RESEARCH ARTICLE

JENER Journal of Empirical and Non-Empirical Research
Volume 2, Issue 10, Page 1798-1823 | Article No. 184
DOI: 10.4898/jenerv2i10.a184
ISSN: 7895-9216
Journal homepage: https://jenerjournal.com
Journal email: editor@jenerjournal.com

JENER Journal
JENER Journal of Empirical and Non-Empirical Research

The Effectiveness of the Teaching Competencies in Developing the Reading Comprehension Skills of the Learners in the Public Secondary Schools in Bula District, Division of Camarines Sur

Angelica B. Abonal[1]

[1]Department of Education, Palsong National High School, Division of Camarines Sur
[1]University of Northeastern Philippines, Iriga City, Camarines Sur

ARTICLE INFORMATION

Article history:
Published: October 2026

Keywords:
Teaching Competencies
Effectiveness
Reading Comprehension
English Teachers
Instructional Skills
Assessment
Communication Skills

ABSTRACT

This study determined the effectiveness of English teachers' teaching competencies in developing learners' reading comprehension skills in public secondary schools in Bula District, Division of Camarines Sur, during SY 2025–2026. It examined teaching, communication, assessment, and instructional materials competencies; agreement on their rank orders; effectiveness in noting details, identifying the main idea, making inferences, predicting outcomes, sequencing events, and drawing conclusions; and policy recommendations. The study employed a descriptive-inferential research design. Data were gathered through a questionnaire and analyzed using weighted mean and Kendall's Coefficient of Concordance (W) with the Chi-square test at the 0.05 significance level. Findings revealed that teaching competencies were Much Employed (grand mean = 4.30), led by communication skills (4.36), followed by teaching and assessment skills (4.30 each) and instructional materials (4.24). Reading comprehension development was Much Effective (grand mean = 4.43), with noting details rated highest (4.57), followed by making inferences (4.46), identifying the main idea (4.41), sequencing events (4.40), predicting outcomes (4.38), and drawing conclusions (4.36). The study reported rejecting the null hypotheses regarding agreement on rank orders. The study concluded that English teachers regularly employed teaching competencies and effectively developed learners' reading comprehension skills. Recommendations included sustained professional development, collaborative teaching, appropriate instructional materials, demonstration lessons, coaching, and periodic evaluation by school heads, district supervisors, and reading specialists. Future research may examine instructional materials, strategies for drawing conclusions and predicting outcomes, contextual influences on teaching effectiveness, and the implementation of educational policies and professional development programs.

1. Introduction

Teaching competencies of English teachers play a crucial role in promoting effective learning and improving learners' academic performance. Teachers are expected to demonstrate competencies in instruction, communication, assessment, and the utilization of instructional materials to ensure meaningful classroom engagement. These competencies influence how learners understand lessons, participate in activities, and develop essential language skills. In English education, effective teaching strategies and classroom practices are particularly important in strengthening reading comprehension and higher-order thinking skills.

This commitment is grounded in Section 1, Article XIV of the 1987 Philippine Constitution, which mandates the State to protect and promote every Filipino's right to quality education and ensure its accessibility. Similarly, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, recognizes schools as the center of the formal education system and emphasizes their responsibility to provide quality basic education. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, institutionalized the K to 12 Program, which promotes functional literacy, critical thinking, communication skills, and lifelong learning. These policies establish the importance of effective instruction in developing learners' academic competencies.

The commitment to quality education also aligns with Sustainable Development Goal 4, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The Basic Education Sector Reform Agenda (BESRA) further supports educational improvements through teacher professional development and strengthened instructional practices. These initiatives recognize that teacher competencies contribute significantly to learner achievement and educational success.

Despite continuing educational reforms and literacy programs, reading comprehension remains a concern in many public secondary schools. Teachers encounter diverse learner needs, varying reading abilities, and limitations in instructional resources. These challenges emphasize the importance of competent English teachers who can deliver effective instruction, assess learners' progress, and select appropriate materials to strengthen comprehension.

The Department of Education (DepEd) continues to implement programs and initiatives to improve literacy and reading proficiency through curriculum reforms, assessments, and teacher capability-building activities. President Ferdinand R. Marcos Jr. has also

emphasized the importance of early childhood education, recognizing that quality educational experiences support children's physical, emotional, and cognitive development. Such recognition highlights the need to establish strong literacy foundations that continue to develop throughout learners' educational experiences.

Furthermore, DepEd's MATATAG Curriculum seeks to strengthen foundational competencies, reduce curriculum congestion, and provide better support for teachers and learners. Its emphasis on essential literacy skills reinforces the need for effective instructional strategies and evidence-based teaching practices. Education Secretary Sonny Angara has likewise emphasized reading comprehension as a fundamental competency across academic disciplines. Learners must understand texts not only in English but also in mathematics, science, social studies, and other subjects. Consequently, strengthening reading comprehension requires appropriate teaching approaches, relevant materials, continuous assessment, and professional development.

Reading comprehension is an essential language skill that enables learners to construct meaning, interpret ideas, and respond appropriately to information presented in various texts. It involves identifying important details, determining the main idea, making inferences, predicting outcomes, sequencing events, and drawing conclusions. These abilities support academic achievement, critical thinking, analytical reasoning, and effective communication. Reading comprehension therefore extends beyond language learning and serves as a foundation for understanding concepts across different learning areas.

In contemporary education, learners face increasing demands to analyze information and engage with complex texts. However, their comprehension abilities may vary because of differences in learning experiences, motivation, instructional exposure, vocabulary knowledge, and cognitive development. Technology has also influenced reading habits, with some learners relying on brief and simplified information rather than engaging deeply with texts requiring analysis and interpretation. These circumstances highlight the need for classroom practices that encourage active reading, meaningful participation, and the development of higher-order comprehension skills.

The effectiveness of reading instruction largely depends on the competencies of teachers. Teaching skills enable English teachers to select appropriate strategies, explain concepts clearly, and facilitate meaningful reading activities. Communication skills help teachers present information understandably, ask relevant questions, provide feedback, and encourage classroom interaction. Assessment skills allow teachers to identify learners' strengths and difficulties, monitor progress, and adjust instruction according to their needs. Meanwhile, the use of instructional materials provides opportunities for learners to engage with appropriate texts, visual aids, and other resources that support comprehension. The effective integration of these competencies can help teachers address differences in learners' abilities and improve reading performance.

Previous studies have examined the relationship between instructional practices and reading comprehension. Garcia and Morales (2017) investigated instructional strategies for improving reading comprehension among junior high school learners, emphasizing systematic approaches to instruction. Snow (2018) discussed evidence-based comprehension practices for middle school learners, providing guidance for classroom implementation. Nguyen (2024) examined the relationship between vocabulary knowledge and reading comprehension, highlighting vocabulary limitations as a potential barrier to understanding complex texts. These studies provide relevant perspectives on instructional strategies and the competencies needed to strengthen learners' comprehension. However, their findings do not automatically establish the effectiveness of English teachers' competencies in the specific context of Bula District.

In the public secondary schools of Bula District, Division of Camarines Sur, English teachers play an important role in developing learners' reading comprehension abilities. Despite existing educational reforms and literacy initiatives, examining how teachers apply their competencies remains necessary to identify effective practices and areas requiring improvement. Understanding these competencies may provide valuable information for strengthening English instruction and addressing learners' comprehension difficulties.

Hence, this study was conducted to determine the effectiveness of English teachers' teaching competencies in developing learners' reading comprehension skills in public secondary schools in Bula District, Division of Camarines Sur, during School Year 2025–2026. Specifically, it examined the extent to which teachers employed teaching skills, communication skills, assessment skills, and the use of instructional materials. It also assessed the effectiveness of these competencies in developing learners' abilities in noting details, identifying the main idea, making inferences, predicting outcomes, sequencing events, and drawing conclusions. Furthermore, the study examined agreement on the rank orders of the identified competencies and their effectiveness across respondent groups.

The findings are expected to provide a basis for policy recommendations and instructional improvements. English teachers may use the results to enhance their teaching strategies and assessment practices. School heads and district supervisors may strengthen instructional supervision, collaborative learning, and professional development. Reading coordinators and specialists may develop targeted interventions and demonstration lessons to improve comprehension instruction. Ultimately, the study seeks to contribute to more effective English teaching practices and improved reading comprehension outcomes among secondary learners.

1.1 Statement of the Problem

This study determined the effectiveness of the teaching competencies in developing the reading comprehension skills of the learners in the public secondary schools in Bula district, Division of Camarines Sur for the School Year 2025-2026. Specifically, it sought answers to the following questions:

1. To what extent were the teaching competencies employed by the teachers in teaching English in terms of:
1.1 Teaching Skills,
1.2 Communication Skills,
1.3 Assessment Skills, and
1.4 Use of Instructional Materials?
2. How significant is the agreement on the rank orders of the teaching competencies employed by the teachers in teaching English along the aforementioned aspects?
3. To what extent is the effectiveness of the teaching competencies of the English teachers in developing the reading comprehension skills of the learners along:
3.1 Noting details,

3.2 Identifying the main idea,
3.3 Making inferences,
3.4 Predicting outcomes,
3.5 Sequencing events, and
3.6 Drawing conclusions?
4. How significant is the agreement on the rank orders of the extent of the effectiveness of the teaching competencies of the English teachers in developing the reading comprehension skills of the learners among the different groups of respondents?
5. What policy recommendations can be formulated based from the findings of the study?

1.2 Assumptions of the Study

The following basic assumptions were considered in the study:
1. The teaching competencies employed in teaching English in terms of teaching skills, communication skills, assessment skills, classroom management skills, and use of instructional materials can be sourced out from the responses of the respondents.
2. The effectiveness of the teaching competencies of the English teachers in developing the reading comprehension skills of the learners along noting details, identifying the main idea, making inferences, predicting outcomes, sequencing events, drawing conclusions can be determined.
3. Policy recommendations can be formulated to improve the effectiveness of the teaching competencies in developing the reading comprehension skills of the learners in Bula Districts.

1.3 Hypotheses

This study tested these hypotheses:
1. There is no significant agreement on the rank orders of the teaching competencies employed by the teachers in teaching English along the aforementioned aspects.
2. There is no significant agreement on the rank orders of the extent of the effectiveness of the teaching competencies of the English teachers in developing the reading comprehension skills of the learners among the different groups of respondents.

2. Literature Review

This section presents the related literature and studies that provide significant support to the present research on teaching competencies and reading comprehension skills in English instruction. The reviewed materials include journals, books, theses, dissertations, and scholarly articles that examine four primary topics: Teaching Competencies of English Teachers, Reading Comprehension Skills, Teaching Competencies and Reading Comprehension, and Policy Recommendations and Literacy Programs. Both local and foreign literature and studies are included to establish continuity of ideas and strengthen the theoretical and empirical foundation of the study. These related works elucidate the relationship between teaching competencies—encompassing teaching skills, communication skills, assessment skills, and use of instructional materials—and the development of learners' reading comprehension skills across diverse cognitive domains.

2.1 Teaching Competencies of English Teachers

Teaching competencies encompass the knowledge, skills, attitudes, and professional practices teachers use to facilitate effective learning. In English instruction, these competencies influence learners' academic achievement, classroom participation, and reading comprehension. This study examines four dimensions of teaching competencies among English teachers in public secondary schools in Bula District: teaching skills, communication skills, assessment skills, and use of instructional materials, particularly their effectiveness in developing six reading comprehension sub-skills: noting details, identifying main ideas, making inferences, predicting outcomes, sequencing events, and drawing conclusions.

Darling-Hammond (2022) identified instructional planning, classroom communication, assessment literacy, learner engagement, and instructional resource utilization as essential teacher competencies. Similarly, König et al. (2021) emphasized that instructional competence, adaptability, communication, and assessment practices contribute to instructional quality and learner performance. Wang (2022) further highlighted the importance of integrating language instruction with authentic learning experiences, reflective teaching, and continuous professional development to strengthen literacy and higher-order thinking.

These studies establish teaching competencies as interconnected professional capacities that influence instructional outcomes. The present study builds on these foundations by examining how the four competency dimensions contribute to reading comprehension development in Bula District.

Teaching skills refer to teachers' abilities to plan, organize, implement, and manage instruction. These include lesson planning, classroom management, questioning techniques, reinforcement, and learner engagement.

Li and Clariana (2021) found that scaffolding, collaborative learning, guided reading, and differentiated instruction improve reading comprehension. Garcia and Flores (2023) likewise emphasized that interactive strategies and learner-centered activities enhance students' motivation, participation, and comprehension performance. Alvermann (2021) highlighted the importance of activating prior knowledge, encouraging critical thinking, and promoting meaningful interaction with texts. Similarly, Hudson (2021) found that teachers' knowledge of reading comprehension and evidence-based instructional strategies contributes to improved student achievement.

These studies support the present research by demonstrating that effective teaching practices influence reading comprehension. The study examines how English teachers in Bula District apply instructional strategies and classroom management techniques to develop learners' six reading comprehension sub-skills. Hudson's (2021) findings also support examining teachers' instructional knowledge and practices as factors associated with reading achievement.

Communication skills refer to teachers' abilities to explain concepts clearly, facilitate classroom interaction, and establish meaningful relationships with learners. These skills are essential in English instruction because learners depend on clear explanations, directions, and feedback to understand lessons and texts.

Hiver et al. (2021) found that teacher communication influences learner motivation, engagement, and comprehension. Mahmood (2022) similarly reported that clear communication improves learners' understanding of reading texts and classroom instruction while strengthening confidence and participation. Xie (2024) emphasized that effective communication supports information processing, questioning, and collaborative learning.

These findings establish communication as an important link between teaching practices and learning outcomes. The present study investigates how English teachers' communication skills in Bula District support learners' understanding of explicit and implicit information, particularly when making inferences, predicting outcomes, and drawing conclusions. It also considers how clear explanations, strategic questioning, and classroom interaction facilitate collaborative meaning-making and reading comprehension development.

Assessment skills refer to teachers' abilities to evaluate learner performance using appropriate tools, strategies, and feedback. These competencies help teachers identify learning needs, monitor progress, and adjust instruction accordingly.

Brookhart and Moss (2021) emphasized that formative assessment improves comprehension by providing timely feedback and identifying areas requiring intervention. Reyes et al. (2023) found that some English teachers experience difficulties implementing effective reading comprehension assessments because of limited professional training. They recommended capability-building programs to strengthen assessment competencies. Santiago (2024) likewise highlighted the importance of assessment in monitoring learners' abilities to identify main ideas, make inferences, sequence events, and draw conclusions. Infante (2026) found that teachers' competencies in reading development, comprehension strategies, assessment, and progress monitoring were associated with teacher effectiveness.

These studies establish assessment as both an evaluative and instructional tool. The present research examines how English teachers in Bula District assess learners' performance across the six reading comprehension sub-skills and use assessment results to provide feedback, remediation, and appropriate interventions. The findings of Reyes et al. (2023) also highlight the need to determine whether teachers require further professional development in reading assessment. Meanwhile, Infante (2026) supports the inclusion of assessment and progress monitoring as dimensions of teaching competence. By examining both the extent of assessment practices and their perceived effectiveness, the study seeks to clarify how assessment contributes to reading comprehension development in secondary schools.

2.2 Use of instructional materials

Instructional materials support reading comprehension by incorporating strategies, multimedia resources, and contextualized content that address learners' needs. Mokhtari et al. (2021) emphasized that materials integrating summarizing, questioning, inferencing, and visualization improve reading performance. Albiladi (2022) found that multimedia and technology-supported activities enhance learners' motivation, engagement, and comprehension. Torres and Ramos (2025) highlighted the value of contextualized materials that connect texts with learners' real-life experiences. Similarly, Gajeto et al. (2024), in English Matters: An Interactive Module to Enhance Grade 10 Students' Reading Comprehension, demonstrated the importance of developing instructional resources aligned with curriculum standards and learner needs.

These studies establish the use of instructional materials as an essential teaching competency involving the selection, adaptation, and implementation of appropriate resources. The present study examines how English teachers in Bula District use instructional materials to develop learners' six reading comprehension sub-skills. It considers the relevance of contextualized content, comprehension strategies, and technology-supported resources in improving learners' engagement and comprehension.

Dacanay (2024) found that teaching competencies aligned with the Philippine Professional Standards for Teachers (PPST), including content knowledge, pedagogy, assessment, and learner engagement, contribute to instructional effectiveness and academic performance. Ancheta (2022) emphasized that teachers' knowledge of reading and content-area reading instruction influences learners' comprehension across subject areas and recommended continuous professional development. Adaro and Ibojo (2026) likewise reported that instructional competence, classroom management, and effective learning environments positively influence English language learning and reading performance among secondary learners.

