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The Effectiveness of the Reading Strategies in Developing the Reading Skills of the Grade 3 Learners of the Public Elementary Schools in Labo District, Division of Camarines Norte

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ABSTRACT

This study examined the effectiveness of reading strategies in developing the reading skills of Grade 3 learners in public elementary schools in the Labo East and West Districts, Division of Camarines Norte. It focused on the extent to which Grade 3 English teachers utilized selected strategies and the extent to which these strategies were perceived to develop major reading-skill domains. The study was framed around reading aloud, word analysis, guided reading, and partner reading as classroom strategies. It also examined phonics, phonic awareness, fluency, vocabulary development, and reading comprehension skills as reading outcomes. The inquiry was grounded in the continuing need to strengthen early-grade reading instruction through systematic, responsive, and evidence-informed classroom practices. Grade 3 is a crucial stage because learners are expected to transition from learning to read toward reading to learn. When reading strategies are inconsistently applied, learners may show uneven development in decoding, fluency, comprehension, and vocabulary. The study therefore contributes to instructional planning by identifying which strategies are strongly utilized and which areas require targeted improvement. A quantitative descriptive-evaluative approach was employed using questionnaire data from Grade 3 teachers in the Labo East and West Districts. The data were summarized through weighted means, interpretations, ranks, and tests of significant difference on rank orders. The study used a five-point scale to determine the utilization of reading strategies and the perceived effectiveness of these strategies in developing reading skills. Comparative analysis between the two districts was undertaken through computed z-values and probability levels at the 0.05 level of significance. Findings showed that the overall extent of reading strategies utilized by Grade 3 English teachers was much utilized, with an overall weighted mean of 4.07. Word analysis obtained the highest average among the strategy clusters, followed by partner reading, reading aloud, and guided reading. The highest-rated practices included context clue activities, think-aloud strategies, visualization, and guided discussion. The lower-rated practices included collaborative annotation, interactive read-aloud discussions, and word-analysis games and puzzles. The test of significant difference on the rank orders of reading strategy utilization showed no significant difference between Labo East and Labo West across reading aloud, word analysis, guided reading, and partner reading. This suggests that both districts manifested broadly comparable patterns of strategy use. The similarity may reflect shared curriculum expectations, common instructional orientations, and comparable professional exposure among teachers. At the same time, the absence of significant difference indicates that district-wide enhancement efforts may be implemented through common instructional support frameworks. In terms of reading-skill development, the overall effectiveness of the strategies was interpreted as much effective, with an overall weighted mean of 3.93. Fluency was the highest-rated domain, followed by phonic awareness, reading comprehension skills, phonics, and vocabulary development. The most effective practices included audio-assisted reading, phonemic deletion, activating prior knowledge, and phonics-based decoding activities. Vocabulary development emerged as the weakest domain, suggesting a need for more deliberate and engaging lexical instruction. The test of significant difference on the rank orders of reading-skill development likewise showed no significant difference between Labo East and Labo West. Phonics, phonic awareness, fluency, vocabulary development, and reading comprehension skills all yielded probability values greater than 0.05. These results indicate a shared perception among respondents

regarding the effectiveness of reading strategies across districts. The findings support the view that the instructional concerns identified are systemic rather than confined to one district alone. The results imply that Grade 3 reading instruction is generally supported by classroom practices that are already familiar and frequently used. However, the study also points to the need to strengthen strategy quality, not merely frequency of use. Highly rated practices should be sustained, while lower-rated strategies should be redesigned through professional development, coaching, and classroom-based monitoring. Reading instruction should become more balanced across decoding, fluency, vocabulary, and comprehension domains. The study further suggests that teacher development must prioritize practical approaches for making reading activities more interactive, differentiated, and evidence-informed. Phonics games, vocabulary games, collaborative annotation, interactive read-aloud discussions, and phonemic substitution activities require instructional refinement. Schools should also strengthen access to reading materials, digital tools, peer-assisted strategies, and structured lesson guides. These interventions can support learners who require more explicit, engaging, and developmentally responsive reading instruction.

The study concludes that reading strategies are much utilized and much effective in developing the reading skills of Grade 3 learners in the Labo East and West Districts. Nevertheless, the findings reveal priority areas for improvement, particularly vocabulary development, phonics games, collaborative annotation, and interactive read-aloud discussions. A coherent district-level reading enhancement program should be designed around teacher training, instructional resources, classroom observation, and data-informed monitoring. Keywords: Reading Strategies; Reading Skills; Grade 3 Learners.

1. Introduction

Reading is one of the most consequential foundational skills in basic education because it mediates access to nearly all other areas of learning. In the early grades, reading development is not limited to the ability to pronounce words but includes comprehension, vocabulary growth, fluency, decoding, and confidence. Learners who acquire strong reading skills are better positioned to participate in classroom tasks, understand subject-area texts, and develop independent study habits. For this reason, reading instruction remains a central concern of curriculum implementation, teacher development, and school improvement.

Early-grade reading has particular urgency because instructional gaps at this stage tend to accumulate across later grade levels. Grade 3 learners are expected to consolidate basic decoding skills while expanding comprehension and vocabulary. When these learners encounter difficulties in reading, their performance in language, science, mathematics, and other subject areas may also be affected. Thus, teaching reading effectively in Grade 3 is a strategic academic intervention rather than a routine language activity.

Reading instruction requires deliberate strategies because learners do not develop all reading skills at the same pace. Some learners need explicit phonics instruction, while others require fluency-building practice, vocabulary enrichment, or comprehension scaffolding. Effective teachers therefore use a repertoire of approaches that address different reading components. Such approaches must be responsive to learner readiness, classroom context, available resources, and the reading demands of the curriculum.

Reading aloud is one of the most familiar practices in elementary classrooms because it exposes learners to fluent oral language, expressive phrasing, and meaningful text interaction. It can support comprehension when teachers use visualization, questioning, prediction, scaffolding, and expressive reading techniques. However, reading aloud becomes less effective when it remains passive or when learners are not invited to think deeply about the text. The quality of teacher facilitation determines whether reading aloud becomes a comprehension-building event or merely an oral performance.

Word analysis is another essential strategy because it supports decoding and vocabulary development. Through phonics instruction, syllabication, sight-word drills, word families, context clues, and word mapping, learners become more capable of identifying unfamiliar words. These techniques help learners move from guessing to systematic word recognition. In Grade 3, word analysis is especially important because learners are increasingly exposed to longer and more complex texts.

Guided reading provides a structured opportunity for teachers to match instruction to learners' needs. It allows teachers to use targeted questioning, pre-reading activities, scaffolding, prompting, cueing, discussion, reflection, and visual organizers. The strength of guided reading lies in its capacity to combine teacher support with gradual learner independence. When properly implemented, it can help learners become more strategic, reflective, and confident readers.

