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Teaching Strategies Utilized by the Grade 4 Teachers and Parents Support in Improving Reading Comprehension in the Grade 4 Learners in Calauag West District

Christine T. Salvador[1] & Jay Ar Recto, Ph.D[2]

[1]University of Northeastern Philippines, School of Graduate Studies
[2]Southern Luzon State University; University of Northeastern Philippines

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ABSTRACT

This study assessed the strategies used by Grade 4 teachers and the support provided by parents to develop learners' reading comprehension in Calauag West District, Division of Quezon. A descriptive-evaluative-correlational survey included 84 respondents: 30 teachers selected through total enumeration and 54 parents selected conveniently across Central School, Roadside, and Upper Calauag sectors. A validated questionnaire measured six instructional-strategy domains and five parental-support domains. Weighted means, ranks, and Kendall's W were analyzed at α=.05. Teaching strategies were Very Much Utilized overall (M=4.35), led by questioning (M=4.46), summarizing (M=4.41), and organizing (M=4.36); monitoring and clarifying was lowest (M=4.26). Recalculation with df=6 showed significant cross-sector concordance only for monitoring and clarifying (W=.786, χ^2=14.157, p=.028). Parental support was Very Much Evident overall (M=4.26), led by encouraging reading habits (M=4.30); attendance in reading activities was lowest (M=4.21). None of the five parent-support domains reached significant concordance with df=9. Findings support explicit comprehension modeling, stronger monitoring and repair routines, coordinated home reading plans, accessible school literacy events, and direct learner-outcome evaluation.

1. Introduction

Reading development is cumulative. Early command of spoken-language sounds supports word recognition, while fluent decoding, vocabulary, background knowledge, strategic processing, and motivation jointly sustain comprehension. Weakness in any component can constrain later learning because reading increasingly becomes the medium through which learners encounter content across the curriculum (Hoover & Gough, 1990; Scarborough, 2001).

Phonological and phonemic awareness refer to learners' capacity to notice and manipulate the sound structure of spoken language. These abilities are distinct from print knowledge, yet they support learners in understanding the alphabetic principle and mapping sounds to letters. Meta-analytic and panel evidence shows that explicit, systematic instruction in phonemic awareness and phonics can strengthen early word-reading development, particularly when instruction is integrated with meaningful language and text experiences (Ehri et al., 2001; National Early Literacy Panel, 2008).

Reading comprehension extends beyond accurate word recognition. Readers construct meaning by connecting textual information with prior knowledge, monitoring coherence, generating questions, identifying central ideas, making inferences, and repairing misunderstanding. Effective instruction makes these processes visible through modeling, guided practice, discussion, formative assessment, and gradual release of responsibility (Duke & Pearson, 2002; RAND Reading Study Group, 2002).

Engagement and motivation influence whether learners persist with challenging text and use comprehension strategies deliberately. Classrooms that provide relevant materials, supportive interactions, meaningful choice, and collaborative discussion can strengthen both cognitive engagement and willingness to read. Concept-oriented instruction demonstrates how strategy teaching and motivational support can be combined rather than treated as separate interventions (Guthrie et al., 2004).

Home and community conditions also matter. Caregivers influence reading through routines, access to print and digital materials, shared reading, discussion, encouragement, and communication with teachers. The quality of participation is more important than attendance alone: brief, regular, developmentally appropriate interactions can create continuity between classroom instruction and home practice.

Intervention programs are most effective when they are diagnostic and responsive. Screening should identify the specific skills that require support; instruction should then be explicit, sufficiently intensive, and monitored using repeated evidence. A single program label does not guarantee effectiveness. Fidelity, teacher expertise, learner exposure, material quality, family support, and timely instructional adjustment determine whether an intervention produces meaningful gains.

Philippine literacy policy emphasizes assessment, targeted intervention, and shared responsibility for reading development. The revised Philippine Informal Reading Inventory and the Hamon: Bawat Bata Bumabasa initiative provide policy anchors for identifying needs and organizing support, while the Enhanced Basic Education Act situates literacy within a standards-based curriculum (Department of Education, 2018, 2019; Republic Act No. 10533, 2013).

