

Substantial Impact of the Teaching-Learning Strategies on the Reading Comprehension in Literary Text of Grade 9 Learners

Zeny A. Salinas

Master of Arts in Education – Administration and Supervision, Graduate School, Cebu Technological University – Main Campus, R. Palma Street, Cebu City, Philippines

Email of Corresponding Author: zeny.salinas@deped.gov.ph

Publication history:

Received: August 23, 2026

Revised: September 20, 2026

Accepted: September 23, 2026

Published: September 24, 2026

[International Journal of Sustainable and Integrated Studies, Vol. 1, No. 2, pp. 562–574, September 2026.](#)

Abstract

This study examined the relationship between teaching-learning strategies and the reading comprehension performance in literary text analysis of Grade 9 learners at Cangawa National High School, Buenavista II District, Division of Bohol. It was anchored on Schema Theory, Social Constructivist Theory, Transformative Education Theory, Metacognitive Theory, the Interactive Model of Reading, and Transactional Theory of Reading. Using a descriptive-correlational design, the study involved 50 respondents comprising 10 English teachers and 40 Grade 9 learners. Data were gathered through a modified five-point Likert-scale questionnaire and a summative test covering character and characterization, types of conflict and point of view, and characters' thoughts, motivations, behaviors, and mental states. Frequency, percentage, general average, weighted mean, standard deviation, and Spearman's rho were used for analysis. Teachers and learners rated explicit instruction, scaffolding, and cooperative learning as employed to a Very High Extent. Learners attained an overall general average of 22.33, classified as Advanced, although their performance in analyzing characters' thoughts, motivations, behaviors, and mental states was at the Approaching Proficiency level. A significant moderate positive relationship was found between teaching-learning strategies and reading comprehension performance ($r_s = 0.403$, $p = 0.010$). The study concluded that greater implementation of the identified strategies was associated with better literary-text reading comprehension and recommended using the crafted enrichment exercises as supplementary learning activities. The study aligns most directly with SDG 4—Quality Education, with relevant connections to SDG 8—Decent Work and Economic Growth and SDG 17—Partnerships for the Goals. Its sustainability impact centers on sustained literacy development, evidence-based instructional improvement, institutional capacity for literacy intervention, and continued learner development.

Keywords: Cooperative Learning, Explicit Instruction, Grade 9 Learners, Literary Text Analysis, Reading Comprehension, Scaffolding, Sustainable Development Goals, Teaching-Learning Strategies

1. Introduction

Reading comprehension is a fundamental literacy skill that enables learners to understand, analyze, interpret, and derive meaning from written texts. Despite its importance to academic achievement, many learners continue to experience difficulties in comprehension, emphasizing the need for effective teaching-learning strategies that support meaningful and independent reading (Sun et al., 2021). Teaching-learning strategies shape how learners engage with texts, connect new information with prior knowledge, develop critical thinking, and construct

meaning. According to Ibrahim et al. (2023), effective strategies actively involve learners in these processes and provide the instructional framework through which comprehension knowledge and skills are developed. Research indicates that appropriately designed and learner-centered instruction contributes to improved reading comprehension. Astawa's (2022) research showed that learners develop stronger abilities to understand, interpret, analyze, and apply textual information when teachers employ well-planned strategies. Similarly, Pineda (2024) associated systematically organized and responsive classroom instruction with greater learner confidence, motivation, and achievement in reading. Among the strategies identified as particularly relevant are explicit instruction, scaffolding, and cooperative learning. This research therefore examines the substantial impact of these teaching-learning strategies on the reading comprehension in literary text of Grade 9 learners at Cangawa National High School, Buenavista II District, Division of Bohol. It specifically considers learners' competencies in character and characterization; types of conflict and point of view; and characters' thoughts, motivations, behaviors, and mental states. The research ultimately provides a basis for enrichment exercises intended to strengthen learners' reading comprehension performance.

Reading comprehension requires learners not only to recognize textual information but also to interpret, analyze, connect, and apply meaning. Effective classroom instruction is consequently essential in developing literacy competencies. Research has emphasized that teachers' instructional decisions influence learners' engagement with texts, critical thinking, and ability to become independent readers (Sun et al., 2021). Learner-centered teaching-learning strategies facilitate the active construction of meaning and application of comprehension processes (Ibrahim et al., 2023). The effectiveness of reading instruction depends partly on how appropriately strategies respond to learners' needs. Astawa's (2022) research demonstrated that well-planned, learner-centered instruction assists learners in acquiring the skills required to understand and analyze texts. Pineda (2024) similarly highlighted the association between effective classroom instruction and improvements in comprehension, confidence, motivation, and reading achievement. Within this instructional context, explicit instruction, scaffolding, and cooperative learning provide complementary approaches to comprehension development. Explicit instruction offers systematic and direct teaching; scaffolding provides responsive support that is gradually withdrawn as competence develops; and cooperative learning promotes comprehension through interaction, discussion, and shared meaning-making. Together, these approaches address cognitive, strategic, and social dimensions of reading comprehension.