Partner reading extends reading instruction into peer-supported learning. Through buddy reading, reciprocal teaching, think-alouds, turn-taking, peer coaching, and collaborative tasks, learners can practice reading in a less threatening environment. This strategy also supports metacognition because learners verbalize thoughts, monitor comprehension, and respond to a partner's understanding. Its effectiveness depends on clear routines, purposeful pairing, and teacher monitoring.

The development of reading skills requires attention to multiple domains. Phonics helps learners connect letters and sounds, while phonic awareness allows them to hear, identify, and manipulate sounds in spoken language. Fluency enables learners to read with accuracy, appropriate rate, and expression. Vocabulary development and reading comprehension then allow learners to construct meaning from texts and use language across academic contexts.

A balanced reading program must therefore address decoding, fluency, vocabulary, and comprehension simultaneously. Overemphasis on one domain may result in learners who can decode words but do not understand what they read, or learners who

can discuss texts but struggle with accuracy and automaticity. The challenge for teachers is to sequence and integrate strategies so that learners receive explicit instruction, guided practice, and meaningful application. Such balance is essential for Grade 3 learners who are still consolidating foundational literacy.

In the Philippine public elementary context, reading instruction is also shaped by class size, learner diversity, resource availability, home literacy support, and teacher training. Schools may implement common curriculum expectations, yet learners arrive with different levels of preparedness and exposure to reading materials. Teachers must therefore translate policy and curriculum into practical classroom routines. The effectiveness of reading strategies is best understood through actual classroom implementation and teacher perception.

The Labo East and West Districts provide a relevant setting for examining reading instruction because both districts serve public elementary learners within the same division context. Comparing these districts allows the study to determine whether teachers differ significantly in their use and perceived effectiveness of strategies. It also makes possible the identification of common instructional strengths and shared improvement needs. Such district-level evidence can inform reading program design and professional development planning.

The attached source study focused on Grade 3 teachers and examined the extent of utilization of selected English reading strategies. It considered reading aloud, word analysis, guided reading, and partner reading as principal strategy domains. It also assessed the perceived effectiveness of reading strategies in developing phonics, phonic awareness, fluency, vocabulary development, and reading comprehension skills. These domains provide a comprehensive basis for evaluating early-grade reading instruction.

The study is significant because it moves beyond general statements about reading difficulties and identifies specific classroom practices that are highly or weakly implemented. Highly rated strategies reveal existing instructional strengths that may be sustained and shared. Lower-rated strategies identify areas where teachers need coaching, resources, and more structured lesson support. The findings therefore offer a practical bridge between classroom evidence and policy recommendations.

The study also contributes to professional development planning by showing which strategies need refinement. For example, interactive read-aloud discussions, collaborative annotation, vocabulary games, phonics games, and phonemic substitution activities received comparatively lower ratings. These findings suggest that teachers may need concrete models, ready-to-use materials, and classroom coaching to implement these strategies more effectively. Professional learning should be aligned with actual weaknesses rather than generic training themes.

From a research perspective, the study demonstrates the value of examining both utilization and effectiveness. A strategy may be used frequently but may still require improvement in quality, depth, or alignment with learner needs. Conversely, a strategy may be effective but underutilized because teachers lack resources or confidence in implementation. An integrated analysis allows schools to decide what to sustain, what to enhance, and what to redesign.

This article therefore transforms the thesis findings into a journal-ready IMRAD manuscript. It presents the study problem, method, results, discussion, conclusions, and implications in a coherent scholarly format. The central argument is that Grade 3 reading strategies in the Labo East and West Districts are generally utilized and effective, but improvement is needed to create a more balanced and engaging reading development program.

2. Methodology

This study utilized a quantitative descriptive-evaluative design to determine the extent of utilization and perceived effectiveness of reading strategies for Grade 3 learners. The descriptive component was used to summarize the implementation of reading strategies among Grade 3 English teachers. The evaluative component was used to determine how these strategies were perceived to develop specific reading-skill domains. The design was appropriate because the study sought to describe classroom practice and evaluate instructional effectiveness based on teacher responses.

The study was conducted in the public elementary schools of the Labo East and West Districts, Division of Camarines Norte. These districts served as the comparative groups in the analysis of rank orders. The research context allowed the study to identify both district-specific ratings and overall patterns across the two districts. The locale was relevant because the results could support district-level reading program planning and instructional monitoring.

The respondents were Grade 3 teachers handling English and reading-related instruction in the target districts. The study treated teachers as knowledgeable informants because they directly implement reading instruction and observe learners' progress. Their responses provided classroom-based evidence on the strengths and limitations of current reading practices.

The primary research instrument was a structured researcher-made questionnaire. Part I measured the extent of reading strategy utilization in terms of reading aloud, word analysis, guided reading, and partner reading. Part II measured the extent of effectiveness of reading strategies in developing phonics, phonic awareness, fluency, vocabulary development, and reading comprehension skills. The questionnaire used a five-point scale with corresponding qualitative interpretations for utilization and effectiveness.

For the utilization scale, responses ranged from Very Much Utilized to Not at All. The interpretation bands in the source file classified 4.50 to 5.00 as Very Much Utilized, 3.50 to 4.49 as Much Utilized, 2.50 to 3.49 as Utilized, 1.50 to 2.49 as Not Utilized, and 1.00 to 1.49 as Not at All. For the effectiveness scale, parallel interpretation bands classified the results from Very Much Effective to Not at All. These scales enabled the researcher to convert numerical ratings into interpretable instructional findings.

The data were gathered through the administration of the questionnaire to the target respondents. The responses were organized according to the domains specified in the statement of the problem. The results were tabulated by district and were then averaged to produce overall weighted means.

Weighted mean was used to determine the extent of strategy utilization and the extent of perceived effectiveness. Ranking was used to arrange indicators from highest to lowest within each strategy or reading-skill domain. The rank order helped identify which indicators were most strongly implemented or most strongly associated with reading development. This procedure also made it possible to identify weaker indicators that require instructional attention.

To determine whether there were significant differences in rank orders between Labo East and Labo West, the study used computed z-values and probability levels. The level of significance was set at 0.05. The null hypothesis was accepted when the probability value was greater than 0.05 and rejected when the probability value was less than or equal to 0.05. In the reported findings, the tests consistently showed no significant difference between the two districts for the strategy utilization and reading-skill effectiveness domains.

Minor textual refinements were made to strengthen coherence, remove redundancy, and convert thesis-style reporting into journal-style presentation. This approach preserves the substance of the original study while improving the manuscript's readiness for scholarly submission.

3. Results and Discussion

This section presents the results and discussion of the study in accordance with the major objectives of the investigation. The first cluster of results concerns the extent of reading strategies utilized by Grade 3 teachers in English, specifically reading aloud, word analysis, guided reading, and partner reading. The second cluster concerns the extent of effectiveness of reading strategies in developing learners' reading skills in terms of phonics, phonic awareness, fluency, vocabulary development, and reading comprehension skills. The third cluster presents the tests of significant difference on the rank orders between Labo East and Labo West Districts.