Within this policy and instructional context, particular attention is required for grade 4 teachers' comprehension strategies and parents' support for reading development.

Perception surveys are useful for mapping reported practice across schools and respondent groups. Their evidentiary scope is nevertheless bounded. A high mean indicates that a practice was frequently observed or favorably assessed; it does not establish the magnitude of learner growth. Stronger claims require direct assessments, baseline and follow-up measures, documented intervention exposure, and an analysis that links instructional variation with learner outcomes.

Kendall's coefficient of concordance is suited to examining whether groups rank indicators similarly. A statistically significant coefficient indicates shared ordering, not necessarily high implementation or educational impact. Conversely, non-significant concordance may reflect contextual variation, small numbers of groups, or genuine differences in priorities. Both the descriptive means and the inferential decision must therefore be considered.

The present inquiry contributes district-level evidence on grade 4 teachers' comprehension strategies and parents' support for reading development. By examining instructional and contextual dimensions together, it identifies practical priorities for classroom teaching, school support, family engagement, and future outcome-based evaluation.

1.1 Research Purpose and Analytical Focus

The study evaluated teachers' use of inferring, monitoring and clarifying, questioning, summarizing, visualizing, and organizing. It also assessed parental support through progress monitoring, reading-habit encouragement, material provision, story discussion, and participation in literacy activities.

Kendall's W examined whether three school-sector groups ranked the indicators within each domain similarly. The policy focus was to align classroom instruction and home support around a coherent reading-comprehension framework.

1.2 Conceptual and Empirical Synthesis

The study treats comprehension as a coordinated process. Inferring extends meaning beyond explicit propositions; monitoring and clarifying detect and repair breakdowns; questioning focuses attention; summarizing identifies essential meaning; visualizing elaborates a mental representation; and organizing structures relationships among ideas.

Parental support extends opportunities for practice and discussion. Monitoring, encouragement, material access, story talk, and literacy-event participation can strengthen continuity between school and home, but each form of support differs in time, cost, and accessibility.

The framework assumes reciprocal rather than parallel action. Teachers need information about home practice, while parents need simple guidance aligned with current classroom goals. Coordination reduces conflicting prompts and makes limited home reading time more productive.

2. Methodology

A descriptive-evaluative-correlational survey design summarized strategy use and parental support and examined rank agreement among three school sectors.

The sample included 84 respondents: 30 Grade 4 teachers and 54 parents. Central School contributed 12 respondents, Roadside 18, and Upper Calauag 54. Teachers were enumerated, while parents were selected through convenience sampling.

A researcher-made questionnaire measured six teacher-strategy domains and five parent-support domains using five-point scales. Expert review and reliability procedures were used before final administration.

Frequency, percentage, weighted mean, and rank described the data. Kendall's W compared three sector rankings. Teacher domains contained seven indicators (df=6), while parent-support domains contained ten indicators (df=9).

Inferential decisions were based on W and its chi-square approximation at $\alpha=.05$. Significant concordance denotes similar ordering across sectors; it does not demonstrate improved learner comprehension.

Table 1. Research Design, Participants, Measures, and Analysis

Component	Specification
Design	Descriptive-evaluative-correlational survey
Participants	84 total: 30 Grade 4 teachers and 54 parents
Sector distribution	Central=12; Roadside=18; Upper Calauag=54
Sampling	Teacher total enumeration; parent convenience sampling
Teacher domains	Inferring; monitoring; questioning; summarizing; visualizing; organizing
Parent domains	Progress; habits; materials; story discussion; activities
Instrument	Validated researcher-made questionnaire
Analysis	Weighted means, ranks, Kendall's W; $\alpha=.05$

2.1 Analytical Rigor and Boundaries

The dual respondent design broadens the implementation perspective, but teacher and parent ratings may not be directly interchangeable. Analyses should preserve role and sector distinctions when item-level data are available.

Kendall tests were recalculated according to the number of ranked indicators: df=6 for teacher domains and df=9 for parent domains. This produces reproducible decisions from the reported W and χ^2 statistics.