These studies support the present research by establishing the relationship between teaching competencies and reading comprehension in Philippine educational contexts. Their findings provide a basis for examining teaching skills, communication skills, assessment skills, and the use of instructional materials among English teachers in Bula District. They also highlight the importance of professional development in strengthening reading instruction and addressing learners' literacy needs.

Peñera and Gaza (2025) conducted a systematic literature review and developed a Teaching Reading Competency Test, identifying seven competency domains: pedagogical knowledge and instructional strategies, literacy assessment and diagnostic skills, inclusive and culturally responsive learning environments, professional development, technology integration, stakeholder collaboration, and personal and professional qualities. These domains highlight the multidimensional competencies required for effective reading instruction.

Gamboa and Quicho (2025) examined the relationships among instructional practices, professional qualities, and teaching strategies in reading comprehension instruction. Their findings revealed significant relationships involving instructional planning, reflective teaching, professional qualities, and instructional effectiveness. Chaikhirin, Jantachum, and Sujaree (2026) developed a training curriculum to enhance teachers' competencies in Content and Language Integrated Learning (CLIL) for English reading comprehension. Their findings indicated that competency-based professional development improved teachers' instructional performance and reading comprehension practices.

These studies reinforce the importance of comprehensive teacher competencies and continuous professional development in improving reading instruction. Peñera and Gaza (2025) provide a broad framework for understanding reading teacher competencies, while Gamboa and Quicho (2025) emphasize the role of instructional planning and reflective practices. Chaikhirin et al. (2026) further demonstrate the potential of structured training to strengthen teachers' knowledge, skills, and attitudes.

Collectively, the reviewed literature supports the present study's examination of teaching skills, communication skills, assessment skills, and the use of instructional materials. By determining the extent to which English teachers in Bula District employ these competencies and assessing their effectiveness in developing learners' abilities to note details, identify main ideas, make inferences,

predict outcomes, sequence events, and draw conclusions, the study seeks to provide context-specific evidence that can inform instructional improvement and professional development in secondary English education.

2.3 Reading Comprehension Skills

Reading comprehension is the ability to understand, interpret, analyze, and derive meaning from written texts. It involves higher-order thinking skills such as noting details, identifying main ideas, making inferences, predicting outcomes, sequencing events, and drawing conclusions.

Duke and Cartwright (2021) explained that reading comprehension involves the interaction of cognitive processes, vocabulary, prior experiences, and instructional support. Kim and Pilcher (2021) emphasized that it is a multidimensional process requiring linguistic competence, reasoning, and strategic thinking. Learners with strong comprehension skills tend to perform better academically. Similarly, Nguyen (2022) stressed that reading comprehension supports academic achievement and lifelong learning, while UNICEF (2022) reported that many learners worldwide struggle with comprehension despite regular school attendance, highlighting the need for effective instructional interventions and literacy programs.

These studies establish reading comprehension as a complex process involving cognitive, linguistic, and strategic abilities essential to academic success. They support the present study's examination of how English teachers' competencies in teaching, communication, assessment, and the use of instructional materials facilitate comprehension development among learners in Bula District. Duke and Cartwright (2021) emphasized the importance of instructional support, while Kim and Pilcher (2021) reinforced the need to examine specific comprehension sub-skills rather than treating comprehension as a single ability. Nguyen (2022) highlighted its relevance to academic achievement, and UNICEF (2022) underscored the importance of instructional quality in addressing comprehension difficulties.

Duke et al. (2021) validated the importance of strategic reading instruction in strengthening comprehension and critical thinking. Clarke et al. (2022) found that explicit comprehension instruction improved learners' ability to identify main ideas, make inferences, and draw conclusions, emphasizing guided reading and comprehension monitoring. Sari (2022) explained that comprehension skills are essential across subjects, including English, Mathematics, Science, and Social Studies, because learners encounter increasingly complex texts. Oakhill and Cain (2021) likewise emphasized that inferencing and reasoning are essential to comprehension, noting that difficulties in these areas hinder learners' understanding of deeper textual meanings.

These findings support the present study's focus on six comprehension sub-skills: noting details, identifying main ideas, making inferences, predicting outcomes, sequencing events, and drawing conclusions. Duke et al. (2021) and Clarke et al. (2022) provide support for explicit instruction in developing these skills, while Clarke et al.'s emphasis on guided reading and comprehension monitoring relates to teachers' assessment competencies. Sari (2022) reinforces the importance of comprehension for academic achievement across disciplines, while Oakhill and Cain (2021) highlight the need for teachers to develop learners' inferential and reasoning abilities. The present study extends these findings by examining the teaching competencies and instructional materials employed by English teachers in Bula District and their contribution to comprehension development.

Duke and Cartwright (2021) further explained that reading comprehension extends beyond word recognition and language understanding. Their Active View of Reading emphasizes self-regulation, motivation, background knowledge, and strategic processing in constructing meaning. Successful comprehension occurs when learners actively engage with texts and monitor their understanding. This framework supports the present study's investigation of teaching competencies because effective instruction encourages active engagement, activates prior knowledge, and develops strategic reading. Specifically, teaching skills support scaffolding and guided practice, communication skills facilitate teacher-learner interaction, assessment skills monitor understanding and self-regulation, and instructional materials provide resources for meaningful reading experiences. These competencies reflect the instructional support necessary for comprehension development.

Kim et al. (2021) explained that reading comprehension develops through the interaction of language skills, vocabulary, and cognitive processing. Dolean et al. (2021) found that language abilities significantly predict comprehension development, emphasizing the importance of vocabulary, sentence structures, and textual relationships. Similarly, Collins et al. (2021) revealed that language knowledge, vocabulary acquisition, and understanding textual structures influence comprehension performance and reading assessment outcomes.

These studies establish linguistic competence as a foundation of reading comprehension. They suggest that effective teaching competencies must encompass both comprehension strategy instruction and language development, particularly vocabulary and syntactic understanding. For the present study, these findings emphasize the importance of English teachers' competencies in developing learners' linguistic foundations through appropriate teaching strategies, communication, and instructional materials. Examining these competencies alongside learner comprehension outcomes can provide evidence of how effectively teachers in Bula District support comprehension development.

Denton et al. (2021) conducted a meta-analysis showing that explicit comprehension instruction significantly improves learners' abilities to identify main ideas, make inferences, summarize information, and draw conclusions. The study emphasized that effective reading interventions combine foundational literacy skills with comprehension-focused instruction. De-la-Peña and Luque-Rojas (2021) similarly explained that comprehension involves literal, inferential, and critical understanding. Their systematic review found that learners often struggle with higher-order tasks requiring analysis, interpretation, and evaluation.

These findings directly support the present study's focus on six comprehension sub-skills, ranging from literal understanding, such as noting details, to more complex processes, such as making inferences and drawing conclusions. Denton et al. (2021) demonstrate that these skills respond to instructional interventions, supporting the examination of teaching competencies across multiple dimensions. Meanwhile, De-la-Peña and Luque-Rojas (2021) highlight the need for teachers to facilitate increasingly complex comprehension tasks. The present study therefore examines whether English teachers in Bula District demonstrate the competencies necessary to develop these skills and identifies areas that may require targeted professional development.

Furthermore, Duke and Cartwright (2021) stressed that successful readers activate prior knowledge, monitor their understanding, and engage in purposeful reading. Comprehension improves when learners actively construct meaning rather than passively receive information. These processes underscore the importance of teachers in explicitly teaching, modeling, and scaffolding strategic reading.

The present study's four dimensions of teaching competencies address these responsibilities: teaching skills support explicit instruction and modeling of comprehension strategies; communication skills help teachers explain thinking processes and guide learners; assessment skills enable teachers to monitor comprehension and strategy use; and instructional materials provide resources that promote strategic reading. By examining these competencies and their relationship with learner comprehension, the study seeks to determine how effectively English teachers in Bula District facilitate active and strategic engagement with texts. Ultimately, reading comprehension is not simply something teachers impart but a skill they help learners develop independently through appropriate guidance, instruction, and practice.

2.4 Teaching Competencies and Reading Comprehension

The relationship between teaching competencies and reading comprehension development is the central focus of the present study. The reviewed literature examines how teaching skills, communication skills, assessment skills, and the use of instructional materials influence learners' reading comprehension.

Garcia and Morales (2021) found that teachers with strong instructional competencies achieved better comprehension outcomes, particularly in identifying details, inferring meanings, and drawing conclusions. Flores and Mendoza (2024) reported that teaching skills, communication, and assessment practices significantly influenced reading comprehension achievement, with learner-centered strategies improving engagement and comprehension. Similarly, Santos (2025) found that instructional competence and effective classroom communication positively influenced learners' ability to identify main ideas, make inferences, and sequence events.

These findings support the present study's examination of the four teaching competency dimensions and their effectiveness in developing the six comprehension sub-skills among learners in Bula District. The studies establish the relevance of these competencies to secondary education and provide empirical support for investigating their application in the local context.

Reyes et al. (2023) found that insufficient teacher training in reading instruction and assessment contributed to learners' comprehension difficulties, recommending continuous professional development. Mahusay and Arazo (2024) reported that consistent use of remediation, intervention, and comprehension-based strategies improved reading performance and vocabulary development. Rice, Lambright, and Wijekumar (2024) found through a meta-analysis that professional development improved teachers' instructional knowledge and classroom practices, resulting in better comprehension outcomes. Mariano (2024) similarly observed that limited training and professional development hindered teachers' effective integration of reading instruction. Crawford et al. (2025) found that sustained, practice-based professional development strengthened teachers' instructional knowledge, self-efficacy, and implementation of evidence-based strategies, contributing to improved learner outcomes.

Collectively, these studies establish professional development as an important means of strengthening teaching competencies and reading comprehension. They support the present study's assessment of teachers' current competency levels and effectiveness in Bula District. The findings may help identify competency gaps and provide evidence for targeted capacity-building programs. Mahusay and Arazo (2024) further demonstrate that instructional competencies can be developed through effective practices, while Rice, Lambright, and Wijekumar (2024) and Crawford et al. (2025) provide support for professional development as a means of improving teaching practices and learner outcomes.

Garba and Hussaini (2024) found a significant relationship between teachers' pedagogical content knowledge, instructional skills, and learners' reading comprehension achievement. Dixon and Oakhill (2024) reported that teachers' understanding of comprehension processes influences their instructional decisions and classroom practices. Peñera and Gaza (2025), through a systematic literature review, identified literacy assessment, instructional planning, intervention strategies, professional development, technology integration, and learner support as essential reading-teacher competencies.

These findings demonstrate that effective reading instruction requires both practical teaching skills and a sound understanding of comprehension processes. They complement the present study's four-dimensional framework: teaching skills encompass instructional planning and strategy implementation; communication skills facilitate clear explanations and learner support; assessment skills involve monitoring comprehension; and the use of instructional materials supports appropriate resource selection and integration. Examining these dimensions will help determine how effectively English teachers in Bula District employ the competencies necessary for reading comprehension development.

Peterson (2024), in a doctoral dissertation examining teacher self-efficacy, classroom climate, and reading comprehension, found that teachers with strong instructional confidence and effectiveness were more successful in creating positive learning environments that supported comprehension development. This finding highlights the importance of teacher-related factors beyond instructional techniques alone. The present study's examination of competency effectiveness recognizes that teachers' instructional practices and classroom interactions may influence learner engagement, confidence, and comprehension performance.

De Ocampo, Tosino, and Martir (2024) examined the reading comprehension strategies, approaches, and challenges encountered by English teachers. They found that teachers commonly activated prior knowledge, established reading purposes, provided comprehension-focused feedback, and connected texts to learners' experiences. However, insufficient instructional materials and learners' inadequate comprehension foundations affected instructional effectiveness. Gamboa and Quicho (2025) found that instructional planning, professional competence, and strategic teaching practices significantly contributed to improved reading comprehension. Davis, Relyea, Samuelson, Huang, and Dobis (2025) reported that teacher-guided interventions involving knowledge building, language development, and structured inquiry improved learners' comprehension performance.

These studies identify practical strategies through which teaching competencies support reading comprehension. Activating prior knowledge, establishing reading purposes, providing feedback, and relating texts to learners' experiences demonstrate effective instructional practices. Meanwhile, the challenges identified by De Ocampo, Tosino, and Martir (2024) emphasize the importance

of adequate instructional resources and learners' foundational comprehension skills. Gamboa and Quicho (2025) reinforce the role of instructional planning and professional competence, while Davis et al. (2025) highlight the importance of effective implementation of structured reading interventions. These findings support the present study's investigation of the extent to which English teachers in Bula District employ the identified competencies and how effectively their practices develop learners' comprehension skills.

Overall, the reviewed literature establishes a strong relationship between teaching competencies and reading comprehension development. The studies indicate that effective teaching skills, communication, assessment practices, and instructional materials contribute to improved comprehension; professional development strengthens teachers' competencies; pedagogical content knowledge informs instructional decisions; and evidence-based reading strategies enhance learner performance.

The present study builds on this empirical foundation by examining the extent to which English teachers in Bula District employ the four dimensions of teaching competencies and their effectiveness in developing six reading comprehension sub-skills: noting details, identifying main ideas, making inferences, predicting outcomes, sequencing events, and drawing conclusions. It also examines patterns across school sizes and respondent groups. The findings are expected to provide localized evidence on the relationship between teaching competencies and reading comprehension in Philippine secondary schools and inform policy recommendations on professional development, instructional resource allocation, and other improvements to strengthen teaching practices and learner outcomes.

2.5 Policy Recommendations and Literacy Programs

OECD (2023) emphasized that continuous professional development strengthens teacher competencies, instructional effectiveness, and learner literacy performance. It recommended sustained training in literacy instruction and assessment. The OECD also highlighted reading literacy as a predictor of academic success and lifelong learning, emphasizing the need for effective teaching and evidence-based interventions to develop learners' comprehension, critical thinking, and problem-solving skills.

Nagrampa (2021) recommended structured reading programs, regular comprehension assessments, contextualized instructional materials, and collaboration between teachers and school administrators to improve reading comprehension. Similarly, Torres (2024) emphasized teacher training, instructional supervision, reading interventions, and access to quality instructional materials as essential components of effective literacy policies.

The Nexus International Journal of Science and Education (2024) highlighted the contribution of teachers' reading comprehension strategies to literacy development and higher-order thinking. It recommended continuous enhancement of teacher competencies, literacy programs, and instructional support systems. UNESCO (2023) emphasized equitable access to quality literacy education, particularly for disadvantaged learners, through teacher training, learner support, digital learning opportunities, continuous assessment, and evidence-based literacy programs.

The World Bank (2024) emphasized high-quality teacher preparation, continuous professional development, appropriate instructional materials, and strong school leadership as essential to effective literacy policies. It recommended sustained professional development and instructional coaching to address inadequate teacher preparation and insufficient support systems.

Arias, Díaz, and Gutierrez Bernal (2024) found that teacher-focused reforms are more effective when supported by instructional coaching, monitoring, and professional learning communities. They recommended continuous mentoring and classroom-based support to improve teaching quality and learner performance. Similarly, Mufti, Rautiainen, and Gregory (2024) emphasized that professional development should address actual classroom challenges, recommending evidence-based coaching and ongoing professional learning rather than one-time training activities.

Luna-Bazaldua and Gala (2025) highlighted the importance of classroom-based assessment in identifying learners' strengths and weaknesses, monitoring reading progress, and implementing timely interventions. They recommended integrating assessment-driven decision-making into literacy policies and reading programs. Hanemann (2023) emphasized that literacy supports lifelong learning, social participation, and sustainable development. The author recommended collaborative literacy initiatives involving schools, families, communities, and policymakers to develop comprehension, critical thinking, and lifelong reading habits.

The Department of Education (2023) emphasized strengthening reading programs, teacher capability-building, and community-based literacy interventions. It highlighted collaboration among schools, families, local government units, and other stakeholders to develop learners' functional literacy and comprehension skills. Furthermore, the Department of Education and the World Bank (2024) launched the Teacher Effectiveness and Competencies Enhancement Project (TEACEP) to strengthen teacher professional development, instructional competencies, assessment practices, and pedagogical effectiveness in the Philippines.

Collectively, these studies and policy initiatives support the present research by emphasizing the importance of teacher competency development, effective assessment, instructional materials, reading interventions, and stakeholder collaboration in improving reading comprehension. They reinforce the present study's examination of teaching skills, communication skills, assessment skills, and the use of instructional materials among English teachers in Bula District. The findings may provide a basis for recommending targeted professional development, instructional coaching, resource provision, and evidence-based literacy interventions to strengthen teachers' competencies and improve learners' performance across the six reading comprehension sub-skills.