The results are presented through tabular summaries and analytical discussions. Each table is followed by four paragraphs that interpret the numerical pattern, identify instructional strengths and weaknesses, explain the implications for Grade 3 reading instruction, and propose policy or program directions. This organization allows the article to move from statistical description to instructional interpretation. It also ensures that the findings are connected to practical decisions for teachers, school heads, curriculum writers, and DepEd officials.

Table 1. Extent of Reading Strategies Utilized in Terms of Reading Aloud

Indicator	Labo West Wx/Int.	Labo East Wx/Int.	Average Wx/Int.	R
Employing expressive reading techniques enhances engagement and comprehension	4.02 / MU	4.17 / MU	4.10 / MU	6
Incorporating questioning strategies prompts critical thinking	4.17 / MU	4.14 / MU	4.16 / MU	5
Using pacing and intonation variations aids in conveying meaning	4.22 / MU	4.27 / MU	4.25 / MU	3
Employing visualization techniques supports comprehension	4.38 / MU	4.47 / MU	4.43 / MU	1
Integrating prediction activities encourages active participation	4.18 / MU	4.30 / MU	4.24 / MU	4
Employing vocabulary expansion strategies exposes students to rich language	3.28 / U	4.16 / MU	3.73 / MU	7
Incorporating scaffolding techniques supports struggling readers	4.33 / MU	4.32 / MU	4.32 / MU	2
Employing interactive read-aloud discussions fosters critical thinking skills	2.62 / U	4.21 / MU	3.42 / U	8
Weighted Average	3.90 / U	4.26 / MU	4.22 / MU	

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results on reading aloud show that the domain was implemented at a generally favorable level, indicating that Grade 3 teachers already possess a functional repertoire of classroom reading practices. The highest-rated indicator, employing visualization techniques supports comprehension, demonstrates that teachers are able to use concrete practices that directly support learner engagement and comprehension. This pattern suggests that the strategy is already embedded in day-to-day instruction rather than being treated as an occasional activity. It also reflects teacher awareness that early-grade readers need structured and meaningful support while processing text.

The lowest-rated indicator, employing interactive read-aloud discussions fosters critical thinking skills, reveals an instructional area that requires careful attention. Although the overall domain rating remains acceptable, this weaker indicator suggests that implementation is not equally strong across all classroom practices. The finding implies that teachers may be more comfortable with familiar or teacher-led techniques than with more interactive, collaborative, or game-based approaches. Such unevenness is common when teachers have limited time, limited materials, or insufficient modeling of more complex strategies.

Analytically, the results indicate that reading aloud should not be evaluated only by its overall weighted mean. The ranking of indicators provides a more useful diagnostic view because it identifies which practices are driving the domain upward and which practices are limiting its instructional potential. A high overall rating may conceal important weaknesses that affect specific groups of learners, especially those who need more active, multisensory, or peer-assisted support. Therefore, improvement efforts must focus on strategy quality, lesson design, and teacher facilitation.

For policy and practice, the results point to the need for targeted professional development on reading aloud. School heads and reading coordinators should use classroom observations and learning action cells to demonstrate how lower-rated practices can be integrated into regular lessons. Teachers should also be provided with sample lesson scripts, activity banks, and assessment prompts that make implementation more manageable. These supports can help convert the general strength of reading aloud into a more balanced and learner-responsive reading practice.

Table 2. Extent of Reading Strategies Utilized in Terms of Word Analysis

Indicator	Labo West Wx/Int.	Labo East Wx/Int.	Average Wx/Int.	R
Implementing phonics instruction supports decoding skills	4.32 / MU	4.37 / MU	4.35 / MU	4
Utilizing word family activities reinforces spelling patterns	4.23 / MU	4.34 / MU	4.29 / MU	6
Employing syllabication strategies helps decode multisyllabic words	4.37 / MU	4.42 / MU	4.40 / MU	2
Incorporating sight word drills and flashcards enhances automatic recognition	4.36 / MU	4.40 / MU	4.38 / MU	3
Using context clues activities encourages use of surrounding text	4.48 / MU	4.49 / MU	4.49 / MU	1
Employing word mapping techniques expands vocabulary and word relationships	4.28 / MU	4.35 / MU	4.32 / MU	5
Implementing word analysis games and puzzles fosters interactive practice	3.37 / U	4.11 / MU	3.74 / MU	7
Weighted Average	4.20 / MU	4.36 / MU	4.28 / MU	

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results on word analysis show that the domain was implemented at a generally favorable level, indicating that Grade 3 teachers already possess a functional repertoire of classroom reading practices. The highest-rated indicator, using context clue activities encourages learners to use surrounding text, demonstrates that teachers are able to use concrete practices that directly support learner engagement and comprehension. This pattern suggests that the strategy is already embedded in day-to-day instruction rather than being treated as an occasional activity. It also reflects teacher awareness that early-grade readers need structured and meaningful support while processing text.

The lowest-rated indicator, implementing word analysis games and puzzles fosters interactive practice, reveals an instructional area that requires careful attention. Although the overall domain rating remains acceptable, this weaker indicator suggests that implementation is not equally strong across all classroom practices. The finding implies that teachers may be more comfortable with familiar or teacher-led techniques than with more interactive, collaborative, or game-based approaches. Such unevenness is common when teachers have limited time, limited materials, or insufficient modeling of more complex strategies.

Analytically, the results indicate that word analysis should not be evaluated only by its overall weighted mean. The ranking of indicators provides a more useful diagnostic view because it identifies which practices are driving the domain upward and which practices are limiting its instructional potential. A high overall rating may conceal important weaknesses that affect specific groups of learners, especially those who need more active, multisensory, or peer-assisted support. Therefore, improvement efforts must focus on strategy quality, lesson design, and teacher facilitation.

For policy and practice, the results point to the need for targeted professional development on word analysis. School heads and reading coordinators should use classroom observations and learning action cells to demonstrate how lower-rated practices can be integrated into regular lessons. Teachers should also be provided with sample lesson scripts, activity banks, and assessment prompts that make implementation more manageable. These supports can help convert the general strength of word analysis into a more balanced and learner-responsive reading practice.