Convenience selection of parents may overrepresent caregivers who are more accessible or engaged. Direct learner assessments and participation records are needed before effectiveness claims are made.

3. Results and Discussion

3.1 Respondent Composition

Teacher and parent respondents represented all three school sectors.

Table 2. Respondent Distribution by Role and Sector

School Sector	Teachers	Parents	Total
Central School	6	6	12
Roadside	6	12	18
Upper Calauag	18	36	54
Total	30	54	84

The design appropriately recognizes that classroom strategy and home support are experienced by different actors. Upper Calauag contributed the largest number in both roles.

Because parents were selected conveniently, pooled parental means should be interpreted as the profile of participating caregivers rather than a probability estimate for all households in the district.

3.2 Teacher Reading-Comprehension Strategies

Table 3. Strategies Utilized by Grade 4 Teachers

Strategy Domain	Mean	Interpretation	Rank
Questioning	4.46	Very Much Utilized	1
Summarizing	4.41	Very Much Utilized	2
Organizing	4.36	Very Much Utilized	3
Inferring	4.33	Very Much Utilized	4
Visualizing	4.27	Very Much Utilized	5
Monitoring and clarifying	4.26	Very Much Utilized	6
Grand mean	4.35	Very Much Utilized	—

Questioning ranked first, indicating strong use of prompts to check understanding, invite explanation, and stimulate critical response. Summarizing and organizing also rated highly, supporting the construction of coherent meaning from text.

Monitoring and clarifying ranked last. Although still Very Much Utilized, it is the process that enables learners to recognize confusion, identify its source, and select a repair strategy. Without explicit monitoring, questioning may reveal misunderstanding without teaching learners how to resolve it independently.

Professional learning should connect teacher think-alouds, learner self-questioning, rereading, vocabulary repair, text-feature use, and evidence checks into a visible comprehension-monitoring routine.

3.3 Agreement on Teacher-Strategy Rankings

Table 4. Kendall Concordance for Teacher-Strategy Domains

Strategy Domain	W	χ^2	df	Decision
Inferring	.590	10.613	6	n.s.
Monitoring and clarifying	.786	14.157	6	p=.028
Questioning	.404	7.280	6	n.s.
Summarizing	.581	10.459	6	n.s.
Visualizing	.246	4.421	6	n.s.
Organizing	.641	11.544	6	n.s.

Only monitoring and clarifying showed significant concordance among sectors. The groups similarly ordered the seven practices in the very domain that ranked lowest overall, giving the district a shared and actionable professional-learning priority.

The other non-significant coefficients indicate varied implementation patterns. A common comprehension framework should specify purposes and evidence of learning while allowing teachers to select texts and examples responsive to their learners.

3.4 Parental Support for Reading Comprehension

Table 5. Parent-Support Domains

Support Domain	Mean	Interpretation	Rank
Encouraging reading habits	4.30	Very Much Evident	1
Monitoring reading progress	4.28	Very Much Evident	2
Providing reading materials	4.27	Very Much Evident	3
Discussing stories	4.26	Very Much Evident	4
Attending reading activities	4.21	Very Much Evident	5
Grand mean	4.26	Very Much Evident	—

Parents most strongly supported daily reading habits. Home-based encouragement is comparatively feasible because it can be embedded in routine and does not always require travel or direct cost.

Attendance at organized reading activities ranked last. Work schedules, transport, caregiving, timing, and event design may constrain participation even when caregivers value literacy. Schools should offer flexible formats and avoid treating physical attendance as the sole indicator of commitment.

Story discussion and progress monitoring can be strengthened through concise prompts, home reading logs used formatively, and regular feedback that helps parents respond to the learner's current goal.

3.5 Agreement on Parent-Support Rankings

Table 6. Kendall Concordance for Parent-Support Domains

Support Domain	W	χ^2	df	Decision
Monitoring reading progress	.494	13.334	9	n.s.
Encouraging reading habits	.404	10.902	9	n.s.
Providing reading materials	.411	11.085	9	n.s.
Discussing stories	.493	13.317	9	n.s.
Attending reading activities	.477	12.870	9	n.s.

None of the parent-support domains exceeded the df=9 critical chi-square value. Caregiver priorities and constraints therefore varied across sectors.