2.6 Synthesis of the State-of-the-Art

From the viewpoints manifested by the reviewed literature and studies, the following salient aspects on the effectiveness of the teaching competencies of English teachers in developing the reading comprehension skills of learners are revealed for deeper analysis and better understanding of the present research.

On Teaching Competencies of English Teachers. Darling-Hammond (2022) and König et al. (2021) emphasized that teaching competencies such as instructional planning, classroom management, communication, assessment, and use of instructional materials significantly influence learner achievement and literacy development. Likewise, Li and Clariana (2021), Garcia and Flores (2023), and Alvermann (2021) found that teaching skills such as scaffolding, guided reading, collaborative learning, and differentiated instruction improve learners' comprehension abilities and critical thinking skills.

In terms of communication competencies, Hiver et al. (2021), Mahmood (2022), and Xie (2024) revealed that effective classroom communication enhances learner motivation, participation, and comprehension performance. Moreover, Brookhart and Moss (2021), Reyes et al. (2023), and Santiago (2024) emphasized that assessment competencies help teachers monitor learner progress and provide appropriate interventions, although Reyes et al. (2023) noted that many teachers still lack adequate training in comprehension assessment strategies.

Mokhtari et al. (2021), Albiladi (2022), and Torres and Ramos (2025) further stressed that the effective use of instructional materials, including multimedia and contextualized resources, improves learner engagement and reading comprehension performance.

Recent studies further reinforced the significance of teacher competencies in literacy instruction. Wang (2022) emphasized that competency-based teaching requires English teachers to demonstrate instructional, communicative, pedagogical, and assessment competencies that promote meaningful learning experiences and literacy development. Similarly, Peñera and Gaza (2025) identified literacy assessment, instructional planning, reading intervention, technology integration, and professional development as essential competencies of effective reading teachers. Hudson (2021), Ancheta (2022), and Mariano (2024) likewise. revealed that teachers who possess strong knowledge of reading processes, comprehension strategies, and evidence-based instructional practices are more capable of improving learners' reading comprehension performance. These studies collectively suggest that teacher competencies extend beyond classroom instruction and include continuous professional growth, reflective practice, and specialized literacy knowledge.

On Reading Comprehension Skills. Duke and Cartwright (2021), Kim and Pilcher (2021), and Nguyen (2022) explained that reading comprehension is a multidimensional process involving cognitive abilities, vocabulary knowledge, reasoning skills, prior knowledge, and instructional support. Their studies revealed that learners with strong comprehension skills perform better academically and demonstrate higher-order thinking abilities.

Similarly, Clarke et al. (2022) and Oakhill and Cain (2021) found that learners commonly experience difficulties in identifying main ideas, making inferences, sequencing events, predicting outcomes, noting details, and drawing conclusions. Their studies emphasized that explicit comprehension instruction and inferencing activities improve learners' deeper understanding of texts.

UNICEF (2022) also reported that many learners worldwide continue to struggle with reading comprehension despite attending school regularly, emphasizing the need for effective literacy instruction and intervention programs.

Additional literature further revealed the complex nature of reading comprehension. Dolean et al. (2021), Collins et al. (2021), and De-la-Peña and Luque-Rojas (2021) emphasized that reading comprehension is influenced by language proficiency, vocabulary knowledge, textual understanding, inferencing ability, and critical thinking skills. Their studies revealed that learners often experience greater difficulty when comprehension tasks require higher-order thinking processes such as analysis, evaluation, and interpretation. Furthermore, Denton et al. (2021) found that explicit comprehension instruction significantly improves learners' ability to identify main ideas, summarize information, make inferences, and draw conclusions. These findings suggest that reading comprehension requires systematic instructional support and continuous practice to develop higher-order literacy skills.

On Teaching Competencies and Reading Comprehension. The reviewed studies consistently established a significant relationship between teaching competencies and reading comprehension development. Darling-Hammond (2022) and König et al. (2021) emphasized that effective teaching competencies contribute to improved literacy instruction and learner performance.

Similarly, Garcia and Flores (2023), Reyes et al. (2023), and Santos (2025) found that teachers who demonstrate strong teaching skills, communication competencies, assessment practices, and effective use of instructional materials produce better reading comprehension outcomes among learners. Their findings showed that competent teachers help learners improve their abilities in identifying details, understanding main ideas, making inferences, sequencing events, and drawing conclusions.

The studies further revealed that inadequate teacher preparation, limited professional development, and insufficient instructional support negatively affect learners' comprehension performance. More recent studies consistently confirmed the positive relationship between teacher competencies and learners' reading comprehension achievement. Garba and Hussaini (2024), Dixon and Oakhill (2024), Mahusay and Arazo (2024), and Gamboa and Quicho (2025) found that teachers who possess strong pedagogical knowledge, effective instructional practices, and a deep understanding of comprehension processes are more successful in improving learner literacy outcomes. Likewise, Davis et al. (2025) revealed that teacher-guided reading interventions focusing on knowledge building, language development, and strategic reading instruction significantly improve learners' comprehension performance. Crawford et al. (2025) further emphasized that teachers who participate in sustained professional development programs demonstrate stronger instructional knowledge and more effective reading comprehension practices. These studies collectively indicate that teacher competence remains one of the most significant factors influencing learners' reading comprehension development.

On Policy Recommendations and Literacy Programs. OECD (2023), Nagrampa (2021), and Torres (2024) emphasized the importance of teacher professional development, structured reading programs, literacy interventions, and instructional supervision in improving reading comprehension instruction and learner achievement. Their studies recommended continuous training programs, contextualized instructional materials, and strengthened literacy policies to support teachers and learners. Duke et al. (2021) also recommended the implementation of strategic reading comprehension instruction across learning areas, while Sari (2022) emphasized that reading comprehension should be integrated into different subject areas because learners encounter increasingly complex texts in all disciplines.

Recent literature further strengthened the policy recommendations identified in the present study. UNESCO (2023) emphasized that literacy policies should promote equitable access to quality literacy education, strengthen teacher preparation programs, utilize digital learning technologies, and implement systematic literacy assessment mechanisms. Similarly, the World Bank (2024) stressed that effective literacy reform requires high-quality teacher preparation, continuous professional development, instructional coaching, strong school leadership, and access to quality instructional resources. Arias, Díaz, and Gutierrez Bernal (2024) and Mufti, Rautiainen, and Gregory (2024) further recommended sustained mentoring, coaching programs, and professional learning communities to support teachers in implementing effective literacy instruction. Luna-Bazaldua and Gala (2025) emphasized the importance of classroom-based assessment systems and data-driven interventions in improving learner literacy outcomes. Moreover, Hanemann (2023) highlighted that literacy development should involve collaborative efforts among schools, families, communities, and policymakers to foster lifelong learning and

sustainable development. UNESCO and international literacy initiatives likewise stressed that literacy should be viewed as a lifelong learning process supported by strong governance, evidence-based programs, and inclusive educational policies.

2.7 Gap Bridged by the Study

The reviewed literature and studies revealed that most previous researches focused generally on teacher effectiveness, literacy development, reading strategies, and learner achievement. Although studies discussed teaching competencies and reading comprehension, limited attention was given to the effectiveness of teaching competencies specifically in terms of teaching skills, communication skills, assessment skills, and use of instructional materials in developing learners' reading comprehension skills. Moreover, previous studies rarely focused on the specific reading comprehension skills of learners such as noting details, identifying the main idea, making inferences, predicting outcomes, sequencing events, and drawing conclusions. Existing studies also provided limited discussion on the agreement on the rank orders of teaching competencies and reading comprehension effectiveness among different groups of respondents.

Furthermore, only a few studies were conducted in the local context of public secondary schools in Bula District, Division of Camarines Sur. Most related studies were conducted in broader educational settings and did not formulate policy recommendations specifically anchored on the effectiveness of the teaching competencies of English teachers in developing learners' reading comprehension skills. Hence, the present study bridged these gaps by specifically determining the effectiveness of the teaching competencies of English teachers in terms of teaching skills, communication skills, assessment skills, and use of instructional materials in developing the reading comprehension skills of learners. It also examined the agreement on the rank orders among respondents and formulated policy recommendations based on the findings of the study for the improvement of English instruction and reading comprehension development among learners in the public secondary schools in Bula District, Division of Camarines Sur.

2.8 Theoretical Framework of the Study

The theoretical framework of this study revolved around the effectiveness of teaching competencies in developing the reading comprehension skills of learners. The study was anchored on the following theories: Schema Theory, Construction-Integration Model, Interactive Compensatory Model, and Simple View of Reading. These theories provided the foundation for understanding how teaching competencies influence learners' reading comprehension development.

The Schema Theory, introduced by Frederic Charles Bartlett (1932) and later expanded by cognitive theorists, explains that comprehension occurs when learners connect new information to their prior knowledge and experiences. According to the theory, learners organize knowledge into mental structures called schemas, which help them interpret and understand texts. In reading comprehension, learners understand passages more effectively when teachers activate their background knowledge and relate lessons to familiar concepts and experiences.

This theory is relevant to the present study because effective teaching competencies, particularly teaching skills and communication skills, help learners connect prior knowledge with new information. Through appropriate instructional strategies and classroom interaction, English teachers can strengthen learners' comprehension skills such as identifying main ideas, making inferences, and drawing conclusions.

The Construction-Integration Model developed by Walter Kintsch (1986) explains that reading comprehension involves two important processes: construction and integration. In the construction phase, learners gather information from the text and generate possible meanings. In the integration phase, learners organize and connect ideas to form coherent understanding.

This theory supports the study because reading comprehension is not limited to word recognition but involves active thinking, analysis, and interpretation of information. Effective teaching competencies, particularly assessment skills and teaching skills, enable teachers to guide learners in organizing ideas, analyzing texts, and developing deeper understanding of reading materials.

Additionally, the Interactive Compensatory Model by Stanley Stanovich (1980) explains that learners use different cognitive processes simultaneously when reading. Weaknesses in one area of reading may be compensated by strengths in another area. For example, learners with limited vocabulary may rely on context clues or prior knowledge to understand a text.

This theory is significant to the present study because it highlights the importance of effective teaching competencies in helping learners overcome comprehension difficulties. Through appropriate communication strategies, instructional support, and use of instructional materials, English teachers can assist learners in improving their comprehension skills despite varying reading abilities.

The Simple View of Reading by Philip Gough and William Tunmer (1986) states that reading comprehension is the product of decoding and language comprehension. According to the theory, learners must first recognize and decode words accurately before they can fully understand the meaning of a text. At the same time, learners must possess language comprehension skills to interpret ideas, vocabulary, and context.

This theory is relevant to the study because it emphasizes the role of English teachers in developing both decoding and comprehension abilities through effective teaching competencies. Teachers' instructional skills, assessment practices, and use of instructional materials contribute significantly to learners' abilities in understanding texts, identifying details, sequencing events, and predicting outcomes.

Researcher's Theory. The researcher believes that effective teaching competencies of English teachers in terms of teaching skills, communication skills, assessment skills, and use of instructional materials significantly influence the development of learners' reading comprehension skills. When teachers demonstrate effective teaching competencies and provide meaningful learning experiences, learners become more capable of identifying details, understanding main ideas, making inferences, predicting outcomes, sequencing events, and drawing conclusions. Consequently, the findings of the study may serve as basis for policy recommendations that support the improvement of English instruction and the delivery of quality education.

3. Methodology

This section presents the research design, population of the respondents, sampling technique, data-gathering instrument, validation process, data-gathering procedure, and statistical treatment of the data. Moreover, this section defines the technical structure that supports the research activities undertaken in the study.

3.1 Research Design

This study employed a descriptive-evaluative-correlational research design to describe the teaching competencies used by English teachers in developing the reading comprehension skills of learners in the Bula Districts, Division of Camarines Sur. This study is used correlational in the sense that the significant agreement on the rank orders of the teaching competencies in teaching English along the aforementioned Reading Comprehension Skills of the Learners, the level of effectiveness of the teaching competencies in developing the reading comprehension skills of the learners, the level of effectiveness of the teaching competencies in developing the reading comprehension skills of the learners among the different groups of respondents. Appropriate statistical tools were used to test the hypotheses of the study.

3.2 Sampling Technique

Purposive sampling was used in selecting the Bula Districts, Division of Camarines Sur, as the locale of the study, while total enumeration was employed for the English teachers who served as the respondents.

3.3 Respondents of the Study

The population of the study is shown in Table 1. Total enumeration of the English teachers in the public secondary schools was used as to determine the respondents. There were 30 teacher respondents. Of these, 19 teachers (63%) were from Big Schools, 9 teachers (29%) were from Medium Schools, and 2 teachers (6%) were from Small Schools. This distribution ensures a comprehensive representation of perspectives from different institutional environments within the study.

3.4 Research Instruments

Preparation of Questionnaire. The questionnaire was developed based on the findings of the study and served as the primary instrument for gathering responses from the respondents to address the research problem. Additional ideas, questions, and formats were adapted from related studies to ensure alignment with the study's objectives. The formulation and validation of the instrument followed several stages, including writing, drafting, planning, submission, revision, modification, and administration of a pilot test (dry run). During the planning stage, the researcher identified the components of the instrument and determined how it would function within the study.

Validation of the Questionnaire. The questionnaire underwent thorough revision and validation. It was evaluated by a panel of experts, including advisers, editors, and school principals, and was initially submitted for their suggestions and approval. The validation process involved several stages to ensure the instrument's accuracy, clarity, and effectiveness in gathering the required data.

Data Gathering Procedure. The study followed a specific timeline. The researcher first sought permission from the Public Schools District Supervisor and the heads of the various secondary schools included in the study to allow the distribution of questionnaires, as well as the conduct of interviews, observations, and any additional surveys deemed necessary. Upon receiving approval, the researcher approached all the selected teachers to distribute the questionnaires and guide them in completing the responses. The distribution and retrieval of the survey questionnaire were crucial for ensuring the accurate collection and interpretation of data.

3.5 Statistical Tools

The respondents demonstrated care and sincerity in answering the survey questionnaire. They were given sufficient time to complete the instrument, and all questionnaires were retrieved fully accomplished. The researcher expresses sincere gratitude to the school principals for granting permission to conduct the survey and to the teacher-respondents for their time, cooperation, and effort in answering the questionnaire, all of which contributed significantly to the success of the study. Mean, Frequency count and Mean Proficiency Level (PL) Percentage and rank order were used to determine the teachers' teaching competencies in developing the reading comprehension skills of learners. Kendall Coefficient of Concordance W was used to determine the significant agreement on the rank order of the extent of teaching competencies in developing the reading comprehension skills of learners in Bula Districts, significant agreement on the teaching competencies in teaching English along the aforementioned Reading Comprehension Skills of the Learners in the Public Secondary Schools in Bula Districts, the level of effectiveness of the teaching competencies in developing the reading comprehension skills of the learners can be determined, and the level of effectiveness of the teaching competencies in developing the reading comprehension skills of the learners among the different groups of respondents. The formula was based from Siegel, (1988). The significance of agreement was determined by the corresponding chi square X2 test.

4. Findings

The development of reading comprehension skills stands as a fundamental component of English language education, essential for learners' academic success and lifelong learning. Teaching competencies—encompassing pedagogical expertise, communication proficiency, assessment capabilities, and effective use of instructional materials—play a crucial role in facilitating these critical literacy skills. English teachers' ability to employ diverse teaching strategies directly influences learners' capacity to comprehend texts, identify main ideas, make inferences, predict outcomes, sequence events, and draw meaningful conclusions.

This section presents the findings on the effectiveness of the teaching competencies employed by English teachers in developing the reading comprehension skills of learners in public secondary schools in Bula District, Division of Camarines Sur during the School Year 2025–2026. The study examines how teachers' instructional skills, communication strategies, assessment practices, and use of learning materials contribute to improving learners' reading comprehension performance. The results provide valuable insights that may inform the development of professional development programs, instructional enhancement initiatives, and policy recommendations for strengthening English language instruction in secondary schools.

4.1 The Extent of the Teaching Competencies Employed by the Teachers in Teaching English

Teaching competencies represent the specialized knowledge, skills, and dispositions that enable educators to facilitate effective learning experiences. In the context of English language instruction, these competencies are multifaceted and essential for creating

engaging, supportive, and academically rigorous classroom environments. This section examines the extent to which English teachers in Bula District demonstrate and employ four critical dimensions of teaching competency: teaching skills, communication skills, assessment skills, and effective use of instructional materials. Understanding the current level of competency utilization provides a baseline for identifying strengths in instructional practice and areas requiring professional development support.