Table 3. Extent of Reading Strategies Utilized in Terms of Guided Reading

Indicator	Labo West Wx/Int.	Labo East Wx/Int.	Average Wx/Int.	R
Implementing guided reading sessions allows targeted instruction	4.29 / MU	4.40 / MU	4.36 / MU	1.5
Using pre-reading strategies such as predicting prepares students	4.12 / MU	4.15 / MU	4.15 / MU	7
Employing questioning techniques promotes engagement and comprehension	4.21 / MU	4.34 / MU	4.29 / MU	3.5
Utilizing scaffolding strategies supports challenging texts	4.02 / MU	4.05 / MU	4.05 / MU	8
Incorporating explicit teaching of reading strategies helps students	4.14 / MU	4.15 / MU	4.16 / MU	6
Integrating discussion and reflection encourages critical thinking	4.31 / MU	4.38 / MU	4.36 / MU	1.5
Employing prompting and cueing assists students	3.57 / MU	4.19 / MU	3.90 / MU	9
Utilizing collaborative learning activities fosters peer interaction	4.20 / MU	4.36 / MU	4.29 / MU	3.5
Using visual aids and graphic organizers supports comprehension	4.21 / MU	4.32 / MU	4.28 / MU	5
Weighted Average	4.12 / MU	4.26 / MU	4.19 / MU	

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results on guided reading show that the domain was implemented at a generally favorable level, indicating that Grade 3 teachers already possess a functional repertoire of classroom reading practices. The highest-rated indicator, guided reading sessions and discussion-reflection opportunities obtained the highest ratings, demonstrates that teachers are able to use concrete practices that directly support learner engagement and comprehension. This pattern suggests that the strategy is already embedded in day-to-day instruction rather than being treated as an occasional activity. It also reflects teacher awareness that early-grade readers need structured and meaningful support while processing text.

The lowest-rated indicator, prompting and cueing strategies obtained the lowest rating, reveals an instructional area that requires careful attention. Although the overall domain rating remains acceptable, this weaker indicator suggests that implementation is not equally strong across all classroom practices. The finding implies that teachers may be more comfortable with familiar or teacher-

led techniques than with more interactive, collaborative, or game-based approaches. Such unevenness is common when teachers have limited time, limited materials, or insufficient modeling of more complex strategies.

Analytically, the results indicate that guided reading should not be evaluated only by its overall weighted mean. The ranking of indicators provides a more useful diagnostic view because it identifies which practices are driving the domain upward and which practices are limiting its instructional potential. A high overall rating may conceal important weaknesses that affect specific groups of learners, especially those who need more active, multisensory, or peer-assisted support. Therefore, improvement efforts must focus on strategy quality, lesson design, and teacher facilitation.

For policy and practice, the results point to the need for targeted professional development on guided reading. School heads and reading coordinators should use classroom observations and learning action cells to demonstrate how lower-rated practices can be integrated into regular lessons. Teachers should also be provided with sample lesson scripts, activity banks, and assessment prompts that make implementation more manageable. These supports can help convert the general strength of guided reading into a more balanced and learner-responsive reading practice.

Table 4. Extent of Reading Strategies Utilized in Terms of Partner Reading

Indicator	Labo West Wx/Int.	Labo East Wx/Int.	Average Wx/Int.	R
Utilizing partner reading promotes collaboration and peer support	4.36 / MU	4.37 / MU	4.37 / MU	4
Encouraging turn-taking strategies ensures active participation	4.18 / MU	4.37 / MU	4.28 / MU	6
Implementing reciprocal teaching enhances comprehension and communication	4.48 / MU	4.41 / MU	4.45 / MU	2
Incorporating buddy reading fosters responsibility and accountability	4.36 / MU	4.40 / MU	4.38 / MU	3
Relying on peer modeling and coaching encourages constructive feedback	4.31 / MU	4.31 / MU	4.31 / MU	5
Encouraging think-aloud strategies promotes metacognitive awareness	4.50 / VMU	4.52 / VMU	4.51 / VMU	1
Utilizing collaborative annotation enhances comprehension and engagement	3.38 / U	3.52 / U	3.45 / U	7
Weighted Average	4.22 / MU	4.27 / MU	4.25 / MU	

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results on partner reading show that the domain was implemented at a generally favorable level, indicating that Grade 3 teachers already possess a functional repertoire of classroom reading practices. The highest-rated indicator, think-aloud strategies in partner reading sessions obtained the highest rating, demonstrates that teachers are able to use concrete practices that directly support learner engagement and comprehension. This pattern suggests that the strategy is already embedded in day-to-day instruction rather than being treated as an occasional activity. It also reflects teacher awareness that early-grade readers need structured and meaningful support while processing text.

The lowest-rated indicator, collaborative annotation techniques obtained the lowest rating, reveals an instructional area that requires careful attention. Although the overall domain rating remains acceptable, this weaker indicator suggests that implementation is not equally strong across all classroom practices. The finding implies that teachers may be more comfortable with familiar or teacher-led techniques than with more interactive, collaborative, or game-based approaches. Such unevenness is common when teachers have limited time, limited materials, or insufficient modeling of more complex strategies.

Analytically, the results indicate that partner reading should not be evaluated only by its overall weighted mean. The ranking of indicators provides a more useful diagnostic view because it identifies which practices are driving the domain upward and which practices are limiting its instructional potential. A high overall rating may conceal important weaknesses that affect specific groups of learners, especially those who need more active, multisensory, or peer-assisted support. Therefore, improvement efforts must focus on strategy quality, lesson design, and teacher facilitation.

For policy and practice, the results point to the need for targeted professional development on partner reading. School heads and reading coordinators should use classroom observations and learning action cells to demonstrate how lower-rated practices can be integrated into regular lessons. Teachers should also be provided with sample lesson scripts, activity banks, and assessment prompts that make implementation more manageable. These supports can help convert the general strength of partner reading into a more balanced and learner-responsive reading practice.

Table 5. Summary of the Extent of Reading Strategies Utilized by Grade 3 Teachers

Indicator	Labo West Wx/Int.	Labo East Wx/Int.	Average Wx/Int.	R
Reading Aloud	3.90 / MU	4.26 / MU	4.22 / MU	2
Word Analysis	4.20 / MU	4.36 / MU	4.28 / MU	1
Guided Reading	4.12 / MU	4.26 / MU	4.19 / MU	4
Partner Reading	4.22 / MU	4.27 / MU	4.25 / MU	3
Overall Weighted Average	3.97 / MU	4.29 / MU	4.07 / MU	

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results on overall reading strategy utilization show that the domain was implemented at a generally favorable level, indicating that Grade 3 teachers already possess a functional repertoire of classroom reading practices. The highest-rated indicator, word

analysis obtained the highest domain average, demonstrates that teachers are able to use concrete practices that directly support learner engagement and comprehension. This pattern suggests that the strategy is already embedded in day-to-day instruction rather than being treated as an occasional activity. It also reflects teacher awareness that early-grade readers need structured and meaningful support while processing text.

The lowest-rated indicator, guided reading obtained the lowest domain average among the summarized strategies, reveals an instructional area that requires careful attention. Although the overall domain rating remains acceptable, this weaker indicator suggests that implementation is not equally strong across all classroom practices. The finding implies that teachers may be more comfortable with familiar or teacher-led techniques than with more interactive, collaborative, or game-based approaches. Such unevenness is common when teachers have limited time, limited materials, or insufficient modeling of more complex strategies.

