

The Influence of Teachers' Instructional Strategies and the Key Determinants on the Reading Comprehension of Grade 6 Learners in Calauag West District, Division of Quezon

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: August 2026 Keywords: Reading Comprehension Instructional Strategies Inference Learning Environment	This study examined contextual determinants and teacher instructional strategies associated with the reading comprehension of Grade 6 learners in Calauag West District, Division of Quezon, during School Year 2024–2025. A descriptive-evaluative-correlational survey involved 32 purposively selected teachers from Central School, Roadside, and Upper Calauag sectors. A validated 100-item questionnaire measured five determinant domains and five instructional-strategy domains. Weighted means, ranks, and Kendall's W were analyzed at $\alpha=.05$. Contextual determinants were Very Much Evident overall ($M=4.28$), led by classroom environment ($M=4.35$); parental involvement and peer interaction both obtained $M=4.30$, while motivation and material access each obtained $M=4.29$. Instructional strategies were also Very Much Evident ($M=4.35$), with inference skills highest ($M=4.44$) and text understanding lowest ($M=4.28$). No determinant domain showed significant cross-sector concordance. For strategy rankings, significant agreement occurred for main-idea recognition ($W=.728$, $\chi^2=19.665$, $p=.020$), learner engagement ($W=.706$, $\chi^2=19.062$, $p=.025$), and text understanding ($W=.703$, $\chi^2=18.992$, $p=.025$), but not information retention or inference. Findings support a balanced comprehension framework combining explicit modeling, vocabulary and text-base development, inference, retrieval practice, engagement, family support, and equitable access to materials.

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 the contextual determinants and instructional strategies perceived to influence grade 6 reading comprehension.

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 the contextual determinants and instructional strategies perceived to influence grade 6 reading comprehension. 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 assessed five determinants of reading comprehension—classroom environment, parental involvement, peer interaction, learner motivation, and access to reading materials—and five instructional domains—main-idea recognition, engagement, text understanding, retention, and inference.

It further tested whether Central School, Roadside, and Upper Calauag groups ranked the ten indicators within each domain similarly. The policy objective was to identify shared and context-specific priorities for strengthening comprehension instruction.

1.2 Conceptual and Empirical Synthesis

The framework combines the simple view of reading with strategic comprehension. Accurate and fluent word recognition enables access to text, while language comprehension, vocabulary, prior knowledge, and inferential reasoning support meaning construction. Classroom strategy use and contextual support affect whether learners can coordinate these resources.

Contextual determinants are treated as enabling conditions rather than direct causes. A positive classroom, motivated peers, family participation, and material access can increase opportunities to read and discuss text, but instructional quality determines how those opportunities become comprehension growth.

The five strategy domains represent a cycle: identify essential propositions, sustain engagement, construct a coherent text base, retain and retrieve information, and integrate explicit information with background knowledge to infer meaning.

2. Methodology

A descriptive-evaluative-correlational design profiled current conditions and examined rank agreement among three school-sector groups. Thirty-two Grade 6 teacher respondents were selected purposively from public elementary schools in Calauag West District. Central School contributed eight respondents, Roadside six, and Upper Calauag eighteen.

The 100-item questionnaire contained fifty items on determinants and fifty on instructional strategies, with ten items assigned to each domain. Expert review and a 30-respondent pilot test supported content validity and Cronbach-alpha reliability testing.

Responses used a five-point extent scale. Frequency, percentage, weighted mean, and rank summarized the data. Kendall's W examined concordance across three groups ranking ten indicators; thus $df=9$ and the .05 chi-square critical value was 16.92.

Inferential decisions were based on the reported W and chi-square values. A significant result indicates common ordering of items within a domain and does not establish that the domain caused comprehension gains.

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

Component	Specification
Design	Descriptive-evaluative-correlational survey
Participants	32 Grade 6 teachers
Sector distribution	Central School=8; Roadside=6; Upper Calauag=18
Instrument	Validated 100-item researcher-made questionnaire
Determinants	Classroom; parents; peers; motivation; materials
Strategies	Main idea; engagement; text understanding; retention; inference
Scale	Five-point extent scale
Analysis	Weighted means, ranks, Kendall's W ; $\alpha=.05$

2.1 Analytical Rigor and Boundaries

The equal allocation of ten items per domain supports balanced coverage. Reporting the actual reliability coefficients and item-level missing-data rules would improve evaluation of scale precision.