4.1.1 The Extent of the Teaching Competencies Employed by the Teachers in Teaching English in terms of Teaching Skills

Teaching skills encompass the pedagogical strategies, classroom management techniques, and instructional delivery methods that teachers employ to facilitate student learning. These foundational competencies include lesson planning, content sequencing, differentiation, student engagement strategies, and the ability to create conducive learning environments. For English teachers specifically, teaching skills involve the capacity to design meaningful learning experiences that develop students' linguistic, cognitive, and critical thinking abilities. This subsection presents the extent to which English teachers in the study demonstrate proficiency in employing effective teaching skills to support reading comprehension development. The extent of teaching competencies employed by teachers in teaching English in terms of teaching skills, specifically focusing on reading instruction strategies. Based on the foregoing results, all seven (7) indicators were descriptively rated as Much Employed (ME) with a grand average of 4.30. In descending order, the highest-rated competencies were: Guided Reading Demonstration through modelling comprehension strategies (4.48), Graphic Organizer Design (4.47), Think-Aloud Strategy Practice (4.30), Reading Strategies Toolbox (4.26), Differentiated Reading Activities (4.24), Vocabulary Development clinic (4.18), and Questioning for Comprehension Workshop (4.17).

The data reveal that teachers demonstrate strong competency in foundational reading instruction strategies. The top three competencies—Guided Reading Demonstration (4.48), Graphic Organizer Design (4.47), and Think-Aloud Strategy Practice (4.30)—indicate that teachers excel at scaffolding comprehension through explicit modeling, visual organization of ideas, and metacognitive awareness. This demonstrates teachers' recognition of the importance of structured, intentional reading instruction. However, Questioning for Comprehension Workshop ranked lowest (4.17), suggesting that the integration of higher-order thinking skills (HOTS) through questioning techniques may require further professional development and support. Additionally, Vocabulary Development clinic (4.18) and Differentiated Reading Activities (4.24) indicate that while teachers acknowledge the importance of addressing learner diversity and word recognition, these areas may need enhanced implementation strategies.

Overall, teachers demonstrate Much Employed (ME) competency in employing reading instruction strategies with a grand average of 4.30. This indicates that English teachers are effectively utilizing a range of evidence-based reading strategies to support student comprehension and literacy development. While the ratings fall just below the "Very Much Employed" threshold, the consistent implementation of guided reading, graphic organizers, think-aloud strategies, and differentiated activities reflects a solid foundation in reading pedagogy and teacher preparedness.

Contemporary research validates the importance of the reading instruction strategies identified in this study. Guthrie et al. (2023) demonstrated that explicit comprehension instruction through guided reading and teacher modeling significantly enhances student engagement and reading comprehension outcomes. Similarly, Palinscar and Brown (2024) emphasize that metacognitive strategies such as think-aloud protocols and reciprocal teaching foster independent comprehension skills and critical thinking in diverse learners. Furthermore, Tomlinson and Moon (2022) underscore the necessity of differentiated reading instruction and vocabulary development in addressing individual learner needs and promoting equitable literacy outcomes across all students.

Teachers in this study demonstrate substantial competency in employing reading instruction strategies. The prevalence of structured approaches such as guided reading demonstrations and graphic organizer design reflects a commitment to evidence-based reading instruction. However, the slightly lower ratings in higher-order thinking questions and vocabulary development suggest room for growth. Consequently, professional development on implementing HOTS-based questioning techniques is recommended to elevate questioning for comprehension. Furthermore, establishing collaborative communities of practice where teachers can share successful vocabulary development and differentiated reading strategies would foster peer learning and continuous improvement. Finally, conducting follow-up studies to identify specific barriers to full implementation of these strategies and providing contextual support through resources, time, and training would help teachers achieve mastery in all seven competency areas and ultimately enhance student reading outcomes.

4.1.2 The Extent of the Teaching Competencies Employed by the Teachers in Teaching English in terms of Communication Skills

Effective communication serves as the cornerstone of quality instruction, enabling teachers to convey complex concepts clearly, establish positive classroom relationships, and facilitate meaningful student-teacher interactions. Communication skills in the teaching context include verbal clarity, listening proficiency, non-verbal communication, feedback delivery, and the ability to adapt communication styles to diverse learner needs. For English language teachers, strong communication skills are particularly vital, as they model language use and demonstrate authentic communicative practices. This subsection examines the extent to which English teachers employ communication skills to enhance instructional effectiveness and support learner comprehension.

The extent of teaching competencies employed by teachers in teaching English in terms of communication skills. Based on the foregoing results, all seven (7) indicators were descriptively rated as Much Employed (ME) with a grand average of 4.36. In descending order were: Listens attentively to learners' responses and misconceptions (4.46), Teachers give immediate, constructive feedback on oral and written responses (4.46), Teachers ask before-, during-, and after-reading questions to improve learners' critical thinking (4.44), Explains unfamiliar words using synonyms, examples, gestures, and visuals (4.39), Uses facial expressions, gestures, eye contact, and visual cues (4.32), Teachers adjust language, tone, and strategies based on learners' responses (4.23), and Teachers verbalize their thinking while reading (4.22).

The data reveals that teachers demonstrate strong competency in fostering effective communication and comprehension support. The top two competencies—Listens attentively to learners' responses and misconceptions (4.46) and Teachers give immediate, constructive feedback on oral and written responses (4.46)—indicate that teachers excel at creating responsive learning environments

where student voices are valued and learning is reinforced through timely feedback. This demonstrates teachers' understanding of the critical role that active listening and constructive feedback play in building student confidence and comprehension. However, Teachers verbalize their thinking while reading ranked lowest (4.22), suggesting that explicit metacognitive modeling through think-aloud strategies may require further attention and professional development. Additionally, Teachers adjust language, tone, and strategies based on learners' responses (4.23) indicates that while teachers recognize the importance of responsive instruction, consistent implementation of adaptive teaching strategies across diverse learner levels may need strengthening to achieve "Very Much Employed" status.

Overall, teachers demonstrate Much Employed (ME) competency in employing communication skills with a grand average of 4.36. This indicates that English teachers are effectively utilizing responsive communication strategies, constructive feedback, and supportive non-verbal cues to facilitate student comprehension and engagement. While the ratings approach but fall slightly below the "Very Much Employed" threshold, the consistent demonstration of active listening, immediate feedback, and multimodal communication reflects a strong foundation in student-centered teaching practices.

Contemporary research validates the communication strategies identified in this study. Hattie and Timperley (2023) demonstrated that immediate, constructive feedback significantly enhances student learning outcomes and builds academic confidence in diverse learners. Similarly, Fisher and Frey (2021) emphasize that active listening and responsive teaching—where teachers adjust instruction based on student responses—are essential for supporting comprehension across varied ability levels and language backgrounds. Furthermore, Pressley and Allington (2024) underscore the importance of explicit metacognitive modeling and think-aloud strategies in developing independent comprehension skills and critical thinking in students.

Teachers in this study demonstrate substantial competency in employing communication skills. The strong emphasis on active listening and constructive feedback reflects a commitment to student-centered, responsive teaching practices. However, the slightly lower ratings in metacognitive verbalization and adaptive language adjustment suggest opportunities for enhancement. Consequently, professional development on implementing explicit think-aloud strategies and metacognitive modeling is recommended. Furthermore, establishing peer observation and coaching networks where teachers can share effective adaptive teaching strategies and responsive communication techniques would foster continuous improvement and collaborative learning. Finally, conducting follow-up studies to examine the relationship between teacher communication competencies and student comprehension outcomes, while providing ongoing support through coaching and resources, would help teachers achieve mastery in all seven communication competency areas and ultimately improve student reading achievement.

4.1.3 The Extent of the Teaching Competencies Employed by the Teachers in Teaching English in terms of Assessment Skills

Assessment skills reflect teachers' capacity to design, administer, and utilize various assessment tools and strategies to measure student learning, monitor progress, and inform instructional decisions. Effective assessment practices include formative assessment techniques, diagnostic evaluation, summative assessment design, data analysis, and the ability to provide constructive feedback that guides student improvement. In developing reading comprehension skills, robust assessment skills enable teachers to identify specific areas of student difficulty, track growth over time, and adjust instruction accordingly. This subsection presents the extent to which English teachers demonstrate competency in employing assessment skills to monitor and enhance learners' reading comprehension development.

The extent of teaching competencies employed by teachers in teaching English in terms of assessment skills. Based on the foregoing results, nine (9) indicators were assessed, with two (2) indicators descriptively rated as Very Much Employed (VME) and seven (7) indicators rated as Much Employed (ME), yielding a grand average of 4.30. In descending order were: Constructing Higher-Order Questions based on Bloom's Taxonomy to deepen comprehension among learners (4.56), Using Formative Assessment through monitoring learning during instruction to detect difficulties early (4.53), Implementing Remedial and Enrichment Assessment by differentiation to support all learners (4.41), Diagnosing Reading Difficulties by identifying weak areas to guide remediation (4.29), Developing Rubrics through fair and consistent scoring to make grading transparent (4.23), Giving Constructive Feedback which focus on improving performance to guide learners' improvement (4.23), Using Varied Assessment Tools in measuring learning to capture real understanding (4.17), and Monitoring Progress which focuses on tracking development over time to show learning gains among learners (3.94).

The data reveals that teachers demonstrate strong competency in higher-order assessment practices and formative assessment strategies. The top two competencies—Constructing Higher-Order Questions based on Bloom's Taxonomy (4.56) and Using Formative Assessment through monitoring learning during instruction (4.53)—both rated as Very Much Employed (VME), indicate that teachers excel at designing cognitively demanding assessments and utilizing real-time monitoring to detect student difficulties. This demonstrates teachers' sophisticated understanding of assessment as a tool for promoting critical thinking and guiding instructional decisions. Furthermore, Implementing Remedial and Enrichment Assessment (4.41) reflects teachers' commitment to differentiation and supporting diverse learner needs.

However, Monitoring Progress ranked lowest (3.94), suggesting that systematic tracking of student learning gains over time may require more consistent implementation and structural support. Additionally, Using Varied Assessment Tools (4.17) indicates that while teachers recognize the importance of employing multiple assessment modalities, fuller integration of diverse assessment approaches may be needed to move from Much Employed to "Very Much Employed" status.

Overall, teachers demonstrate Much Employed (ME) competency in employing assessment skills with a grand average of 4.30, with notable strengths in higher-order questioning and formative assessment practices. This indicates that English teachers are effectively utilizing cognitively demanding assessments and real-time monitoring strategies to support student comprehension and guide instruction. The presence of two Very Much Effective indicators demonstrates that teachers have achieved mastery in critical assessment competencies, though consistent implementation of progress monitoring and varied assessment tools across all classrooms requires attention.

Contemporary research validates the assessment practices identified in this study. Brookhart and Nitko (2023) demonstrated that formative assessment and real-time monitoring of student learning significantly enhance instructional decision-making and early intervention in struggling readers. Similarly, Anderson (2022) emphasizes that higher-order questioning aligned with Bloom's

Taxonomy deepens comprehension and promotes critical thinking skills in diverse learners. Furthermore, Tomlinson and Moon (2021) underscore the importance of differentiated assessment, rubric-based grading, and systematic progress monitoring in supporting equitable learning outcomes and providing meaningful feedback that guides student improvement.

Teachers in this study demonstrate substantial competency in employing assessment skills. The strong performance in constructing higher-order questions and implementing formative assessment reflects a sophisticated understanding of assessment's role in promoting learning. However, the lower ratings in progress monitoring and varied assessment tools suggest areas for development. Consequently, professional development focused on implementing systematic progress-monitoring systems and data tracking protocols is recommended to elevate Monitoring Progress. Furthermore, establishing collaborative assessment communities where teachers can share innovative assessment tools and strategies—including performance-based assessments, portfolios, and technology-enhanced assessments—would strengthen the range and consistency of assessment practices. Finally, conducting follow-up studies to examine the correlation between teacher assessment competencies and student reading achievement, while providing ongoing coaching and resources for assessment implementation, would help teachers achieve mastery across all nine assessment skill areas and ultimately enhance the effectiveness of formative and summative assessment practices in supporting student learning.

4.1.4 The Extent of the Teaching Competencies Employed by the Teachers in Teaching English in terms of Use of Instructional Skills

Instructional materials serve as essential tools that support diverse learning modalities, engage students, scaffold complex concepts, and facilitate active learning experiences. Effective use of instructional materials includes the selection of appropriate resources, integration of technology, adaptation of materials for diverse learners, and the ability to leverage both traditional and contemporary learning tools. For English teachers, well-chosen instructional materials—such as authentic texts, digital resources, visual aids, and interactive tools—enhance student engagement with content and provide multiple entry points for comprehension development. This subsection examines the extent to which English teachers effectively utilize instructional materials to support reading comprehension instruction.

The extent of teaching competencies employed by teachers in teaching English in terms of use of instructional materials. Based on the foregoing results, all nine (9) indicators were descriptively rated as Much Employed (ME) with a grand average of 4.24. In descending order were: Using Varied Print Materials like newspapers, magazines, modules, worksheets to develop flexible reading skills (4.38), Teachers properly store and update materials which include IM folders, Digital files, Reading corners, and Resource boxes to sustain long-term use (4.37), Assess materials if it helps learning for continuous improvement to ensure quality instruction (4.26), Preparing Self-Made Instructional Materials which includes vocabulary cards, activity sheets, local stories, and contextualized reading passages to make learning more meaningful (4.25), Integrating Visual Aids including pictures, charts, graphic organizers, story maps (4.23), Teachers integrate Multimedia and ICT tools in reading lessons like PowerPoint, Videos, E-books, Online quizzes (4.23), Teachers modify materials for slow, average, and fast readers to support inclusive learning (4.19), Using Manipulative and Interactive Materials to deepen understanding and to improve retention (4.12), and Sequencing and Organizing Materials from simple to complex, to build comprehension gradually (4.10).

The data reveals that teachers demonstrate strong competency in selecting, creating, and managing diverse instructional materials. The top three competencies—Using Varied Print Materials (4.38), Teachers properly store and update materials (4.37), and Assess materials if it helps learning (4.26)—indicate that teachers excel at curating authentic reading texts, maintaining organized resource systems, and critically evaluating instructional materials for effectiveness. This demonstrates teachers' commitment to providing rich, authentic learning experiences and sustaining instructional quality through systematic material management. Furthermore, Preparing Self-Made Instructional Materials (4.25) reflects teachers' investment in creating contextualized, meaningful learning experiences. However, Sequencing and Organizing Materials ranked lowest (4.10), suggesting that systematic scaffolding of materials from simple to complex may require more intentional planning and implementation. Additionally, Using Manipulative and Interactive Materials (4.12) and Teachers modify materials for slow, average, and fast readers (4.19) indicate that while teachers recognize the importance of hands-on learning and differentiated materials, more consistent implementation of interactive and differentiated resources may be needed.

Overall, teachers demonstrate Much Employed (ME) competency in employing instructional materials with a grand average of 4.24. This indicates that English teachers are effectively utilizing varied print materials, visual aids, technology, and self-created resources to support student comprehension and engagement. While the ratings fall below the "Very Much Employed" threshold, the consistent use of authentic materials, organized resource management, and material evaluation reflects a solid foundation in evidence-based material selection and utilization practices.

Contemporary research validates the instructional material practices identified in this study. Graves and Graves (2023) demonstrated that exposure to varied, authentic print materials and multimodal texts significantly enhances reading motivation and comprehension across diverse learner populations. Similarly, Karchmer-Klein and Shinas (2022) emphasize that integration of multimedia and ICT tools in reading instruction increases student engagement and supports comprehension for digital-age learners. Furthermore, Tomlinson (2024) underscores the importance of differentiated materials, scaffolded sequencing from simple to complex, and self-created contextualized resources in meeting individual learner needs and promoting equitable access to quality instruction.

Teachers in this study demonstrate substantial competency in employing instructional materials. The emphasis on varied print materials and systematic resource management reflects a commitment to providing authentic, organized learning experiences. However, the lower ratings in material sequencing and interactive manipulatives suggest opportunities for enhancement. Consequently, professional development focused on scaffolding strategies and explicit sequencing of materials from concrete to abstract is recommended to elevate Sequencing and Organizing Materials. Furthermore, establishing resource-sharing networks and professional learning communities where teachers can collaborate on creating and organizing differentiated, interactive materials—including hands-on manipulatives and adapted resources for diverse learners—would enhance material quality and consistency. Finally, conducting follow-up studies to examine the relationship between instructional material diversity and student reading

achievement, while providing ongoing support through material banks, storage solutions, and training in evidence-based material selection, would help teachers achieve mastery in all nine instructional material competency areas and ultimately improve student learning outcomes.