Analytically, the results indicate that overall reading strategy utilization should not be evaluated only by its overall weighted mean. The ranking of indicators provides a more useful diagnostic view because it identifies which practices are driving the domain upward and which practices are limiting its instructional potential. A high overall rating may conceal important weaknesses that affect specific groups of learners, especially those who need more active, multisensory, or peer-assisted support. Therefore, improvement efforts must focus on strategy quality, lesson design, and teacher facilitation.

For policy and practice, the results point to the need for targeted professional development on overall reading strategy utilization. School heads and reading coordinators should use classroom observations and learning action cells to demonstrate how lower-rated practices can be integrated into regular lessons. Teachers should also be provided with sample lesson scripts, activity banks, and assessment prompts that make implementation more manageable. These supports can help convert the general strength of overall reading strategy utilization into a more balanced and learner-responsive reading practice.

Table 6. Test of Significant Difference on the Rank Orders of Reading Strategy Utilization

Indicator	Rank Sum 1	Rank Sum 2	Cases	Z	p-value	Decision	Interpretation
Reading Aloud	78.5	57.5	16	-0.30	.7486	Accepted	Not Significant
Word Analysis	67.5	43.5	14	-0.77	.2236	Accepted	Not Significant
Guided Reading	106	65	18	-1.25	.1056	Accepted	Not Significant
Partner Reading	58.5	46.5	14	-0.50	.3085	Accepted	Not Significant

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results in Table 6 show that all reading strategy utilization domains produced probability values greater than the 0.05 level of significance. Reading aloud, word analysis, guided reading, and partner reading all yielded nonsignificant results. This means that the null hypothesis was accepted across the strategy domains. The two districts therefore manifested similar rank-order patterns in the use of Grade 3 reading strategies.

This finding suggests that reading instruction in Labo East and Labo West is relatively consistent. The pattern may be attributed to common curriculum requirements, similar teacher preparation, shared training activities, or division-wide instructional expectations. Consistency across districts can be advantageous because it supports equity in learners' access to reading practices. It also means that improvement initiatives can be implemented across both districts without assuming substantial instructional divergence.

The nonsignificant result does not mean that all strategies are equally strong. It only means that the rank orders between districts did not differ significantly. The descriptive results still show that certain strategies and indicators received lower ratings. Therefore, program planners should combine inferential results with descriptive evidence when designing interventions.

For practice, the absence of significant difference supports the adoption of common district-level reading enhancement programs. These programs should include coaching on lower-rated practices, sharing of exemplary lessons, and classroom monitoring tools. Teachers from both districts may be organized into professional learning communities to calibrate their strategy use. This can strengthen both consistency and quality in reading instruction.

Table 7. Extent of Effectiveness of Reading Strategies in Developing Phonics

Indicator	Labo West Wx/Int.	Labo East Wx/Int.	Average Wx/Int.	R
Utilizing phonics instruction enhances decoding skills	4.46 / ME	4.35 / ME	4.40 / ME	2
Implementing phonics-based activities improves sounding out unfamiliar words	4.49 / ME	4.39 / ME	4.43 / ME	1
Incorporating phonemic awareness exercises strengthens sound-symbol understanding	4.13 / ME	4.00 / ME	4.06 / ME	5
Employing multisensory phonics engages kinesthetic learning	4.48 / ME	4.31 / ME	4.39 / ME	3
Integrating phonics games and puzzles makes phonics interactive	2.30 / E	1.25 / NE	1.77 / NE	8
Using systematic phonics provides structured letter-sound learning	3.37 / E	3.14 / E	3.25 / E	7
Incorporating phonics fluency drills improves word reading speed	3.80 / ME	2.75 / E	3.28 / E	6
Employing explicit phonics teaches rules and patterns	4.23 / ME	4.05 / ME	4.14 / ME	4
Weighted Average	3.91 / ME	3.53 / ME	3.71 / ME	

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results on phonics development show that the domain was implemented at a generally favorable level, indicating that Grade 3 teachers already possess a functional repertoire of classroom reading practices. The highest-rated indicator, phonics-based activities that improve sounding out unfamiliar words received the highest rating, demonstrates that teachers are able to use concrete practices that directly support learner engagement and comprehension. This pattern suggests that the strategy is already embedded in day-to-day instruction rather than being treated as an occasional activity. It also reflects teacher awareness that early-grade readers need structured and meaningful support while processing text.

The lowest-rated indicator, phonics games and puzzles received the lowest rating, reveals an instructional area that requires careful attention. Although the overall domain rating remains acceptable, this weaker indicator suggests that implementation is not equally strong across all classroom practices. The finding implies that teachers may be more comfortable with familiar or teacher-led techniques than with more interactive, collaborative, or game-based approaches. Such unevenness is common when teachers have limited time, limited materials, or insufficient modeling of more complex strategies.

Analytically, the results indicate that phonics development should not be evaluated only by its overall weighted mean. The ranking of indicators provides a more useful diagnostic view because it identifies which practices are driving the domain upward and which practices are limiting its instructional potential. A high overall rating may conceal important weaknesses that affect specific groups of learners, especially those who need more active, multisensory, or peer-assisted support. Therefore, improvement efforts must focus on strategy quality, lesson design, and teacher facilitation.

For policy and practice, the results point to the need for targeted professional development on phonics development. School heads and reading coordinators should use classroom observations and learning action cells to demonstrate how lower-rated practices can be integrated into regular lessons. Teachers should also be provided with sample lesson scripts, activity banks, and assessment prompts that make implementation more manageable. These supports can help convert the general strength of phonics development into a more balanced and learner-responsive reading practice.

Table 8. Extent of Effectiveness of Reading Strategies in Developing Phonic Awareness

Indicator	Labo West Wx/Int.	Labo East Wx/Int.	Average Wx/Int.	R
Employing phonemic awareness activities builds sound manipulation	4.14 / ME	4.36 / ME	4.25 / ME	4
Using phonemic segmentation helps break words into sounds	4.12 / ME	4.27 / ME	4.20 / ME	5
Incorporating phonemic blending supports forming words	4.24 / ME	4.13 / ME	4.19 / ME	6
Implementing phonemic isolation identifies specific sounds	4.39 / VME	4.45 / VME	4.42 / VME	2
Integrating phonemic substitution supports sound replacement	3.38 / E	3.16 / E	3.26 / E	7
Using phonemic deletion recognizes removed sounds	4.46 / ME	4.49 / ME	4.48 / ME	1
Using games and songs makes phonemic awareness engaging	4.42 / ME	4.14 / ME	4.28 / ME	3
Weighted Average	4.18 / ME	4.14 / ME	4.15 / ME	

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results on phonic awareness development show that the domain was implemented at a generally favorable level, indicating that Grade 3 teachers already possess a functional repertoire of classroom reading practices. The highest-rated indicator, phonemic deletion exercises received the highest rating, demonstrates that teachers are able to use concrete practices that directly support learner engagement and comprehension. This pattern suggests that the strategy is already embedded in day-to-day instruction rather than being treated as an occasional activity. It also reflects teacher awareness that early-grade readers need structured and meaningful support while processing text.