Explicit instruction is a systematic, teacher-directed approach involving clear learning objectives, direct explanations, modeling, guided practice, corrective feedback, and eventual independent application (Rawengwan, 2023). Wendaferew (2023) found that explicit strategy instruction enhanced secondary learners' reading comprehension through demonstrations, continuing teacher support, and guided practice. Likewise, Chen, Krish, and Velarde (2023) reported that systematic explicit instruction assists learners in understanding written texts, recognizing relationships among ideas, identifying text structures, and constructing meaning. Scaffolding complements explicit instruction by providing temporary instructional support suited to learners' developing abilities. It allows teachers to guide learners through difficult texts and comprehension processes while gradually transferring responsibility to the learners. As emphasized by Uçak and Kartal (2023), scaffolding promotes both reading comprehension and learner independence, while Mojarrabi et al. (2024) further highlighted its contribution to critical thinking, engagement, and self-regulated learning. Ibrahim et al. (2023) also associated scaffolding-based instruction with improved comprehension, motivation, self-confidence, and reduced reading anxiety. In the Philippine setting, Dorigo (2023) found that structured and responsive scaffolding assisted learners in understanding increasingly challenging texts while encouraging participation and critical thinking. Cooperative learning develops comprehension through collaboration, peer discussion, shared accountability, and collective problem-solving (Ibrahim et al., 2023). Learners deepen their understanding by exchanging interpretations, questioning ideas, clarifying difficulties, and encountering different perspectives. Such interaction can produce more meaningful interpretations and strengthen critical thinking (Knight & Kijai, 2023). Delima, Risonar, and Digamon (2024) similarly found that collaborative learning improved Grade 7 learners' reading performance by encouraging active participation, peer collaboration, perspective sharing, and critical thinking. Taken together, these strategies provide structured guidance, responsive instructional support, and opportunities for meaningful interaction. Their integration can create learner-centered classrooms that encourage engagement, critical thinking, and improved academic performance (Hattie, 2023). Philippine research likewise indicates that suitable instructional strategies can improve junior high school learners' reading comprehension by promoting active involvement and deeper engagement with texts. Villarente and Moral (2024) discovered that appropriate instructional strategies supported reading comprehension among junior high school learners in inclusive classroom settings.

International literature demonstrates continuing interest in instructional strategies that strengthen reading comprehension through explicit guidance, learner support, collaboration, and independent application. Research across educational contexts has associated explicit instruction, scaffolding, and cooperative learning with stronger comprehension and engagement (Ibrahim et al., 2023). These findings situate reading comprehension not solely as an individual learner ability but also as an outcome influenced by the instructional environment. Nationally,

reading comprehension remains an important concern in Philippine education because literacy gaps, differences in teaching practices, and limitations in instructional resources affect learners' opportunities to develop grade-appropriate comprehension. Philippine studies support the use of structured and responsive approaches. Dorigo (2023) identified scaffolding as beneficial to comprehension through support aligned with learner needs, while Villarente and Moral (2024) found that suitable teaching strategies promoted comprehension through active engagement with reading materials. At the local level, the concern is particularly relevant to Cangawa National High School. The school's Philippine Informal Reading Inventory (Phil-IRI) results for the preceding three school years showed that many Grade 9 learners were consistently classified at the Frustration reading level, indicating difficulty comprehending grade-level texts independently. This persistent condition provides the immediate rationale for examining the teaching-learning strategies used in reading instruction and their relationship with learners' comprehension performance. Accordingly, the research focuses on explicit instruction, scaffolding, and cooperative learning and examines their relationship with Grade 9 learners' literary text analysis competencies. The investigation responds directly to an identified local literacy need while contributing evidence relevant to instructional interventions and enrichment exercises.