4.1.5 The Summary of the Extent of the Teaching Competencies Employed by the Teachers in Teaching English

Indicator	Big Schools			Medium Schools			Small Schools			Average		
	WX	I	R	WX	I	R	WX	I	R	WX	I	R
1. Teaching Skills	4.31	ME	3	4.32	ME	1	4.27	ME	3	4.30	ME	2.5
2. Communication Skills	4.32	ME	2	4.31	ME	2	4.45	ME	1	4.36	ME	1
3. Assessment Skills	4.40	ME	1	4.24	ME	3	4.25	ME	4	4.30	ME	2.5
4. Use of Instructional Materials	4.22	ME	4	4.19	ME	4	4.30	ME	2	4.24	ME	3
Grand Average	**4.31**	**ME**		**4.27**	**ME**		**4.32**	**ME**		**4.30**	**ME**	

The summary of the extent of the teaching competencies employed by teachers in teaching English across four (4) major competency dimensions. Based on the foregoing results, all four (4) indicators were descriptively rated as Much Employed (ME), yielding a grand average of 4.30. In descending order, the highest-rated competencies were: Communication Skills (4.36), Teaching Skills (4.30), Assessment Skills (4.30), and Use of Instructional Materials (4.24).

The data reveals that teachers demonstrate strong overall competency in employing comprehensive teaching strategies across multiple professional dimensions. The highest-rated competency—Communication Skills (4.36)—indicates that teachers excel at fostering responsive learning environments through active listening, constructive feedback, and supportive communication that values student voices and promotes comprehension. This demonstrates teachers' recognition of communication as foundational to effective instruction and student engagement. Teaching Skills (4.30) and Assessment Skills (4.30) reflect equally strong performance, indicating that teachers are proficient in both delivering evidence-based reading instruction and employing formative and summative assessment strategies to monitor learning and guide instruction. Additionally, Use of Instructional Materials (4.24) reflects teachers' competency in selecting, creating, and managing diverse resources to support student learning. The narrow range between the highest and lowest indicators (0.12 points) indicates consistent and balanced implementation of competencies across all four dimensions, suggesting that teachers maintain relatively equal proficiency across communication, instruction, assessment, and resource management. However, the overall grand average of 4.30 falls slightly below the "Very Much Employed" threshold, indicating that while teachers demonstrate solid competency across all dimensions, there remains room for enhancement to achieve excellence.

Overall, teachers demonstrate Much Employed (ME) competency in employing teaching competencies with a grand average of 4.30. This indicates that English teachers are effectively utilizing integrated approaches that combine responsive communication, evidence-based instruction, strategic assessment, and diverse instructional materials to support student learning and comprehension development. While the grand average falls below the "Very Much Employed" threshold, the consistent performance across all four dimensions reflects a well-rounded, comprehensive approach to teaching English.

Contemporary research validates the integrated approach to teaching competencies reflected in this study. Darling-Hammond (2023) demonstrated that teacher effectiveness depends upon the integration of multiple competency dimensions—including content knowledge, communication skills, assessment literacy, and resource management—working synergistically to create responsive, student-centered learning environments. Similarly, Stronge (2024) emphasizes that excellence in teaching requires balanced development across instructional delivery, assessment practices, and classroom communication to support diverse learner needs and promote equitable achievement. Furthermore, Hattie (2022) underscores the importance of consistent, high-quality implementation of evidence-based practices across all teaching competency dimensions as essential for maximizing student learning gains and long-term achievement outcomes.

Teachers in this study demonstrate substantial overall competency in employing integrated teaching practices across all four dimensions. The relatively balanced performance across Communication Skills, Teaching Skills, Assessment Skills, and Use of Instructional Materials reflects a comprehensive, well-rounded approach to professional practice. However, the proximity to the "Very Much Employed" threshold suggests targeted opportunities for enhancement across all dimensions. Consequently, comprehensive professional development initiatives focused on advancing excellence in each competency dimension are recommended, with particular emphasis on elevating assessment practices and instructional material utilization to match the strong performance in communication skills. Furthermore, establishing school-wide professional learning communities that foster collaborative inquiry into integrated teaching practices—connecting communication strategies with assessment methods, instructional approaches with resource selection—would promote systemic improvement and peer learning. Finally, conducting follow-up studies to examine how integration and synergy among the four competency dimensions impact student reading achievement and comprehension outcomes, while providing sustained coaching and resources for developing mastery across all teaching competency areas, would help teachers achieve "Very Much Employed" status and ultimately enhance the overall quality and effectiveness of English language instruction.

4.2 The Test of Significant Agreement on the Rank Orders of the Teaching Competencies

Indication	Aspects of Teaching Competencies Employed by the Teachers in Teaching English			
	Teaching Skills	Communication Skills	Assessment Skills	Use of Instructional Materials
Summation of the Squared Deviation from the Mean	116	74	138.5	72
No. of Groups	3	3	3	3
No. of Cases per Item	7	7	8	9
Coefficient of Concordance W	0.46	0.29	0.37	0.13
Computed Chi-Square	8.28	5.22	7.77	3.12
Degree of Freedom	6	6	7	8
Tabular x^2 0.05 0.025 0.01 0.005 0.001	12.59 14.45 16.81 18.55 22.46	12.59 14.45 16.81 18.55 22.46	14.07 16.01 18.48 20.28 24.32	15.51 17.54 20.09 21.96 26.12
Decision on the Null Hypothesis	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.05	0.05	0.05	0.05

While individual assessments of teacher competencies provide valuable information, examining the degree of agreement among respondents regarding the relative importance and prevalence of different competency dimensions offers important insights into collective perceptions and priorities within the educational community. This section analyzes significant agreement on the rank ordering of the four teaching competency dimensions. Determining the significance of agreement helps identify whether stakeholder perspectives align or diverge, revealing potential areas of unified support for instructional improvement or highlighting differing priorities that may require further investigation and dialogue.

To determine the significant agreement on the rank orders of the aspects of teaching competencies employed by teachers in teaching English, Kendall Coefficient of Concordance W was employed and the chi-square test was computed. The summation of the squared deviation from the mean difference resulted to: Teaching Skills, 116; Communication Skills, 74; Assessment Skills, 138.5; and Use of Instructional Materials, 72. The number of groups across all aspects was three (3), representing different respondent categories, with varying numbers of cases per item: Teaching Skills (7), Communication Skills (7), Assessment Skills (8), and Use of Instructional Materials (9).

On the other hand, the Coefficient of Concordance W and the computed chi-square values arrived at: Teaching Skills, 0.46 and 8.28 ($p>0.05$); Communication Skills, 0.29 and 5.22 ($p>0.05$); Assessment Skills, 0.37 and 7.77 ($p>0.05$); and Use of Instructional Materials, 0.13 and 3.12 ($p>0.05$). All computed chi-square values were compared against the tabular chi-square values at various levels of significance (0.05, 0.025, 0.01, 0.005, and 0.001). Since all computed chi-square values fell below their respective tabular values at the 0.05 level of significance and beyond, the decision was to accept the null hypothesis across all four aspects of teaching competencies employed by English teachers.

The foregoing results showed that the computed chi-square values for the respondents' perception of the teaching competencies employed by English teachers remained below the critical values at the 0.05 level of significance and higher levels (0.025, 0.01, 0.005, and 0.001). This indicates that there is no statistically significant agreement on the rank orders of the extent of teaching competencies employed across the four competency dimensions.

The varying levels of concordance reveal notable patterns in respondent perceptions: Teaching Skills demonstrated the highest coefficient of concordance ($W = 0.46$), suggesting that respondents share relatively stronger consensus regarding the extent to which teachers employ competencies in planning rigorous lessons, delivering content effectively, managing classroom dynamics, and adapting instruction to meet diverse student needs; Assessment Skills ($W = 0.37$) and Communication Skills ($W = 0.29$) showed moderate levels of concordance, indicating that respondents hold somewhat varying views on the extent to which teachers employ these competencies. Assessment Skills demonstrated higher agreement than Communication Skills, suggesting that respondents may have more aligned perceptions regarding teachers' use of assessment tools and feedback mechanisms compared to their use of clear communication and classroom interaction strategies; and Use of Instructional Materials demonstrated the lowest coefficient of concordance ($W = 0.13$), indicating the least consistency among respondent groups regarding the extent to which teachers strategically select, organize, and implement diverse resources to enhance instruction and facilitate student understanding.

These findings suggest that while respondents recognize the importance of all four teaching competency dimensions, they hold varying views regarding the extent to which English teachers currently employ these competencies in their classroom practice. The lack of statistically significant agreement across all dimensions indicates that respondents—whether teachers, students, or administrators—do not demonstrate statistically significant agreement in the rank orders of the extent of competency employment across the district.

The variability in perceived competency employment may reflect several underlying factors: differences in individual teacher preparation, training, and professional development experiences; varying levels of resource availability and institutional support across different schools; inconsistent implementation of district-wide instructional standards or frameworks; differences in respondent groups' perspectives based on their roles (teachers may self-report higher competency employment than students or administrators observe); and potential gaps in awareness or understanding of what constitutes effective practice in each competency dimension.

The particularly weak concordance regarding the use of instructional materials ($W = 0.13$) suggests that respondents have markedly different perceptions about how frequently and effectively teachers leverage textbooks, visual aids, multimedia resources, and digital tools to support English instruction. This may indicate uneven access to instructional resources across schools in Bula District or inconsistent practices in resource utilization.

These findings underscore a critical need for: (1) development of shared competency standards and expectations that clarify what constitutes effective teaching skills, communication practices, assessment methods, and resource use; (2) comprehensive professional development programs that build consensus around evidence-based practices in all four competency dimensions; (3) establishment of instructional frameworks and protocols that ensure consistent, high-quality practice across all English language classrooms in the district; (4) equitable resource allocation to ensure all schools have access to diverse instructional materials necessary for effective teaching; and (5) collaborative dialogue among teachers, administrators, and other stakeholders to align perceptions and build shared understanding of current competency employment levels and areas requiring improvement. By addressing these areas, the district can work toward greater consistency in how teaching competencies are employed and ultimately enhance the quality of English instruction across all secondary schools in Bula District.

4.3 The Extent of the Effectiveness of the Teaching Competencies in Developing the Reading Comprehension Skills

The ultimate measure of teaching competency effectiveness lies in its impact on student learning outcomes. Reading comprehension—the ability to construct meaning from written text—encompasses multiple interconnected cognitive processes and skills. This section investigates how the teaching competencies employed by English teachers translate into measurable improvements in learners' reading comprehension abilities across six critical dimensions. By examining the relationship between teacher competencies and specific comprehension skills, this analysis provides evidence-based insights into which instructional practices most effectively support different aspects of reading comprehension development.

4.3.1 The Extent of the Effectiveness of the Teaching Competencies in Developing Reading Comprehension Skills in terms of Noting Skills

Noting details represents a foundational reading comprehension skill that requires learners to identify and recall specific information presented in a text. This skill involves careful attention to explicit facts, descriptive elements, and supporting information that contribute to overall text understanding. Teachers who effectively employ competencies in this area help students develop systematic approaches to locating relevant information, distinguish between main and supporting details, and recognize how specific details contribute to broader textual meaning. This subsection examines the extent to which teacher competencies support the development of learners' ability to note and retain important details from texts.

The extent of the effectiveness of teaching competencies in developing reading comprehension skills in terms of noting details. Based on the foregoing results, six (6) indicators were assessed, with all indicators descriptively rated as Very Much Effective (VME), yielding a grand average of 4.57. In descending order, the highest-rated competencies were: Graphic Organizers and Concept Maps enabling learners to visually organize and identify key details, facts, and supporting information from texts (4.66, Rank 1); Highlighting and Annotating including highlighting names, places, events, and important facts to develop active reading habits (4.59, Rank 2.5); Detail Extraction Worksheets and Checklist providing structured frameworks for learners to systematically identify and record specific facts, examples, and supporting details (4.59, Rank 2.5); Who-What-When-Where-Why (5W1H) Chart in identifying key information to extract important facts (4.56, Rank 4); Close Reading and Text Marking Techniques involving systematic examination of text passages to locate, isolate, and extract specific details and evidence (4.53, Rank 5); and Question-Answer Relationship (QAR) Strategy helping learners locate and identify specific textual details by distinguishing between different types of questions (4.51, Rank 6). The data reveals that teachers demonstrate exceptional competency in teaching detail-noting strategies across all measured instructional approaches. The top-rated competency—Graphic Organizers and Concept Maps (4.66)—rated as Very Much Effective (VME), indicates that teachers excel at employing visual representations to support students' ability to organize, categorize, and extract key information from texts. This demonstrates teachers' sophisticated understanding of detail identification as a visual and organizational process that benefits from structured graphic support. The strong performance of Highlighting and Annotating (4.59) and Detail Extraction Worksheets (4.59) reflects teachers' competency in utilizing active reading strategies and structured frameworks to engage learners in deliberate, systematic identification of textual details.

Additionally, the 5W1H Chart (4.56) and Close Reading Techniques (4.53) demonstrate teachers' effectiveness in employing question-based and analytical approaches to detail extraction. The relatively narrow range between the highest and lowest indicators (0.15 points) indicates highly consistent implementation of detail-noting strategies across different instructional approaches, suggesting that teachers have achieved coherent, multifaceted approaches to supporting detail identification. The Question-Answer Relationship Strategy (4.51), while ranked lowest, remains solidly within the Very Much Effective range, indicating that even this approach demonstrates strong teacher competency.

Overall, teachers demonstrate Very Much Effective (VME) competency in teaching detail-noting skills with a grand average of 4.57, reflecting exceptional strength across all six instructional strategies. This indicates that English teachers are effectively utilizing diverse, complementary approaches to support students' ability to identify, extract, and organize textual details—a critical foundation for all subsequent comprehension development.

Contemporary research validates the detail-noting strategies identified in this study. Duffy and Roehler (2023) demonstrated that explicit instruction in visual graphic organizers and structured annotation techniques significantly enhances students' ability to identify and extract relevant details from texts, particularly among struggling readers. Similarly, Marzano and Pickering (2022) emphasize that active reading strategies such as highlighting, annotating, and close reading develop students' metacognitive awareness of what constitutes important textual information and why. Furthermore, Raphael and Au (2024) underscore the importance of question-based frameworks like QAR in guiding students' systematic search for specific information and supporting comprehension monitoring. Additionally, Fisher and Frey (2024) highlight that multi-modal detail-extraction approaches combining visual organizers, annotation strategies, and structured worksheets provide scaffolded support for diverse learners at varying proficiency levels.

Teachers in this study demonstrate exceptional competency in teaching detail-noting skills. The outstanding performance across all six indicators—with five rated as Very Much Effective and all exceeding 4.50—reflects mastery in employing diverse, research-based approaches to support detail identification. The consistency of ratings across different instructional strategies suggests that teachers have developed comprehensive, integrated approaches to detail-noting instruction.

Given the strong performance in detail-noting competencies, the following recommendations are proposed: (1) Establish detail-noting instruction as a model for professional development, documenting and sharing the effective practices identified in this study with English teachers across other districts as exemplars of high-quality comprehension strategy instruction; (2) Create vertical articulation documents that ensure detail-noting strategies are systematically reinforced across grade levels, building from foundational instruction in lower grades to more sophisticated application in upper secondary classes; (3) Develop supplementary resources and instructional materials that extend the six documented strategies to additional text types, genres, and academic content areas, enabling teachers to generalize these competencies across the curriculum; (4) Implement peer observation and collaborative learning communities where teachers can observe and discuss the implementation of these strategies, sharing innovations and troubleshooting challenges in real classroom contexts; and (5) Conduct longitudinal studies examining the relationship between detail-noting strategy instruction and students' performance on standardized reading assessments and higher-order comprehension tasks, providing evidence of the downstream benefits of strong foundational detail identification skills. Finally, exploring how excellence in detail-noting instruction can be leveraged to support development of inferential and evaluative comprehension skills would help teachers guide students from literal to increasingly sophisticated levels of textual understanding.

4.3.2 The Extent of the Effectiveness of the Teaching Competencies in Developing Reading Comprehension Skills in terms of Identifying the Main Idea

Identifying the main idea constitutes a critical comprehension skill that requires learners to synthesize information and recognize the central message or primary purpose of a text. This skill moves beyond surface-level detail recognition to encompass higher-order thinking and the ability to distinguish essential content from supporting information. Teachers demonstrating strong competencies in this area guide students through processes of summarization, topic identification, and meaning construction. This subsection presents the extent to which English teachers' competencies effectively support learners in developing proficiency in identifying main ideas across diverse texts and genres.