The lowest-rated indicator, phonemic substitution activities received the lowest rating, reveals an instructional area that requires careful attention. Although the overall domain rating remains acceptable, this weaker indicator suggests that implementation is not equally strong across all classroom practices. The finding implies that teachers may be more comfortable with familiar or teacher-led techniques than with more interactive, collaborative, or game-based approaches. Such unevenness is common when teachers have limited time, limited materials, or insufficient modeling of more complex strategies.

Analytically, the results indicate that phonic awareness development should not be evaluated only by its overall weighted mean. The ranking of indicators provides a more useful diagnostic view because it identifies which practices are driving the domain upward and which practices are limiting its instructional potential. A high overall rating may conceal important weaknesses that affect specific groups of learners, especially those who need more active, multisensory, or peer-assisted support. Therefore, improvement efforts must focus on strategy quality, lesson design, and teacher facilitation.

For policy and practice, the results point to the need for targeted professional development on phonic awareness development. School heads and reading coordinators should use classroom observations and learning action cells to demonstrate how lower-rated practices can be integrated into regular lessons. Teachers should also be provided with sample lesson scripts, activity banks, and assessment prompts that make implementation more manageable. These supports can help convert the general strength of phonic awareness development into a more balanced and learner-responsive reading practice.

Table 9. Extent of Effectiveness of Reading Strategies in Developing Fluency

Indicator	Labo West Wx/Int.	Labo East Wx/Int.	Average Wx/Int.	R
Employing repeated reading improves fluency and accuracy	3.41 / E	4.51 / VME	3.96 / ME	6

Using modeled reading demonstrates expression	3.47 / E	4.21 / ME	3.84 / ME	7
Using choral reading promotes synchronized oral reading	2.67 / E	4.45 / ME	3.56 / ME	8
Using timed reading drills increases reading rate	3.91 / ME	4.22 / ME	4.07 / ME	5
Using echo reading provides immediate feedback	4.17 / ME	4.50 / VME	4.34 / ME	4
Using reader's theater engages expressive fluent reading	4.34 / ME	4.47 / VME	4.41 / ME	3
Using audio-assisted reading supports fluency practice	4.47 / ME	4.49 / ME	4.48 / ME	1
Using phrase-cued reading develops natural phrasing	4.42 / ME	4.38 / ME	4.44 / ME	2
Integrating fluency-building games makes practice enjoyable	3.15 / E	3.56 / ME	3.36 / E	9
Weighted Average	3.84 / ME	4.39 / ME	4.22 / ME	

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results on fluency development show that the domain was implemented at a generally favorable level, indicating that Grade 3 teachers already possess a functional repertoire of classroom reading practices. The highest-rated indicator, audio-assisted reading programs received the highest rating, demonstrates that teachers are able to use concrete practices that directly support learner engagement and comprehension. This pattern suggests that the strategy is already embedded in day-to-day instruction rather than being treated as an occasional activity. It also reflects teacher awareness that early-grade readers need structured and meaningful support while processing text.

The lowest-rated indicator, fluency-building games and activities received the lowest rating, reveals an instructional area that requires careful attention. Although the overall domain rating remains acceptable, this weaker indicator suggests that implementation is not equally strong across all classroom practices. The finding implies that teachers may be more comfortable with familiar or teacher-led techniques than with more interactive, collaborative, or game-based approaches. Such unevenness is common when teachers have limited time, limited materials, or insufficient modeling of more complex strategies.

Analytically, the results indicate that fluency development should not be evaluated only by its overall weighted mean. The ranking of indicators provides a more useful diagnostic view because it identifies which practices are driving the domain upward and which practices are limiting its instructional potential. A high overall rating may conceal important weaknesses that affect specific groups of learners, especially those who need more active, multisensory, or peer-assisted support. Therefore, improvement efforts must focus on strategy quality, lesson design, and teacher facilitation.

For policy and practice, the results point to the need for targeted professional development on fluency development. School heads and reading coordinators should use classroom observations and learning action cells to demonstrate how lower-rated practices can be integrated into regular lessons. Teachers should also be provided with sample lesson scripts, activity banks, and assessment prompts that make implementation more manageable. These supports can help convert the general strength of fluency development into a more balanced and learner-responsive reading practice.

Table 10. Extent of Effectiveness of Reading Strategies in Developing Vocabulary

Indicator	Labo West Wx/Int.	Labo East Wx/Int.	Average Wx/Int.	R
Employing vocabulary-building activities expands word knowledge	4.02 / ME	4.14 / ME	4.06 / ME	5
Using context clues helps infer meanings while reading	3.67 / ME	3.60 / ME	3.62 / ME	7
Using word mapping deepens word relationships and meanings	4.38 / VME	4.17 / ME	4.26 / ME	1
Using word study explores roots, prefixes, and suffixes	3.59 / ME	4.47 / ME	4.01 / ME	6
Using vocabulary games and puzzles makes learning interactive	3.17 / E	3.34 / E	3.24 / E	8
Using direct vocabulary instruction teaches high-frequency and academic words	4.14 / ME	4.18 / ME	4.14 / ME	2
Using semantic mapping organizes and categorizes words	3.56 / ME	4.49 / ME	4.05 / ME	5
Using word association tasks builds connections	4.10 / ME	4.12 / ME	4.09 / ME	4
Weighted Average	3.39 / E	3.59 / ME	3.49 / E	

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results on vocabulary development show that the domain was implemented at a generally favorable level, indicating that Grade 3 teachers already possess a functional repertoire of classroom reading practices. The highest-rated indicator, word mapping exercises received the highest rating, demonstrates that teachers are able to use concrete practices that directly support learner engagement and comprehension. This pattern suggests that the strategy is already embedded in day-to-day instruction rather than being treated as an occasional activity. It also reflects teacher awareness that early-grade readers need structured and meaningful support while processing text.

The lowest-rated indicator, vocabulary games and puzzles received the lowest rating, reveals an instructional area that requires careful attention. Although the overall domain rating remains acceptable, this weaker indicator suggests that implementation is not equally strong across all classroom practices. The finding implies that teachers may be more comfortable with familiar or teacher-led techniques than with more interactive, collaborative, or game-based approaches. Such unevenness is common when teachers have limited time, limited materials, or insufficient modeling of more complex strategies.