Kendall tests used three sector rankings and ten indicators per domain. The chi-square approximation used $df=9$, allowing internally consistent decisions from W and χ^2 .

The analysis concerns teachers' perceptions of influences on comprehension. Learner reading scores, classroom observations, text difficulty, exposure time, and fidelity of strategy use were not incorporated into the domain means.

3. Results and Discussion

3.1 Participant Coverage

The respondent distribution covered three sectors and twenty-six schools.

Table 2. Distribution of Grade 6 Teacher Respondents

School Sector	Frequency	Percent
Central School	8	25%
Roadside	6	19%
Upper Calauag	18	56%
Total	32	100%

Upper Calauag contributed more than half of the respondents, while Central School and Roadside provided smaller groups. The pooled profile therefore reflects this distribution.

Sector groupings are analytically useful because access to materials, school organization, travel, family participation, and peer networks may vary across local contexts.

3.2 Determinants of Reading Comprehension

Table 3. Perceived Determinants Affecting Reading Comprehension

Determinant	Mean	Interpretation	Rank
Classroom environment	4.35	Very Much Evident	1
Peer interaction	4.30	Very Much Evident	2
Parental involvement	4.30	Very Much Evident	3
Learner motivation	4.29	Very Much Evident	4
Access to reading materials	4.29	Very Much Evident	5
Grand mean	4.28	Very Much Evident	—

Classroom environment ranked first, reinforcing the importance of routines, supportive interaction, accessible instruction, and a climate in which learners can explain uncertainty without embarrassment. Peer and family support followed closely.

The .06 spread is small. All determinants were favorably assessed, so the ranking should guide refinement rather than imply that lower-ranked factors are unimportant. Material access and motivation remain necessary conditions for sustained reading practice. Because these ratings are contextual perceptions, their educational meaning should be examined against direct evidence such as reading volume, text availability, attendance, home practice, and learner comprehension profiles.

3.3 Agreement on Determinant Rankings

Table 4. Kendall Concordance for Contextual Determinants

Determinant	W	χ^2	df	Decision
Classroom environment	.205	5.538	9	n.s.
Parental involvement	.522	14.085	9	n.s.
Peer interaction	.430	11.621	9	n.s.
Learner motivation	.261	7.039	9	n.s.
Reading-material access	.505	13.628	9	n.s.

None of the five chi-square values exceeded 16.92. The sector groups did not demonstrate statistically conclusive common ordering of the ten indicators within any determinant domain.

The result suggests that contextual supports are experienced differently across sectors. District policy should define minimum conditions but use school-level diagnostics to identify whether environment, family engagement, peer support, motivation, or materials require greater emphasis locally.

3.4 Instructional Strategies

Table 5. Perceived Influence of Instructional Strategies

Strategy Domain	Mean	Interpretation	Rank
Inference skills	4.44	Very Much Evident	1
Main-idea recognition	4.37	Very Much Evident	2
Learner engagement	4.35	Very Much Evident	3
Information retention	4.30	Very Much Evident	4
Text understanding	4.28	Very Much Evident	5
Grand mean	4.35	Very Much Evident	—

Inference ranked first, indicating strong emphasis on reading beyond explicitly stated information. Effective inference instruction requires adequate vocabulary, background knowledge, text evidence, and teacher modeling through think-alouds and guided questions. Text understanding ranked last despite remaining Very Much Evident. This relative result warns against privileging higher-order response before learners have constructed an accurate text base. Literal understanding, vocabulary, sentence integration, and monitoring are foundations for valid inference.

A balanced comprehension lesson should connect explicit meaning, main ideas, inference, retention, and discussion rather than teach each strategy as an isolated routine.

3.5 Agreement on Strategy Rankings

Table 6. Kendall Concordance for Instructional-Strategy Domains

Strategy Domain	W	χ^2	df	Decision
Main-idea recognition	.728	19.665	9	p=.020
Learner engagement	.706	19.062	9	p=.025
Text understanding	.703	18.992	9	p=.025
Information retention	.515	13.896	9	n.s.
Inference skills	.543	14.659	9	n.s.