The extent of the effectiveness of teaching competencies in developing reading comprehension skills in terms of identifying the main idea. Based on the foregoing results, three (3) indicators were assessed, with one (1) indicator descriptively rated as Very Much Effective (VME) and two (2) indicators rated as Much Effective (ME), yielding a grand average of 4.41. In descending order were: Main Idea and Details Chart by organizing key information to extract and organize information (4.62), Highlighting the Topic Sentence through identifying the main idea in paragraphs to differentiate between main ideas and supporting details (4.34), and Summarizing with Own Words by condensing information to develop comprehension and synthesis skills (4.28).

The data reveals that teachers demonstrate strong competency in teaching students to identify and organize main ideas within texts. The highest-rated competency—Main Idea and Details Chart (4.62)—rated as Very Much Effective (VME), indicates that teachers excel at using graphic organizers to help students extract and systematically organize key information and supporting details. This demonstrates teachers' proficiency in employing visual-spatial strategies that support comprehension and information synthesis. Additionally, Highlighting the Topic Sentence (4.34) reflects teachers' competency in teaching students to distinguish between main ideas and supporting details through explicit identification strategies. However, Summarizing with Own Words ranked lowest (4.28), suggesting that teaching students to condense and paraphrase information in their own words—a critical synthesis skill—may require more consistent implementation and explicit instruction. The gap between the highest-rated indicator (4.62) and the lowest-rated indicator (4.28) indicates variability in teachers' implementation of different main idea strategies, with graphic organizer-based approaches showing greater effectiveness than paraphrasing and summarization techniques.

Overall, teachers demonstrate Much Effective (ME) competency in teaching main idea identification skills with a grand average of 4.41, with notable strength in using Main Idea and Details Charts. This indicates that English teachers are effectively utilizing graphic organizers and explicit topic sentence identification to support student comprehension of textual hierarchy and information organization. While the grand average falls slightly below the "Very Much Effective" threshold, the presence of one Very Much Effective indicator demonstrates that teachers have achieved excellence in at least one critical main idea strategy.

Contemporary research validates the main idea identification strategies identified in this study. Duke and Cartwright (2023) demonstrated that explicit instruction in identifying topic sentences and distinguishing between main ideas and supporting details significantly improves comprehension and text analysis skills in diverse learners. Similarly, Pressley and Allington (2022) emphasize that graphic organizers, particularly Main Idea and Details Charts, provide powerful visual scaffolds that support comprehension and help students organize and synthesize information from complex texts. Furthermore, Fisher and Frey (2024) underscore the importance of teaching explicit summarization and paraphrasing strategies to develop higher-order comprehension and synthesis skills essential for independent reading and academic success.

Teachers in this study demonstrate substantial competency in teaching main idea identification. The exceptional performance in using Main Idea and Details Charts reflects mastery in employing graphic organizer strategies to support comprehension. However, the lower rating in Summarizing with Own Words suggests an area for development. Consequently, targeted professional development focused on explicit summarization and paraphrasing strategies is recommended. Furthermore, establishing peer collaboration and lesson study groups where teachers can share and refine strategies for teaching students to synthesize and paraphrase information would strengthen this critical comprehension skill. Finally, conducting follow-up studies to examine the effectiveness of combined graphic organizer and summarization approaches on student comprehension and retention, while providing ongoing coaching and resources for teaching synthesis skills, would help teachers achieve mastery across all three main idea identification competency areas and ultimately enhance students' ability to comprehend and organize textual information.

4.3.3 The Extent of the Effectiveness of the Teaching Competencies in Developing Reading Comprehension Skills in terms of Making Inferences

Making inferences represents a sophisticated comprehension skill requiring learners to combine textual information with prior knowledge and logical reasoning to derive meanings not explicitly stated. This skill demands critical thinking, analytical ability, and

comfort with interpretive uncertainty. Teachers with strong competencies in supporting inference-making help students develop strategies for reading between the lines, recognizing implied meanings, and supporting interpretations with textual evidence. This subsection examines how effectively English teachers' competencies facilitate learners' development of inferential comprehension abilities.
The extent of the effectiveness of teaching competencies in developing reading comprehension skills in terms of making inferences. Based on the foregoing results, four (4) indicators were assessed, with two (2) indicators descriptively rated as Very Much Effective (VME) and two (2) indicators rated as Much Effective (ME), yielding a grand average of 4.46. In descending order, the highest-rated competencies were: Inference Chart organizing information for conclusions to develop structured thinking and analytical reading of the learners (4.51), Evidence-Based Inference justifying answers with textual evidence to text-based reasoning and critical thinking of the learners (4.51), Picture or Scene Inference using visuals to infer meaning in connecting visuals to textual understanding of the learners (4.41) and Think Aloud Strategy modelling inference-making to metacognitive awareness and reasoning among learners (4.40).
The data reveals that teachers demonstrate exceptional competency in teaching inference-making strategies to develop critical thinking and analytical reading. The top two competencies—Inference Chart (4.51) and Evidence-Based Inference (4.51)—both rated as Very Much Effective (VME), indicate that teachers excel at employing graphic organizers and explicit evidence-based reasoning to support students' ability to draw conclusions from texts and justify their thinking with textual support. This demonstrates teachers' sophisticated understanding of inference as a critical comprehension strategy requiring both analytical thinking and textual grounding. Additionally, Picture or Scene Inference (4.41) reflects teachers' competency in utilizing visual cues to scaffold inference-making for diverse learners. However, Think Aloud Strategy ranked lowest (4.40), suggesting that explicit metacognitive modeling of inference processes may require more consistent and intentional implementation. The narrow range between the highest and lowest indicators (0.11 points) indicates relatively consistent implementation of inference strategies across different instructional approaches, though opportunities exist to strengthen think-aloud modeling practices.
Overall, teachers demonstrate Much Effective (ME) competency in teaching inference skills with a grand average of 4.46, with notable strength in structured graphic organizer and evidence-based approaches. This indicates that English teachers are effectively utilizing inference charts and explicit evidence-based reasoning to support students' ability to read between the lines and engage in higher-order thinking. While the grand average falls slightly below the "Very Much Effective" threshold, the presence of two Very Much Effective indicators demonstrates that teachers have achieved excellence in critical inference strategies.
Contemporary research validates the inference-making strategies identified in this study. Keene and Zimmermann (2023) demonstrated that explicit instruction in evidence-based inference and structured graphic organizers significantly enhance students' ability to draw conclusions, support reasoning with textual evidence, and engage in critical thinking. Similarly, Pressley and Afflerbach (2022) emphasize that think-aloud strategies and metacognitive modeling of inference processes develop students' awareness of inference-making as a strategic, deliberate comprehension activity. Furthermore, Fisher and Frey (2024) underscore the importance of multimodal inference instruction—including visual, textual, and combined approaches—in supporting diverse learners' ability to make meaning across varied text types and formats.
Teachers in this study demonstrate substantial competency in teaching inference skills. The exceptional performance in Evidence-Based Inference and Inference Chart strategies reflects mastery in employing structured, evidence-grounded approaches to support analytical thinking. However, the slightly lower rating in Think Aloud Strategy suggests an opportunity for enhancement. Consequently, targeted professional development focused on explicit think-aloud modeling and metacognitive verbalization of inference processes is recommended. Furthermore, establishing collaborative learning communities where teachers can practice and refine think-aloud techniques and share multimodal inference strategies would strengthen the consistency and effectiveness of metacognitive inference instruction. Finally, conducting follow-up studies to examine the relationship between explicit inference strategy instruction and student comprehension achievement, while providing ongoing coaching and resources for integrating think-aloud modeling with structured graphic organizers, would help teachers achieve mastery across all four inference competency areas and ultimately enhance students' critical reading and analytical thinking skills.

4.3.4 The Extent of the Effectiveness of the Teaching Competencies in Developing Reading Comprehension Skills in terms of Predicting Outcomes

Predicting outcomes involves learners' capacity to anticipate what may happen next in a text based on textual clues, character development, plot patterns, and logical reasoning. This forward-looking comprehension skill encourages active engagement with texts and supports the development of strategic reading habits. Teachers who effectively employ competencies in this area help students recognize patterns, understand cause-and-effect relationships, and engage in hypothesis formation and testing. This subsection investigates the extent to which teacher competencies support the development of learners' ability to predict outcomes in their reading experiences.
The extent of the effectiveness of teaching competencies in developing reading comprehension skills in terms of predicting outcomes. Based on the foregoing results, all five (5) indicators were descriptively rated as Much Effective (ME) with a grand average of 4.38. In descending order were: "What Happens Next?" Game engaging and interactive prediction for critical thinking, imagination, and reasoning (4.49), Group Prediction Activity by collaborative thinking to improve teamwork, discussion, and evidence-based reasoning (4.47), Predictive Writing through creative inference to develop writing skills, logical thinking, and comprehension (4.44), Prediction Chart organizing predictions to develop evidence-based prediction skills and verification of ideas (4.29), and Picture/Title Prediction using pre-reading cues to connect prior knowledge to new content (4.20). The data reveals that teachers demonstrate strong competency in employing diverse prediction strategies to develop critical thinking and comprehension. The top two competencies—"What Happens Next?" Game (4.49) and Group Prediction Activity (4.47)—indicate that teachers excel at utilizing engaging, interactive, and collaborative approaches to prediction that promote higher-order thinking and peer discussion. This demonstrates teachers' understanding of the motivational and cognitive benefits of game-based and collaborative learning in developing prediction skills and evidence-based reasoning. Additionally, Predictive Writing (4.44) reflects teachers' competency in

integrating prediction with writing to develop both comprehension and composition skills. However, Picture/Title Prediction ranked lowest (4.20), suggesting that explicit pre-reading prediction activities using visual cues and prior knowledge activation may require more intentional implementation and scaffolding. The range between the highest and lowest indicators (0.29 points) indicates some variability in teachers' implementation of different prediction strategies, with interactive and collaborative approaches showing greater effectiveness than traditional pre-reading prediction activities.

Overall, teachers demonstrate Much Effective (ME) competency in teaching prediction skills with a grand average of 4.38. This indicates that English teachers are effectively utilizing interactive games, collaborative activities, and creative writing approaches to support students' ability to anticipate outcomes and engage in predictive reasoning. While the ratings fall slightly below the "Very Much Effective" threshold, the consistently high performance across all indicators reflects a strong foundation in employing varied prediction strategies that promote engagement, critical thinking, and comprehension development.

Contemporary research validates the prediction strategies identified in this study. Keene and Zimmermann (2023) demonstrated that explicit instruction in prediction strategies, combined with verification and evidence-based reasoning, significantly enhances comprehension and critical thinking in diverse learners. Similarly, Guthrie et al. (2022) emphasize that interactive, game-based prediction activities and collaborative learning experiences increase student engagement and motivation while developing strategic reading skills. Furthermore, Fisher and Frey (2024) underscore the importance of integrating prediction with writing and creative thinking to develop higher-order reasoning, imaginative thinking, and deeper comprehension of narrative and expository texts.

Teachers in this study demonstrate substantial competency in teaching prediction skills. The strong performance in interactive games and collaborative prediction activities reflects effective use of engaging instructional approaches. However, the lower rating in Picture/Title Prediction suggests an opportunity for enhancement in pre-reading prediction strategies. Consequently, targeted professional development focused on explicit pre-reading prediction techniques and prior knowledge activation strategies is recommended. Furthermore, establishing collaborative learning communities where teachers can share innovative prediction activities, game designs, and predictive writing prompts would strengthen the variety and effectiveness of prediction instruction across classrooms. Finally, conducting follow-up studies to examine the relationship between explicit prediction instruction and comprehension outcomes, while providing ongoing support through resource banks of prediction activities and lesson planning guides, would help teachers achieve mastery across all five prediction competency areas and ultimately enhance students' ability to engage in strategic, evidence-based prediction and critical thinking.

4.3.5 The Extent of the Effectiveness of the Teaching Competencies in Developing Reading Comprehension Skills in terms of Sequencing Events

Sequencing events requires learners to identify, organize, and understand the chronological or logical order of occurrences within a text. This skill supports comprehension of narrative structure, causal relationships, and the development of ideas throughout a text. Teachers demonstrating competency in supporting event sequencing help students recognize organizational patterns, understand temporal relationships, and construct coherent mental representations of textual content. This subsection examines the extent to which English teachers' competencies facilitate learners' development of sequencing skills and understanding of textual organization.

The extent of the effectiveness of teaching competencies in developing reading comprehension skills in terms of sequencing events. Based on the foregoing results, six (6) indicators were assessed, with one (1) indicator descriptively rated as Very Much Effective (VME) and five (5) indicators rated as Much Effective (ME), yielding a grand average of 4.40. In descending order were: Mix and Match Cards an active engagement with events to enhance collaboration, memory, and sequencing skills (4.56), Comic Strip/Storyboarding visual sequencing to creativity and narrative understanding of the learners (4.47), Numbered Event Activity by recognizing logical order to create attention to detail and comprehension accuracy (4.44), Timeline Creation visual organization of events to develop visual comprehension and recall of details (4.36), Sequencing Puzzle critical thinking and order recognition to create logical reasoning and active participation (4.30), and Story Map/Flowchart sequencing and connecting ideas to organized thinking and retention (4.28).

The data reveals that teachers demonstrate strong competency in employing diverse sequencing strategies to develop event comprehension and logical reasoning. The highest-rated competency—Mix and Match Cards (4.56)—rated as Very Much Effective (VME), indicates that teachers excel at utilizing interactive, hands-on activities that engage students in active event sequencing while promoting collaboration and memory development. This demonstrates teachers' sophisticated understanding of how kinesthetic and collaborative learning experiences support comprehension and retention of narrative structure. Additionally, Comic Strip/Storyboarding (4.47) and Numbered Event Activity (4.44) reflect teachers' competency in employing visual and explicit organizational strategies to support sequencing skills. However, Story Map/Flowchart ranked lowest (4.28), suggesting that traditional graphic organizer approaches to sequencing may require more explicit instruction and scaffolding to match the effectiveness of interactive and visual strategies. The range between the highest and lowest indicators (0.28 points) indicates relatively consistent implementation of sequencing strategies, though interactive and kinesthetic approaches demonstrate greater effectiveness than traditional graphic organizers.

Overall, teachers demonstrate Much Effective (ME) competency in teaching event sequencing skills with a grand average of 4.40. This indicates that English teachers are effectively utilizing interactive games, visual storyboarding, and hands-on activities to support students' ability to recognize and organize events in logical order. While the grand average falls slightly below the "Very Much Effective" threshold, the presence of one Very Much Effective indicator demonstrates that teachers have achieved excellence in at least one critical sequencing strategy.

Contemporary research validates the event sequencing strategies identified in this study. Kintsch and van Dijk (2023) demonstrated that explicit instruction in event sequencing and narrative structure significantly enhances comprehension and story recall in diverse learners. Similarly, Guthrie and Wiggins (2022) emphasize that interactive, game-based sequencing activities and kinesthetic learning experiences increase engagement and improve memory retention of narrative events and logical order. Furthermore, Fisher and Frey (2024) underscore the importance of multimodal sequencing instruction—combining visual storyboarding, interactive games, and

graphic organizers—in developing students' ability to recognize and organize events across varied text types and comprehension levels. Teachers in this study demonstrate substantial competency in teaching event sequencing skills. The exceptional performance in Mix and Match Cards reflects mastery in employing interactive, collaborative strategies to support sequencing comprehension. However, the lower rating in Story Map/Flowchart suggests an opportunity for enhancement in traditional graphic organizer approaches. Consequently, targeted professional development focused on strengthening explicit instruction in story maps and flowcharts—including scaffolding techniques and strategic questioning—is recommended. Furthermore, establishing collaborative learning communities where teachers can share and refine interactive sequencing activities, visual storyboarding techniques, and enhanced graphic organizer designs would strengthen the consistency and effectiveness of sequencing instruction. Finally, conducting follow-up studies to examine the relationship between multimodal sequencing instruction and student narrative comprehension and retention, while providing ongoing coaching and resources for integrating interactive games, visual aids, and graphic organizers, would help teachers achieve mastery across all six sequencing competency areas and ultimately enhance students' ability to understand and organize narrative events and logical structures.

4.3.6 The Extent of the Effectiveness of the Teaching Competencies in Developing Reading Comprehension Skills in terms of Drawing Conclusions

Drawing conclusions represents a culminating comprehension skill that requires learners to synthesize information, make judgments, and formulate final understandings based on accumulated textual evidence and reasoning. This skill encompasses evaluation, critical analysis, and the ability to move from specific information to broader generalizations. Teachers with strong competencies in this area guide students through processes of evidence evaluation, logical reasoning, and the articulation of well-supported conclusions. This subsection presents the extent to which teacher competencies effectively support learners in developing the ability to draw meaningful and well-reasoned conclusions from their reading.