Analytically, the results indicate that vocabulary development should not be evaluated only by its overall weighted mean. The ranking of indicators provides a more useful diagnostic view because it identifies which practices are driving the domain upward and which practices are limiting its instructional potential. A high overall rating may conceal important weaknesses that affect specific groups of learners, especially those who need more active, multisensory, or peer-assisted support. Therefore, improvement efforts must focus on strategy quality, lesson design, and teacher facilitation.

For policy and practice, the results point to the need for targeted professional development on vocabulary development. School heads and reading coordinators should use classroom observations and learning action cells to demonstrate how lower-rated practices can be integrated into regular lessons. Teachers should also be provided with sample lesson scripts, activity banks, and assessment prompts that make implementation more manageable. These supports can help convert the general strength of vocabulary development into a more balanced and learner-responsive reading practice.

Table 11. Extent of Effectiveness of Reading Strategies in Developing Reading Comprehension Skills

Indicator	Labo West Wx/Int.	Labo East Wx/Int.	Average Wx/Int.	R
Using predicting strategies anticipates text content	4.15 / ME	4.28 / ME	4.21 / ME	4
Using summarizing techniques identifies main ideas and details	4.07 / ME	3.90 / ME	3.98 / ME	6
Using guided reading clinic sessions provides personalized instruction	4.37 / ME	4.21 / ME	4.28 / ME	2
Using visualization creates mental images	4.13 / ME	4.26 / ME	4.19 / ME	5
Using making-connections tasks relates text to experience	3.19 / E	4.41 / ME	3.79 / ME	8
Using inferring techniques draws logical conclusions	4.10 / ME	3.61 / ME	3.85 / ME	7
Using monitoring comprehension activities teaches self-checking	4.27 / ME	4.17 / ME	4.22 / ME	3
Using activating prior knowledge connects new information	4.19 / ME	4.57 / VME	4.37 / ME	1
Weighted Average	4.06 / ME	4.16 / ME	4.12 / ME	

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results on reading comprehension development show that the domain was implemented at a generally favorable level, indicating that Grade 3 teachers already possess a functional repertoire of classroom reading practices. The highest-rated indicator, activating prior knowledge received the highest rating, demonstrates that teachers are able to use concrete practices that directly support learner engagement and comprehension. This pattern suggests that the strategy is already embedded in day-to-day instruction rather than being treated as an occasional activity. It also reflects teacher awareness that early-grade readers need structured and meaningful support while processing text.

The lowest-rated indicator, making-connections tasks received the lowest rating, reveals an instructional area that requires careful attention. Although the overall domain rating remains acceptable, this weaker indicator suggests that implementation is not equally strong across all classroom practices. The finding implies that teachers may be more comfortable with familiar or teacher-led techniques than with more interactive, collaborative, or game-based approaches. Such unevenness is common when teachers have limited time, limited materials, or insufficient modeling of more complex strategies.

Analytically, the results indicate that reading comprehension development should not be evaluated only by its overall weighted mean. The ranking of indicators provides a more useful diagnostic view because it identifies which practices are driving the domain upward and which practices are limiting its instructional potential. A high overall rating may conceal important weaknesses that affect specific groups of learners, especially those who need more active, multisensory, or peer-assisted support. Therefore, improvement efforts must focus on strategy quality, lesson design, and teacher facilitation.

For policy and practice, the results point to the need for targeted professional development on reading comprehension development. School heads and reading coordinators should use classroom observations and learning action cells to demonstrate how lower-rated practices can be integrated into regular lessons. Teachers should also be provided with sample lesson scripts, activity banks, and assessment prompts that make implementation more manageable. These supports can help convert the general strength of reading comprehension development into a more balanced and learner-responsive reading practice.

Table 12. Summary of the Extent of Effectiveness of Reading Strategies in Developing Reading Skills

Indicator	Labo West Wx/Int.	Labo East Wx/Int.	Average Wx/Int.	R
Fluency	3.84 / ME	4.39 / ME	4.22 / ME	1
Phonic Awareness	4.18 / ME	4.14 / ME	4.15 / ME	2
Reading Comprehension Skills	4.06 / ME	4.16 / ME	4.12 / ME	3
Phonics	3.91 / ME	3.53 / ME	3.71 / ME	4
Vocabulary Development	3.39 / E	3.59 / ME	3.49 / E	5
Overall Weighted Average	3.92 / ME	3.90 / ME	3.93 / ME	

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results on overall reading-skill development show that the domain was implemented at a generally favorable level, indicating that Grade 3 teachers already possess a functional repertoire of classroom reading practices. The highest-rated indicator, fluency

obtained the highest domain average, demonstrates that teachers are able to use concrete practices that directly support learner engagement and comprehension. This pattern suggests that the strategy is already embedded in day-to-day instruction rather than being treated as an occasional activity. It also reflects teacher awareness that early-grade readers need structured and meaningful support while processing text.

The lowest-rated indicator, vocabulary development obtained the lowest domain average, reveals an instructional area that requires careful attention. Although the overall domain rating remains acceptable, this weaker indicator suggests that implementation is not equally strong across all classroom practices. The finding implies that teachers may be more comfortable with familiar or teacher-led techniques than with more interactive, collaborative, or game-based approaches. Such unevenness is common when teachers have limited time, limited materials, or insufficient modeling of more complex strategies.

Analytically, the results indicate that overall reading-skill development should not be evaluated only by its overall weighted mean. The ranking of indicators provides a more useful diagnostic view because it identifies which practices are driving the domain upward and which practices are limiting its instructional potential. A high overall rating may conceal important weaknesses that affect specific groups of learners, especially those who need more active, multisensory, or peer-assisted support. Therefore, improvement efforts must focus on strategy quality, lesson design, and teacher facilitation.

For policy and practice, the results point to the need for targeted professional development on overall reading-skill development. School heads and reading coordinators should use classroom observations and learning action cells to demonstrate how lower-rated practices can be integrated into regular lessons. Teachers should also be provided with sample lesson scripts, activity banks, and assessment prompts that make implementation more manageable. These supports can help convert the general strength of overall reading-skill development into a more balanced and learner-responsive reading practice.

Table 13. Test of Significant Difference on the Rank Orders of Reading-Skill Development

Indicator	Labo East Rank Sum	Labo West Rank Sum	Cases	Z	p-value	Decision	Interpretation
Phonics	33	45	12	0.73	.7324	Accepted	NS
Phonic Awareness	53.5	51.5	14	-0.04	.5199	Accepted	NS
Fluency	91.5	44.5	16	-1.70	.5596	Accepted	NS
Vocabulary Development	58.5	46.5	18	-0.50	.8770	Accepted	NS
Reading Comprehension Skills	60	76	16	-0.56	.8749	Accepted	NS

Note. Wx = weighted mean; Int. = interpretation; R = rank; MU = Much Utilized; VMU = Very Much Utilized; U = Utilized; ME = Much Effective; E = Effective; NE = Not Effective; NS = Not Significant.