A district policy should establish inclusive opportunities and simple evidence-based routines, but schools should co-design the delivery with families. Multiple participation pathways—home guides, text messaging, recorded demonstrations, take-home materials, and flexible conferences—can respond to contextual variation.

3.6 Integrated Interpretation of the Findings

Teachers and parents reported strong engagement in reading development. Questioning, summarizing, organizing, reading-habit encouragement, and progress monitoring were prominent strengths.

The central instructional opportunity is comprehension monitoring. It received the lowest teacher-strategy mean yet was the only domain with significant sector concordance, making it suitable for district-wide professional learning.

Parental support was favorable but contextually varied. Home-school partnership should emphasize quality and feasibility rather than attendance-based judgments.

A coordinated framework should connect classroom goals, formative learner evidence, home practice, accessible materials, and regular feedback. The success criterion should be learner growth, not only the reported frequency of support.

4. Conclusions and Implications

4.1 Conclusions

Grade 4 teachers very highly utilized all six comprehension strategies, led by questioning. Monitoring and clarifying was the lowest domain and the only one with significant cross-sector concordance.

Parents reported very high support across all five domains, particularly encouragement of reading habits. Attendance in literacy activities was lowest.

No parent-support domain showed significant concordance across sectors, highlighting the need for flexible and locally responsive family-engagement approaches.

4.2 Study Limitations

The cross-sectional design captures perceptions at one point in time and cannot establish temporal order or causal influence. High ratings should therefore be interpreted as evidence of perceived implementation or effectiveness, not as proof that the practices caused improved organizational or learner outcomes.

The measures rely on structured questionnaire responses and may be affected by social desirability, recall, common-method variance, and differences in how respondents interpreted scale anchors. Observation, document review, interviews, and performance records were not integrated into the principal statistical estimates.

Rank-based comparisons summarize ordering among indicators or groups but do not quantify the practical size of an intervention effect. Generalization is bounded by the specified locale, participant selection, school year, and organizational conditions represented in the study. Future applications should retain item-level data, document missing-data procedures, report reliability coefficients for every multi-item scale, and publish reproducible test statistics with degrees of freedom and exact probability values.

Parents were selected through convenience sampling, and the study did not connect teacher or parent ratings with learner-level comprehension assessments, home-literacy observations, or verified participation dosage.

4.3 Implications for Practice and Policy

Teachers should explicitly model how readers recognize and repair comprehension breakdowns and then transfer responsibility through guided and independent practice.

School heads should use lesson study, observation, and learner-work analysis to calibrate questioning, monitoring, summarizing, inference, visualization, and organization.

Family guidance should be concise, accessible, and aligned with current classroom goals. Flexible participation modes should address work, transport, language, and connectivity constraints.

Reading policy should combine material provision with evidence of actual use, text appropriateness, discussion quality, and learner progress.

5. Policy and Implementation Priorities

Table 7. Classroom–Home Reading Support Matrix

Priority Area	Recommended Direction	Expected Evidence
Monitoring and repair	Teach explicit comprehension self-monitoring and repair routines.	Think-aloud artifacts; learner self-checks; progress evidence
Strategy coherence	Align questioning, inference, summarizing, visualization, and organization.	Common lesson framework; calibrated observations
Home reading plan	Provide short, goal-linked routines and discussion prompts.	Home guides; reading logs used formatively
Accessible participation	Offer flexible in-person, take-home, and digital options.	Participation reach; caregiver feedback
Material equity	Match texts to level, language, interest, and accessibility needs.	Inventory and circulation; learner choice data
Outcome evaluation	Link teacher and parent support with learner growth.	Pre/post comprehension; fidelity and dosage records

6. Directions for Future Research

- Future studies should link teacher and caregiver practices with direct learner comprehension, fluency, vocabulary, and motivation measures.
- Sampling should include less-visible and less-engaged families through probability or targeted outreach methods.
- Intervention research should evaluate an explicit monitoring-and-repair module combined with home discussion routines.
- Mixed-methods studies should examine how families experience literacy events and what participation formats are most equitable and sustainable.

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