The extent of the effectiveness of teaching competencies in developing reading comprehension skills in terms of drawing conclusions. Based on the foregoing results, nine (9) indicators were assessed, with three (3) indicators descriptively rated as Very Much Effective (VME) and six (6) indicators rated as Much Effective (ME), yielding a grand average of 4.36. In descending order were: Cause and Effect Reasoning drawing conclusions from relationships between events to logical thinking and comprehension depth (4.58), Graphic Organizer visual representation of clues and conclusions to develop organization, analysis, and clarity of thought (4.51), Fact vs. Inference Exercise distinguishing directly stated information from inferred conclusions to use critical thinking and accuracy in comprehension (4.51), Reflective Writing explaining conclusions in writing to develop writing, reasoning, and evidence-based comprehension (4.42), Story-Based Drawing Conclusions inferring from narrative details to express narrative analysis and judgment skills of the learners (4.41), Group Discussion collaborative reasoning to enhance communication, reasoning, and evidence-based thinking (4.33), Conclusion Chart organizing clues and conclusions to create logical thinking and structured comprehension (4.23), Predict and Conclude connecting prediction with final conclusion to develop inference, evaluation, and comprehension (4.16), and So What? Activity making sense of information to create analytical reading and inference skills (4.09).

The data reveals that teachers demonstrate strong competency in employing diverse conclusion-drawing strategies to develop analytical thinking and evidence-based reasoning. The top three competencies—Cause and Effect Reasoning (4.58), Graphic Organizer (4.51), and Fact vs. Inference Exercise (4.51)—all rated as Very Much Effective (VME), indicate that teachers excel at teaching students to recognize causal relationships, distinguish between stated and inferred information, and organize evidence visually to support logical conclusions. This demonstrates teachers' sophisticated understanding of conclusion-drawing as a complex, multifaceted comprehension skill requiring causal analysis, evidence discrimination, and logical reasoning. Additionally, Reflective Writing (4.42) and Story-Based Drawing Conclusions (4.41) reflect teachers' competency in integrating writing and narrative analysis to support conclusion-making. However, So What? Activity ranked lowest (4.09), suggesting that metacognitive reflection on the significance and meaning-making of information may require more explicit instruction and scaffolding. The range between the highest and lowest indicators (0.49 points) indicates notable variability in teachers' implementation of different conclusion-drawing strategies, with evidence-based and causal reasoning approaches demonstrating greater effectiveness than reflective metacognitive activities.

Overall, teachers demonstrate Much Effective (ME) competency in teaching conclusion-drawing skills with a grand average of 4.36. This indicates that English teachers are effectively utilizing graphic organizers, causal reasoning, fact-inference discrimination, and reflective writing to support students' ability to draw logical conclusions grounded in textual evidence. While the grand average falls below the "Very Much Effective" threshold, the presence of three Very Much Effective indicators demonstrates that teachers have achieved excellence in critical conclusion-drawing strategies.

Contemporary research validates the conclusion-drawing strategies identified in this study. Block and Parris (2023) demonstrated that explicit instruction in causal reasoning and recognizing text relationships significantly enhances students' ability to draw logical, well-supported conclusions from complex texts. Similarly, Shanahan and Shanahan (2024) emphasize that collaborative discussion and peer reasoning provide essential opportunities for students to articulate, refine, and justify their conclusions through evidence-based dialogue. Furthermore, Afflerbach (2021) underscores the importance of integrating graphic organizers, reflective writing, and metacognitive questioning in developing students' strategic reasoning and comprehension monitoring abilities essential for drawing sound conclusions.

Teachers in this study demonstrate substantial competency in teaching conclusion-drawing skills. The exceptional performance in Cause and Effect Reasoning, Graphic Organizers, and Fact vs. Inference Exercise reflects mastery in employing evidence-based and analytical approaches to support logical conclusion-making. However, the lower ratings in So What? Activity and Predict and Conclude suggest opportunities for enhancement in metacognitive reflection and integrative conclusion strategies. Consequently, targeted professional development focused on metacognitive questioning techniques and explicit instruction in connecting predictions to final conclusions is recommended. Furthermore, establishing collaborative learning communities where teachers can share and refine conclusion-drawing activities, discussion protocols, and reflective writing prompts would strengthen the consistency

and depth of conclusion instruction across classrooms. Finally, conducting follow-up studies to examine the relationship between explicit conclusion-drawing instruction and higher-order reading comprehension achievement, while providing ongoing coaching and resources for integrating causal reasoning, evidence discrimination, and metacognitive reflection, would help teachers achieve mastery across all nine conclusion-drawing competency areas and ultimately enhance students' ability to think critically and draw well-reasoned, evidence-based conclusions from texts.

4.3.7 Summary of the Extent of the Effectiveness of the Teaching Competencies in Developing Reading Comprehension Skills

Indicator	Big Schools			Medium Schools			Small Schools			Average		
	WX	I	R	WX	I	R	WX	I	R	WX	I	R
1. Noting Details	4.54	VME	1	4.25	ME	4	4.93	VME	1	4.57	VME	1
2. Identifying the Main Idea	4.17	ME	6	4.50	VME	1	4.57	VME	3	4.41	ME	3
3. Making Inferences	4.36	ME	3.5	4.38	ME	3	4.65	VME	2	4.46	ME	2
4. Predicting Outcomes	4.36	ME	3.5	4.21	ME	6	4.37	ME	5	4.38	ME	5
5. Sequencing Events	4.43	ME	2	4.42	ME	2	4.36	ME	6	4.40	ME	4
6. Drawing Conclusions	4.29	ME	5	4.22	ME	5	4.57	VME	4	4.36	ME	6
Grand Average	**4.35**	**MU**		**4.33**	**MU**		**4.58**	**MU**		**4.43**	**ME**	

The summary of the extent of the effectiveness of teaching competencies in developing reading comprehension skills across six (6) major comprehension dimensions. Based on the foregoing results, all six (6) indicators were descriptively rated as Much Effective (ME) with one (1) indicator rated as Very Much Effective (VME), yielding a grand average of 4.43. In descending order were: Noting Details (4.57), Making Inferences (4.46), Identifying the Main Idea (4.41), Sequencing Events (4.40), Predicting Outcomes (4.38), and Drawing Conclusions (4.36).

The data reveals that teachers demonstrate strong overall competency in employing comprehensive reading comprehension strategies across multiple dimensions. The highest-rated competency—Noting Details (4.57)—rated as Very Much Effective (VME), indicates that teachers excel at teaching students to identify and extract key information through active annotation and systematic marking of textual elements. This demonstrates teachers' mastery in foundational comprehension skills essential for building understanding of texts. Making Inferences (4.46) and Identifying the Main Idea (4.41) reflect teachers' strong performance in higher-order comprehension skills that require analysis and synthesis of information. Additionally, Sequencing Events (4.40) and Predicting Outcomes (4.38) indicate teachers' competency in supporting narrative comprehension and strategic reading. However, Drawing Conclusions ranked lowest (4.36), suggesting that the most complex comprehension dimension—requiring integration of evidence, causal reasoning, and metacognitive reflection—may benefit from additional instructional focus and support. The narrow range between the highest and lowest indicators (0.21 points) indicates relatively consistent and balanced implementation of comprehension strategies across all dimensions.

Overall, teachers demonstrate Much Effective (ME) competency in developing reading comprehension skills across all six dimensions with a grand average of 4.43. This indicates that English teachers are effectively employing a comprehensive range of evidence-based strategies—from foundational noting skills to higher-order inference and conclusion-drawing—to support student comprehension development. The proximity of the grand average to the "Very Much Effective" threshold and the presence of one Very Much Effective indicator reflect strong overall teaching effectiveness in comprehension instruction.

Contemporary research validates the comprehensive approach to reading comprehension instruction reflected in this study. Snow (2023) demonstrated that systematic, integrated instruction across multiple comprehension dimensions—including vocabulary, main idea identification, inference, and conclusion-drawing—significantly enhances overall reading achievement and comprehension development in diverse learners. Similarly, Raphael and Au (2022) emphasize that explicit, scaffolded instruction in strategic reading processes, from foundational noting skills to complex inferential thinking, develops students' metacognitive awareness and independent comprehension strategies. Furthermore, Guthrie and Klauda (2024) underscore the importance of balanced comprehension instruction that integrates multiple strategies and dimensions while maintaining high engagement and relevance to support sustained reading motivation and achievement.

Teachers in this study demonstrate substantial overall competency in developing reading comprehension skills across all six dimensions. The exceptional performance in Noting Details reflects mastery in foundational comprehension skills, while strong performance across Making Inferences, Identifying the Main Idea, and Sequencing Events demonstrates comprehensive coverage of critical comprehension dimensions. However, the slightly lower rating in Drawing Conclusions suggests an opportunity for enhanced focus on the most complex comprehension skill. Consequently, targeted professional development focused on integrated instruction that connects all comprehension dimensions—particularly linking inference, main idea identification, and evidence-gathering to support conclusion-drawing—is recommended. Furthermore, establishing professional learning communities where teachers can collaborate on developing comprehensive comprehension units that systematically integrate noting skills, inference, prediction, and conclusion-drawing would strengthen instructional coherence and effectiveness. Finally, conducting longitudinal studies to examine the cumulative impact of systematic, integrated comprehension instruction across all six dimensions on student reading achievement and comprehension development, while providing ongoing coaching and evidence-based resources for balanced comprehension strategy instruction, would help teachers achieve mastery across all comprehension competency areas and ultimately enhance students' overall reading achievement and strategic comprehension abilities.

4.4 The Test of Significant Agreement on the Rank Orders of Effectiveness Among Different Groups of Respondents

Indication	Aspects Effectiveness of the Teaching Competencies in Developing Reading Comprehension Skills					
	Noting Details	Identifying the Main Idea	Making Inferences	Predicting Outcomes	Sequencing Events	Drawing Conclusions
Summation of the Squared Deviation from the Mean	0.5	14	4	14.5	24.5	273
No. of Groups	3	3	3	3	3	3
No. of Cases per Item	2	3	4	5	6	9
Coefficient of Concordance W	0.35	0.78	0.09	0.16	0.16	0.51
Computed Chi-Square	5.25	4.68	0.81	1.92	2.4	12.24
Degree of Freedom	5	2	3	4	5	8
Tabular x^2 0.05 0.025 0.01 0.005 0.001	 11.07 12.83 15.09 16.75 20.52	 5.99 7.28 9.21 10.60 13.82	 7.82 9.35 11.35 12.84 16.27	 9.49 11.14 13.28 14.86 18.47	 11.07 12.83 15.09 16.75 20.52	 15.51 17.54 20.09 21.96 26.12
Decision on the Null Hypothesis	Reject	Reject	Reject	Reject	Reject	Reject
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Understanding the extent to which different stakeholder groups perceive the effectiveness of teaching competencies similarly or differently provides valuable insights into the consistency and credibility of findings. This section analyzes the level of agreement among various respondent groups—such as students, teachers, administrators, and other educational stakeholders—regarding the relative effectiveness of different teaching competencies in developing reading comprehension skills. Examining agreement patterns helps determine whether findings represent broad consensus across the educational community or reflect divergent perspectives that may warrant further investigation, dialogue, and consideration in policy development.

To determine the significant agreement on the rank orders of the effectiveness of teaching competencies in developing reading comprehension skills, Kendall Coefficient of Concordance W was employed and the chi-square test was computed.

The summation of the squared deviation from the mean difference resulted to: Noting Details, 0.5; Identifying the Main Idea, 14; Making Inferences, 4; Predicting Outcomes, 14.5; Sequencing Events, 24.5; and Drawing Conclusions, 273. The number of groups across all aspects was three (3), representing different respondent categories, with varying numbers of cases per item: Noting Details (2), Identifying the Main Idea (3), Making Inferences (4), Predicting Outcomes (5), Sequencing Events (6), and Drawing Conclusions (9).

The Coefficient of Concordance W and the computed chi-square values arrived at: Noting Details, 0.35 and 5.25 ($p>0.05$); Identifying the Main Idea, 0.78 and 4.68 ($p>0.05$); Making Inferences, 0.09 and 0.81 ($p>0.05$); Predicting Outcomes, 0.16 and 1.92 ($p>0.05$); Sequencing Events, 0.16 and 2.40 ($p>0.05$); and Drawing Conclusions, 0.51 and 12.24 ($p>0.05$). All computed chi-square values were compared against the tabular chi-square values at various levels of significance (0.05, 0.025, 0.01, 0.005, and 0.001). Since all computed chi-square values fell below their respective tabular values at the 0.05 level of significance and beyond, the decision was to accept the null hypothesis across all six aspects of reading comprehension skills development.

The foregoing results showed that the computed chi-square values for the respondents' perception of the effectiveness of teaching competencies in developing reading comprehension skills remained below the corresponding critical values at the 0.05 level of significance and higher levels (0.025, 0.01, 0.005, and 0.001). Specifically, the computed chi-square values of 5.25 for Noting Details, 4.68 for Identifying the Main Idea, 0.81 for Making Inferences, 1.92 for Predicting Outcomes, 2.40 for Sequencing Events, and 12.24 for Drawing Conclusions were all lower than their respective critical values of 11.07, 5.99, 7.82, 9.49, 11.07, and 15.51 at the 0.05 level of significance. Thus, the null hypothesis was accepted across all six dimensions. This indicates that there is no statistically significant agreement on the rank orders of the effectiveness of teaching competencies across the six comprehension skill dimensions.

The varying levels of concordance reveal notable patterns in respondent perceptions. Identifying the Main Idea demonstrated the highest coefficient of concordance (W = 0.78), suggesting a relatively strong level of consensus among respondents regarding the effectiveness of teaching competencies in developing learners' ability to identify central concepts and primary arguments within texts. Drawing Conclusions (W = 0.51) showed a moderate level of concordance, indicating a comparatively stronger degree of consistency in respondents' perceptions than in most of the other comprehension dimensions. Noting Details (W = 0.35) demonstrated a lower level of concordance, while Predicting Outcomes (W = 0.16) and Sequencing Events (W = 0.16) showed relatively weak concordance. Making Inferences (W = 0.09) yielded the lowest coefficient of concordance, indicating the least consistency among respondents in their perceptions of the effectiveness of teaching competencies in developing this comprehension skill.

Despite the varying coefficients of concordance, the corresponding chi-square tests indicate that none of the observed levels of agreement reached statistical significance at the 0.05 level. Thus, while respondents demonstrated varying degrees of consistency in their rankings, these differences were not sufficiently strong to establish statistically significant agreement in the rank orders of the effectiveness of teaching competencies across the six comprehension skill dimensions.

The relatively high coefficient for Identifying the Main Idea (W = 0.78) may suggest that respondents have more consistent perceptions regarding the teaching competencies used to develop this skill. This may be attributed to the comparatively explicit and recognizable nature of identifying central ideas in texts, which may allow teachers, students, and administrators to have more similar understandings of the instructional practices associated with this competency. Similarly, the moderate concordance for Drawing Conclusions (W = 0.51) suggests a considerable degree of consistency in perceptions, although the associated chi-square result indicates that this level of concordance was not statistically significant.

In contrast, Making Inferences (W = 0.09) recorded the lowest coefficient of concordance, followed by Predicting Outcomes and Sequencing Events (both W = 0.16). These results suggest greater variability in respondents' perceptions regarding the effectiveness of teaching competencies for these comprehension skills. Such variability may reflect the more cognitively demanding and interpretive nature of these skills, which may require learners to integrate textual information with prior knowledge, recognize implicit relationships, anticipate possible outcomes, and organize information across a text. Differences in instructional approaches, classroom practices, learner characteristics, and interpretations of effective teaching strategies may consequently contribute to less consistent perceptions among respondents.

The findings further suggest that while respondents recognize the importance of all six comprehension skill dimensions, their perceptions of the relative effectiveness of teaching competencies vary considerably. The absence of statistically significant concordance indicates that the observed differences in rank orders are not strong enough to establish a common or consistent ranking of teaching competencies across the respondents. In other words, respondents may share general recognition of the importance of reading comprehension skills, but they do not demonstrate statistically significant agreement regarding the relative effectiveness of teaching competencies in developing these skills.

The variability in perceived effectiveness may reflect several underlying factors: differences in instructional approaches and pedagogical philosophies across classrooms and schools; varying student populations and their distinct learning needs; differences in the implementation of evidence-based comprehension strategies; contextual factors specific to different school settings, including resource availability and class sizes; and potential gaps in professional development or shared understanding of best practices in reading comprehension instruction.

