreement, the consistently positive ratings across reading skill indicators affirm the effectiveness of the strategies employed in enhancing literacy development.

Overall, the findings demonstrate that the consistent use of diverse teaching strategies plays a critical role in improving learners' reading skills. Inquiry-based approaches, skimming techniques, and contextual reading activities appear to promote active

engagement with texts, enabling learners to develop comprehension and critical thinking skills. The positive improvement in reading competencies further suggests that structured instructional interventions can support learners in progressing from basic decoding skills to more complex comprehension tasks.

These results highlight the importance of sustained instructional support, provision of appropriate reading materials, and continued professional development for teachers to enhance literacy instruction. Strengthening reading programs and integrating evidence-based teaching strategies can contribute to improved reading outcomes and support the broader goal of promoting quality education among elementary learners.

#### 4. Conclusions and Implications

##### 4.1 Conclusions

The findings of the study revealed that the teaching strategies employed by Grade 3 teachers in the City Division of Naga were generally perceived as very much effective in improving learners' reading skills. Instructional approaches such as activating prior knowledge, skimming, contextualizing, inquisition, correlating with related reading, and synopsisizing were consistently implemented in classroom instruction. Among these strategies, inquiry-based techniques and skimming activities were identified as the most evident, indicating that teachers frequently utilized questioning, guided exploration, and text-processing skills to support learners' reading development. The results further suggest that the integration of varied teaching strategies contributes to enhancing learners' engagement, comprehension, and participation in reading activities.

The study also found that the improvement in learners' reading skills was generally rated much evident, particularly in terms of reading aloud with fluency and comprehension, understanding both fiction and non-fiction texts, identifying specific words, and summarizing key ideas. These findings indicate that the instructional strategies applied by teachers were effective in strengthening foundational literacy competencies among Grade 3 learners. However, skills requiring sustained reading and higher levels of comprehension, such as independent reading of chapter books and reading longer fictional selections, showed comparatively lower improvement. This suggests that while teaching strategies positively influenced reading development, continued instructional support and reinforcement are necessary to help learners achieve higher levels of reading proficiency.

Furthermore, the statistical analysis revealed that there was no significant agreement in the ranking of most teaching strategies and reading skill outcomes, except in selected areas such as correlating with related reading, synopsisizing, and independent reading of chapter books. This indicates variability in teachers' perceptions regarding the relative effectiveness of instructional approaches and the degree of improvement in specific reading competencies. Despite these differences, the overall positive ratings across all variables affirm that the strategic implementation of diverse teaching methods contributes meaningfully to improving literacy skills among elementary learners.

##### 4.2 Implications

The results of the study have important implications for literacy instruction, teacher professional development, and educational policy. First, the demonstrated effectiveness of varied teaching strategies highlights the need for continuous capacity-building programs for teachers to strengthen their instructional competencies in reading education. Training initiatives focusing on inquiry-based learning, contextual reading strategies, and summarization techniques may further enhance teachers' ability to address diverse learner needs and improve reading outcomes. Schools and educational authorities should prioritize professional learning opportunities that support the integration of evidence-based reading strategies into classroom practice.

Second, the findings underscore the importance of sustained literacy interventions and resource provision to support learners' progression toward advanced reading skills. Since improvements in independent reading and extended text comprehension were less pronounced, targeted reading programs, structured practice opportunities, and access to age-appropriate reading materials are essential. Educational leaders and policymakers may consider strengthening school reading programs, improving library resources, and fostering home-school partnerships that encourage learners to engage in regular reading activities beyond the classroom.

Finally, the variability in respondents' perceptions regarding the effectiveness of teaching strategies and reading skill development suggests the need for context-sensitive instructional planning and monitoring mechanisms. School administrators should encourage collaborative instructional planning among teachers, promote data-driven decision-making, and implement monitoring systems that track learners' reading progress. By aligning instructional practices, professional support, and policy initiatives, educational institutions can create a more responsive literacy environment that supports the continuous development of reading proficiency and contributes to the achievement of quality education goals.

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