The results in Table 13 indicate that all probability values were greater than the 0.05 level of significance. Phonics, phonic awareness, fluency, vocabulary development, and reading comprehension skills all showed nonsignificant differences between Labo East and Labo West. The null hypothesis was therefore accepted for all reading-skill domains. This indicates that respondents from both districts had broadly similar perceptions of the effectiveness of reading strategies in developing Grade 3 learners' reading skills.

The absence of significant differences reinforces the conclusion that the reading development concerns are shared across the two districts. The strongest and weakest areas are not isolated to one district. Fluency and phonic awareness are generally strong, while vocabulary development is comparatively weak. This pattern requires a coordinated instructional response rather than separate district-specific remedies.

The finding also suggests that teachers may be responding to similar instructional conditions. These may include common curriculum materials, comparable learner profiles, and similar resource limitations. Since the same domains were rated similarly, professional learning can be planned around common priorities. Such planning can maximize resources and promote coherence in reading instruction across schools.

For policy, the nonsignificant results provide justification for district-wide or division-wide reading enhancement initiatives. Instructional leaders should prioritize common standards for reading strategy implementation and monitoring. They should also develop shared assessment tools to track actual learner progress in phonics, fluency, vocabulary, and comprehension. Coordinated action can improve consistency while still allowing teachers to adapt strategies to their own classroom contexts.

4. Conclusions and Implications

4.1 Conclusions

The study concludes that Grade 3 English teachers in the Labo East and West Districts utilize reading strategies to a much utilized extent. The overall weighted mean of 4.07 shows that reading instruction is supported by regular use of reading aloud, word analysis, guided reading, and partner reading. This indicates that teachers are not relying on a single method but are drawing from multiple strategies to support learners. The result also suggests that reading instruction has an established presence in classroom routines.

Among the utilization domains, word analysis emerged as the strongest area, followed closely by partner reading. This finding indicates that teachers give considerable attention to decoding, context clues, syllabication, sight-word recognition, and peer-assisted reading. These strategies are essential for Grade 3 learners because they support independent word recognition and comprehension. The strength of these domains should be sustained through continued instructional monitoring and sharing of best practices.

Reading aloud and guided reading were also rated much utilized, but selected indicators within these domains require improvement. Interactive read-aloud discussion and prompting or cueing were lower than the other indicators. This means that teachers may be using the broad strategies but may not be maximizing the more dialogic and responsive elements. Improving these specific elements can deepen comprehension, critical thinking, and learner participation.

The study further concludes that there is no significant difference in the rank orders of reading strategy utilization between Labo East and Labo West. All p-values were greater than the 0.05 significance level. This shows that the two districts demonstrate broadly similar patterns of reading strategy implementation. The finding supports the development of common district-level enhancement programs rather than separate interventions for each district.

In terms of reading-skill development, the strategies were found to be much effective overall. Fluency was the highest-rated domain, followed by phonic awareness, reading comprehension skills, phonics, and vocabulary development. These results suggest that current instruction is more strongly associated with fluency and sound-related skills than with vocabulary expansion. Reading programs should therefore maintain fluency and phonemic strengths while improving vocabulary instruction.

Vocabulary development was the lowest-rated domain, indicating that learners may need more deliberate exposure to word meanings, word relationships, and meaningful vocabulary use. Although some vocabulary practices were rated much effective, the overall mean remained lower than the other skill domains. This suggests that vocabulary instruction may be present but not sufficiently engaging, systematic, or integrated across reading activities. A stronger vocabulary program is necessary to support comprehension and academic language growth.

The study also concludes that there is no significant difference in the rank orders of reading-skill effectiveness between Labo East and Labo West. Phonics, phonic awareness, fluency, vocabulary development, and reading comprehension skills all produced nonsignificant results. This means that the districts share similar perceptions about the effectiveness of reading strategies in developing learners' skills. Instructional reforms may therefore be planned as coordinated division or district initiatives.

Overall, the findings point to a reading instruction system that is functional but still in need of refinement. The core strategies are used and are perceived as effective, yet specific lower-rated practices require targeted support. The improvement agenda should focus on strategy depth, instructional creativity, vocabulary development, and sustained teacher professional learning. The study provides a strong basis for a reading enhancement policy that is both evidence-based and responsive to classroom realities.

4.2 Implications

The first implication is that school reading programs should move from general strategy promotion to differentiated strategy strengthening. Teachers already utilize several reading strategies, but the lower-rated indicators show that not all strategy components are implemented with equal confidence. Professional development should therefore be diagnostic and targeted. Training sessions should focus on the specific practices that teachers find difficult to implement.

The second implication concerns vocabulary development. Since vocabulary obtained the lowest effectiveness rating, schools should intensify activities that deepen word meaning, word relationships, academic language, and contextual usage. Vocabulary development should not be confined to isolated word lists or brief pre-reading activities. It should be embedded in reading, writing, oral language, and content-area instruction.

The third implication is that interactive reading practices require stronger facilitation. Interactive read-aloud discussions and collaborative annotation were among the lower-rated practices. These activities demand higher levels of teacher questioning, learner dialogue, text marking, and reflective processing. Teachers need structured protocols so that interaction becomes purposeful rather than informal or incidental.

The fourth implication is that phonics and phonemic awareness instruction should be made more engaging without losing structure. The low rating for phonics games and the lower rating for phonemic substitution activities suggest that some interactive practices are not yet producing desired effects. Teachers should be trained to design games that are aligned with explicit learning targets. Playful activities must remain connected to decoding, sound manipulation, and word recognition outcomes.

The fifth implication is that district-wide consistency can be used as a strength. Since no significant differences were found between Labo East and Labo West, both districts can participate in shared reading improvement programs. Common training modules, common monitoring tools, and common reading assessment guides may be developed. This can improve coherence and reduce duplication of support efforts.

The sixth implication is that school heads have a critical role in sustaining reading strategy implementation. They should provide instructional supervision, classroom coaching, reading materials, and opportunities for peer observation. They should also ensure that learning action cells address actual findings from classroom-based data. Leadership support can transform the results of this study into a sustained improvement cycle.

The seventh implication is that curriculum writers and reading coordinators should revise materials to make reading tasks more interactive and developmentally appropriate. Materials should include visualization prompts, context clue tasks, vocabulary mapping, guided reading questions, partner reading routines, and comprehension monitoring tools. These materials should also include differentiated versions for learners with varied reading levels. Such resources can help teachers implement effective strategies more consistently.

The final implication is that future research should examine learner outcomes alongside teacher perception. The present study provides valuable evidence from teachers, but learner reading scores, classroom observations, and qualitative interviews could deepen interpretation. Longitudinal studies may also determine whether the identified strategies produce sustained gains in comprehension, fluency, and vocabulary. Future inquiry should therefore integrate perception data with performance-based evidence.

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