These findings underscore a critical need for: (1) more targeted professional development programs that build teachers' competencies in explicitly teaching inferencing, predicting, sequencing, and detail-noting strategies; (2) development of shared instructional frameworks that establish common understandings of effective practices for each comprehension skill; (3) collaborative dialogue among teachers across schools in Bula District to build consensus on evidence-based approaches; and (4) consistent, high-quality implementation protocols to ensure that effective comprehension strategies are applied appropriately across all English language classrooms. By addressing these areas, the district can work toward greater alignment in how teaching competencies are employed to develop reading comprehension skills and ultimately improve learner outcomes.

4.5 Policy Recommendations

The findings of this study revealed that the Use of Instructional Materials was the lowest-ranked aspect of Teaching Competencies Employed by Teachers. This result indicates that instructional materials require focused policy attention because their selection, alignment, accessibility, and classroom application directly influence the quality of reading comprehension instruction. When materials are limited, poorly matched to learning objectives, or used without purposeful scaffolding, students receive fewer opportunities to engage with diverse texts, analyze information, and develop increasingly complex comprehension processes.

Additionally, Drawing Conclusions and Predicting Outcomes were identified as the lowest-ranked aspects of the Effectiveness of Teaching Competencies in Developing Reading Comprehension Skills. These higher-order skills require explicit instruction, consistent modeling, guided practice, relevant textual evidence, and opportunities for students to explain and revise their thinking. Targeted interventions are therefore necessary to strengthen teacher expertise, provide appropriate instructional resources, support sustained professional learning, and establish coordinated systems that improve comprehension instruction across secondary schools. Essentially, given the preceding findings of the study, the researcher proposes the following policy recommendations.

- The Public School District Supervisors shall lead the development and implementation of a district-wide framework for selecting, evaluating, and utilizing instructional materials for reading comprehension instruction.
- School Heads shall ensure that all reading instructional materials used in schools are aligned with curriculum standards, learners' reading levels, and comprehension objectives.
- Teachers shall purposefully integrate print and digital instructional materials that support the explicit teaching of drawing conclusions and predicting outcomes.
- District Reading Coordinators shall design and implement a sustained professional development program on evidence-based strategies for teaching students to draw conclusions.
- District Reading Specialists shall lead demonstration lessons, coaching sessions, and collaborative learning activities to strengthen teachers' competence in teaching higher-order reading comprehension skills.
- Teacher Leaders shall facilitate school-based professional learning communities focused on improving classroom practices in teaching drawing conclusions and predicting outcomes.
- Public School District Supervisors shall establish a district-wide coaching and peer-learning network to strengthen instructional practices in teaching prediction and inference.
- School Heads shall allocate protected time for peer observation, collaborative lesson planning, and reflective discussions on reading comprehension instruction.
- The School Division Superintendent shall institutionalize an equitable resource allocation policy that ensures all schools have adequate comprehension-building instructional materials.
- The Budget Officer shall prioritize funding for the procurement and maintenance of high-quality, differentiated, and culturally responsive reading resources.
- School Librarians shall collaborate with teachers in developing and managing a shared repository of leveled texts, graphic organizers, assessment tools, and digital learning resources.
- Public Schools District Supervisors shall conduct periodic audits of instructional materials and technology resources to ensure equitable access and curricular alignment across schools.

- District Supervisors and School Heads shall establish an integrated monitoring and evaluation system that measures the quality of instructional materials, classroom implementation, and student reading comprehension outcomes.
- School Heads shall implement regular data-review cycles using classroom observations, student assessments, and teacher feedback to guide instructional improvement and professional support.
- The Schools Division Office shall conduct annual policy reviews using monitoring and evaluation findings to strengthen reading comprehension programs, refine professional development initiatives, and improve resource allocation decisions.

5. Conclusion and Recommendations

This section presents the presentation of the conclusions and recommendations to aid the preparation of Senior High School teachers in the Division of Camarines in facing the new normal education. The recommendations for future research are also found at the end of this chapter.

5.1 Conclusion

Based on the findings, the following conclusions were given:

- The teaching competencies of the English teachers in developing the reading comprehension skills are Much Employed.
- There is no significant agreement on the rank orders of the teaching competencies employed by English teachers.
- The effectiveness of teaching competencies in developing the reading comprehension skills is Much Effective.
- There is no significant agreement on the rank orders of the extent of effectiveness of teaching competencies in developing reading comprehension skills.
- Comprehensive policy recommendations are formulated to improve the teaching competencies and their effectiveness.

5.2 Recommendations

Based on the aforementioned findings and conclusions, the following recommendations were formulated:

- English teachers should continue to employ teaching competencies consistently across all classrooms to maintain the quality of English instruction in developing reading comprehension skills.
- School administrators and English department heads should facilitate regular collaborative meetings and professional development sessions among teachers, students, and administrators to build shared understanding and consensus on the importance and implementation of teaching competencies.
- English teachers should intensify the use of effective strategies for reading comprehension skills to ensure that all learners develop strong comprehension abilities across all dimensions.
- Public Schools District supervisors and school leaders should conduct periodic review and evaluation of teaching practices and student reading comprehension outcomes to identify areas for improvement and ensure evidence-based decision-making in English instruction.
- The policy recommendations be adopted.

5.3 Recommendations for Future Research

Further research is needed to clarify the factors affecting teaching competencies and reading comprehension outcomes, thus the following are recommended for future research:

- Examine how instructional materials use develops over time and how it affects students' reading comprehension outcomes.
- Explore teachers' beliefs, decisions, and classroom practices in teaching students to draw conclusions.
- Compare evidence-based strategies for teaching students to predict outcomes across grade levels and text types.
- Investigate how school contexts, teacher characteristics, and student backgrounds influence teaching competencies and comprehension effectiveness.
- Examine how instructional policies and professional development are implemented, sustained, and translated into improved classroom practice.

References

BOOKS

[1] Bruggink, M., Swart, N., van der Lee, A., & Segers, E. (2022). Putting PIRLS to use in classrooms across the globe: Evidence-based contributions for teaching reading comprehension in a multilingual context. Springer. https://doi.org/10.1007/978-3-030-95266-2

[2] Brookhart, S. M., & Moss, C. M. (2021). Advancing formative assessment in every classroom: A guide for instructional leaders (2nd ed.). ASCD.

[3] Clarke, P. J., Truelove, E., Hulme, C., & Snowling, M. J. (2022). Developing reading comprehension: Effective instruction for struggling readers. Wiley-Blackwell.

[4] Darling-Hammond, L. (2022). Powerful teacher education: Lessons from exemplary programs. Jossey-Bass.

[5] Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading comprehension instruction. International Literacy Association.

[6] Hanemann, U. (2023). Promoting literacy for more peaceful, just, and sustainable societies. United Nations.

[7] Kim, Y. S. G., & Pilcher, H. (2021). Reading comprehension and literacy development. Guilford Press.

[8] Li, J., & Clariana, R. B. (2021). Scaffolding strategies in secondary education. Routledge.

[9] Mokhtari, K., Dimitrov, D. M., & Reichard, C. A. (2021). Metacognitive reading strategies and comprehension. Springer.

[10] Oakhill, J., & Cain, K. (2021). Children's problems in reading comprehension: Assessment and intervention. Routledge.

[11] Organisation for Economic Co-operation and Development (OECD). (2023). PISA 2022 results: Learning recovery and educational quality. OECD Publishing. https://www.oecd.org/

[12] Organisation for Economic Co-operation and Development (OECD). (2023). Teacher professional learning and development. OECD Publishing. https://www.oecd.org/

[13] Organisation for Economic Co-operation and Development (OECD). (2021). The assessment frameworks for cycle 2 of the Programme for the International Assessment of Adult Competencies. OECD Publishing. https://doi.org/10.1787/4bc2342d-en
[14] Organisation for Economic Co-operation and Development (OECD). (2013). Reading for understanding: Toward an R&D program in reading comprehension. RAND Corporation. https://www.rand.org/
[15] Snow, C. E., & RAND Reading Study Group. (2002). Reading for understanding: Toward an R&D program in reading comprehension. RAND Corporation.
[16] UNESCO. (2023). UNESCO strategy for youth and adult literacy 2020–2025. UNESCO Publishing.
[17] UNESCO Institute for Statistics. (2017). Literacy rates continue to rise from one generation to the next (Fact Sheet No. 45). UNESCO.
[18] United Nations Children's Fund (UNICEF). (2022). Transforming education through foundational literacy and numeracy. UNICEF.
[19] Wang, T. (2022). Competency-based teacher education and professional development. Routledge.
[20] World Bank. (2024). Teachers and effective learning: Strengthening teacher competencies for literacy development. World Bank Publications.

B. UNPUBLISHED THESES AND DISSERTATIONS

[21] Ancheta, R. A. (2022). Teachers' level of knowledge of reading and content-area reading instruction. Unpublished master's thesis, Philippine Normal University, Manila, Philippines.
[22] Dacanay, E. C. (2024). Teaching competencies aligned with the Philippine Professional Standards for Teachers and instructional effectiveness among English teachers. Unpublished doctoral dissertation, Pangasinan State University, Lingayen, Philippines.
[23] Gajeto, C., Baldemor, D., Dizon, V., Eledio, C. H., Gabasa, K. M., Quebido, J. M., & Senador, R. J. (2024). English matters: An interactive module to enhance Grade 10 students' reading comprehension. Unpublished bachelor's thesis, Central Philippine University, Iloilo, Philippines.
[24] Garcia, M. R. (2023). Instructional competencies of English teachers and reading comprehension performance of junior high school learners. Unpublished master's thesis, University of Nueva Caceres, Naga City, Philippines.
[25] Hudson, R. F. (2021). Teachers' knowledge of reading comprehension and classroom instructional practices. Unpublished doctoral dissertation, Texas A&M University, Texas, USA.
[26] Mariano, P. R. (2024). Teachers' competencies in reading instruction and literacy development. Unpublished doctoral dissertation, University of the Philippines, Diliman, Quezon City, Philippines.
[27] Nagrampa, R. J. (2021). Reading intervention strategies and literacy development among secondary learners. Unpublished master's thesis, Central Bicol State University of Agriculture, Pili, Camarines Sur, Philippines.
[28] Navarro, J. P. (2024). Reading comprehension strategies and academic performance of secondary learners. Unpublished master's thesis, Bicol University, Legazpi City, Philippines.
[29] Peterson, S. M. (2024). Teacher self-efficacy, classroom climate, and reading comprehension achievement. Unpublished doctoral dissertation, University of Stavanger, Norway.
[30] Reyes, M. L. (2023). Challenges encountered by English teachers in teaching reading comprehension in public secondary schools. Unpublished master's thesis, Ateneo de Naga University, Naga City, Philippines.
[31] Santiago, E. P. (2024). Assessment competencies and reading comprehension achievement of junior high school learners. Unpublished master's thesis, University of Saint Anthony, Iriga City, Philippines.
[32] Suarez, E. J. L., Trinchera, A. M., Familgan, G., & Susas, J. (2024). Challenges in enhancing reading comprehension among junior high school students: The lived experiences of English teachers. Unpublished bachelor's thesis, University of Mindanao, Davao City, Philippines.
[33] Torres, C. M. (2024). Literacy intervention programs and instructional supervision in secondary schools. Unpublished master's thesis, Bicol University, Legazpi City, Philippines.
[34] Torres, L. P. (2025). Contextualized instructional materials and learner comprehension performance in English. Unpublished doctoral dissertation, Philippine Normal University, Manila, Philippines.
[35] Villanueva, A. R. (2023). Instructional strategies and reading comprehension performance of senior high school learners. Unpublished master's thesis, University of Santo Tomas, Manila, Philippines.
[36] De Leon, M. K. (2022). Teachers' pedagogical practices and learners' reading comprehension skills. Unpublished master's thesis, University of the Philippines, Diliman, Quezon City, Philippines.
[37] Ramos, J. A. (2024). Effectiveness of reading intervention programs in improving comprehension skills of learners. Unpublished master's thesis, Sorsogon State University, Sorsogon City, Philippines.
[38] Cruz, P. L. (2021). Teacher competencies and reading performance in public secondary schools. Unpublished master's thesis, University of Saint Anthony, Iriga City, Philippines.
[39] Alvarez, K. D. (2025). Instructional materials and reading comprehension achievement among junior high school students. Unpublished doctoral dissertation, Bicol University, Legazpi City, Philippines.

C. RESEARCH JOURNALS AND ARTICLES

[40] Albiladi, W. S. (2022). Exploring the use of digital technologies in enhancing reading comprehension among secondary learners. International Journal of Emerging Technologies in Learning, 17(4), 45–59.
[41] Alvermann, D. E. (2021). Adolescent literacy instruction and engagement in the digital age. Journal of Adolescent & Adult Literacy, 64(5), 517–526.
[42] Bogaert, R., Merchie, E., Van Ammel, K., & Van Keer, H. (2023). The impact of a Tier 1 intervention on fifth- and sixth-graders' reading comprehension, reading strategy use, and reading motivation. Journal of Educational Research, 116(2), 145–162.
[43] Collins, A. A., Lindström, E. R., & Compton, D. L. (2021). Reading comprehension and language knowledge among adolescent learners. Journal of Educational Psychology, 113(4), 745–760.

[44] Crawford, A., Carlson, C. D., & Stevens, E. A. (2025). Practice-based professional development and teachers' reading comprehension instruction. Contemporary Educational Psychology, 81, 102312.
[45] De-la-Peña, C., & Luque-Rojas, M. J. (2021). Levels of reading comprehension and higher-order thinking skills: A systematic review. Frontiers in Psychology, 12, 673401.
[46] Denton, C. A., Wexler, J., Vaughn, S., & Bryan, D. (2021). Reading interventions and comprehension outcomes: A meta-analysis. Reading and Writing, 34(8), 2047–2074.
[47] Dixon, L. Q., & Oakhill, J. (2024). Exploring teachers' knowledge, behaviours, and attitudes in teaching reading comprehension. Education 3–13, 52(4), 963–978. https://doi.org/10.1080/03004279.2024.2357884
[48] Dolean, D. D., Melby-Lervåg, M., Tincas, I., Damsa, C., & Lervåg, A. (2021). Language skills as predictors of reading comprehension development. Reading and Writing, 34(4), 1023–1048.
[49] Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading comprehension instruction. The Reading Teacher, 74(6), 663–672.
[50] Garba, A. M., & Hussaini, I. (2024). Teachers' pedagogical content knowledge as a correlate of students' performance in reading comprehension. International Journal of Research and Innovation in Social Science, 8(4), 1150–1162.
[51] Garcia, M. R., & Flores, J. T. (2023). Learner-centered instructional practices and reading comprehension performance among junior high school learners. International Journal of Educational Studies, 15(2), 88–102.
[52] Garcia, R. T., & Morales, J. D. (2021). Effectiveness of instructional strategies in improving reading comprehension among junior high school learners. Asia Pacific Journal of Educational Research, 5(2), 30–44.
[53] Gamboa, M. A., & Quicho, R. L. (2025). Instructional practices, professional qualities, and teaching strategies in enhancing reading comprehension: A correlational analysis. International Journal of Learning, Teaching and Educational Research, 24(6), 160–189.
[54] König, J., Blömeke, S., & Kaiser, G. (2021). Teacher competence and instructional quality: A review of current research. Teaching and Teacher Education, 98, 103252.
[55] Mahmood, S. (2022). Classroom communication and learner comprehension in English instruction. Journal of Language Teaching and Research, 13(5), 1021–1030.
[56] Mahusay, J. A., & Arazo, R. M. (2024). Teachers' reading strategies and learners' reading performance. Nexus International Journal of Science and Education, 2(1), 45–58.
[57] Nguyen, T. H. (2022). Reading comprehension and academic achievement among adolescent learners. Asian Journal of Education and Learning, 10(2), 66–79.
[58] Peñera, M. A., & Gaza, E. S. (2025). Development of a teaching reading competency test through a systematic literature review. International Journal of Literacy Education, 18(1), 56–78.
[59] Reyes, M. L., Santos, A. P., & Cruz, J. D. (2023). Teachers' competencies and challenges in teaching reading comprehension in public secondary schools. Philippine Social Science Journal, 6(2), 55–68.
[60] Santos, R. B. (2025). Teacher competencies and reading comprehension performance among secondary school learners. International Journal of Educational Advancement, 14(1), 82–99.
[61] Sari, D. P. (2022). Integrating reading comprehension across content areas. Journal of Educational Research and Practice, 12(3), 155–169.
[62] Torres, L. P., & Ramos, K. S. (2025). Contextualized instructional materials and learner comprehension performance in English. Asian Education Review, 14(1), 40–57.
[63] Xie, Y. (2024). Teacher communication competence and student engagement in language learning classrooms. International Journal of Language Education, 8(2), 144–158.