The three sectors shared significant ordering for main-idea recognition, engagement, and text understanding. These domains may be supported by more common classroom routines or clearer instructional expectations.

Information retention and inference did not show significant concordance. Teachers may differ in how they use retrieval, summarization, questioning, prior knowledge, or evidence-based inference. Collaborative planning and calibrated demonstration lessons can make these practices more explicit without enforcing a single script.

3.6 Integrated Interpretation of the Findings

The study depicts favorable contextual conditions and broad use of comprehension strategies, but it also reveals sector-specific ordering. Classroom environment was the strongest contextual domain, while inference led instruction.

The combination of high inference ratings and comparatively lower text-understanding ratings deserves attention. Inference is valid only when grounded in accurate decoding, vocabulary, syntax, explicit propositions, and relevant knowledge. Professional learning should reinforce this dependency.

Non-significant determinant concordance argues for local diagnosis, whereas significant concordance in three instructional domains supports district-wide calibration. A tiered approach can combine common comprehension principles with school-specific supports for materials, motivation, family engagement, retention, and inference.

Monitoring should connect teacher practice to direct learner evidence. Short comprehension probes, oral retells, written responses, vocabulary checks, and error analysis can help teachers decide whether learners need support with the text base, integration, retrieval, or inferential reasoning.

4. Conclusions and Implications

4.1 Conclusions

All five contextual determinants were Very Much Evident, with classroom environment highest. However, the three sector groups did not significantly agree on the detailed ordering within any determinant domain.

Instructional strategies were Very Much Evident overall, led by inference and followed by main-idea recognition and engagement. Text understanding was the lowest-rated domain and remains a key foundation for higher-order comprehension.

Sector groups agreed significantly on rankings for main idea, engagement, and text understanding, but not for retention or inference. Policy should combine common instructional expectations with contextualized support.

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.

The study measured perceived influences rather than learners' actual reading comprehension, and it did not model learner-level clustering or connect teacher ratings with standardized or curriculum-based reading outcomes.

4.3 Implications for Practice and Policy

Teachers should use an explicit comprehension cycle: establish vocabulary and background knowledge, model meaning construction, identify central ideas, guide inference from evidence, check understanding, and use retrieval and summarization to strengthen retention.

School heads should facilitate collaborative lesson study, observation, and analysis of learner work. Calibration should focus especially on text understanding, retrieval practice, and the evidence needed to justify inferences.

Family and community initiatives should make age-appropriate materials accessible and provide manageable home discussion routines. Material provision should be accompanied by guidance on text selection, questioning, and learner choice.

District evaluation should track reading growth and implementation quality rather than relying only on favorable perceptions.

5. Policy and Implementation Priorities

Table 7. Reading Comprehension Policy and Implementation Matrix

Priority Area	Recommended Direction	Expected Evidence
Comprehension framework	Adopt a balanced sequence linking text base, main idea, inference, monitoring, and retention.	Lesson artifacts; observation rubric; learner responses
Teacher calibration	Use lesson study and coaching on think-alouds, questioning, and error analysis.	Calibration records; coaching outputs
Formative assessment	Apply brief oral and written comprehension probes.	Progress profiles; regrouping decisions
Material access	Expand varied, level-appropriate print and digital texts.	Inventory; circulation/use data; accessibility review
Family support	Provide concise discussion routines and reading-choice guidance.	Family guides; participation and feedback
Outcome evaluation	Link strategy exposure with learner growth over time.	Pre/post outcomes; fidelity and dosage data

6. Directions for Future Research

- Future research should connect teacher practices with learner-level comprehension assessments and account for clustering within classes and schools.
- Mixed-methods studies should observe lessons and interview learners to determine how they experience questioning, monitoring, inference, and engagement.
- Intervention research should compare explicit inference and retention models while controlling for decoding, vocabulary, prior knowledge, and text complexity.
- Longitudinal designs should examine whether improvements generalize across subjects and persist into secondary school.

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