The research is grounded in complementary theories explaining reading comprehension as a cognitive, social, strategic, interactive, and meaning-making process. These theoretical perspectives support the use of teaching-learning strategies that activate prior knowledge, provide guided support, promote collaboration, encourage metacognition, and engage learners actively with texts. Schema Theory, proposed by Anderson and Pearson (1984), explains comprehension as a process in which readers relate textual information to existing knowledge and experiences. Relevant schemas enable learners to interpret unfamiliar information, establish relationships, draw conclusions, and retain meaning (Anderson & Pearson, 1984; Hattan et al., 2024). Teaching-learning strategies support this process by activating and extending prior knowledge, thereby helping learners comprehend complex texts and generate meaningful inferences (Hattan et al., 2024; Duke & Cartwright, 2021). Vygotsky's (1978) social constructivist theory conceptualizes learning as socially mediated knowledge construction through interactions with teachers, peers, and the environment. Its Zone of Proximal Development explains how learners can accomplish more with appropriate assistance than independently, with instructional support gradually promoting greater competence and autonomy. This perspective supports scaffolding, cooperative learning, guided reading, peer interaction, and classroom discussion, through which teachers facilitate comprehension and progressively transfer responsibility to learners (Hammond, 2022). Transformative Education Theory advanced by Patricia B. Licuanan (2001) further emphasizes learner-centered education that extends beyond knowledge transmission toward critical reflection, active participation, collaboration, problem-solving, and application of learning. Applied to reading, the theory supports instructional strategies that encourage learners to interact with texts, relate ideas to experience, collaborate, reflect, and develop higher-order comprehension. Metacognitive Theory developed by John Flavell (1979) explains effective learning in terms of awareness and regulation of one's thinking. In reading, learners plan, monitor, and evaluate comprehension, recognize difficulties, and select appropriate strategies. These processes support the development of strategic, reflective, self-regulated, and independent readers. The Interactive Model of Reading, developed by Rumelhart (1977), explains comprehension through simultaneous interaction between bottom-up processes, such as word recognition and decoding, and top-down processes involving background knowledge, vocabulary, expectations, and contextual information (Duke & Cartwright, 2021). It therefore supports balanced instruction combining foundational reading processes with prediction, inference, questioning, summarization, visualization, and critical analysis (Duke & Cartwright, 2021; Kim et al., 2023). Finally, the Transactional Theory of Reading proposed by Louise Rosenblatt (1978) views reading as an active interaction between reader and text in which meaning emerges from textual information and the reader's experiences, knowledge, beliefs, emotions, and purposes. This perspective supports explicit instruction, scaffolding, cooperative learning, and other interactive activities that position learners as active constructors of meaning. These theoretical foundations are complemented by Philippine educational policies. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, supports learner-centered, inclusive, and developmentally appropriate education and the development of literacy, critical thinking, communication, collaboration, and lifelong learning. Department of Education Order No. 021, s. 2019 reinforces contextualized, differentiated, inclusive, interactive, and learner-centered instruction. Department of Education Order No. 14, s. 2018 institutionalizes the Philippine Informal Reading Inventory (Phil-IRI) as a classroom-based means of identifying reading proficiency and instructional needs. Department of Education Memorandum No. 173, s. 2019, through Hamon: Bawat Bata Bumabasa (3Bs Initiative), emphasizes school-based reading programs, evidence-based interventions, assessment, and stakeholder participation. Republic Act No. 12028, or the Academic Recovery and Accessible Learning (ARAL) Program Act, further supports structured remediation and learner-centered, evidence-based, differentiated interventions for learning gaps, particularly in literacy and numeracy. Collectively, these foundations support examining teaching-learning strategies in relation to Grade 9 learners' reading comprehension.

Although existing literature supports explicit instruction, scaffolding, and cooperative learning as approaches for strengthening reading comprehension, the local context establishes a need to determine how these strategies relate specifically to the literary text comprehension performance of Grade 9 learners at Cangawa National High School.

The continuing classification of many learners at the Frustration reading level indicates an instructional concern requiring context-specific examination rather than reliance solely on findings from other populations and educational settings. The research therefore examines the extent to which explicit instruction, scaffolding, and cooperative learning are employed and determines the level of learners' reading comprehension in three literary text analysis competencies: character and characterization; types of conflict and point of view; and characters' thoughts, motivations, behaviors, and mental states. It further determines whether a significant relationship exists between teaching-learning strategies and learners' reading comprehension performance. These objectives directly reflect the research problem presented in the thesis. By connecting instructional practices with specific literary comprehension competencies, the research provides an empirical basis for crafting enrichment exercises responsive to learners' reading needs. Its rationale therefore lies in addressing an observed local literacy difficulty while generating evidence that may inform classroom instruction, reading interventions, curriculum development, and school-based literacy programs.

The research is most directly aligned with SDG 4 – Quality Education because it addresses reading comprehension, effective teaching-learning strategies, literacy development, and learner-centered instructional interventions. Strengthening learners' ability to comprehend and analyze literary texts supports meaningful learning and the development of competencies necessary for continued academic participation and lifelong learning. The research also has a relevant connection with SDG 8 – Decent Work and Economic Growth insofar as literacy, critical thinking, communication, collaboration, and lifelong learning constitute educational foundations for learners' longer-term development. However, this contribution is indirect because the study itself focuses on Grade 9 reading comprehension rather than employment or economic outcomes. A further contextual connection exists with SDG 17 – Partnerships for the Goals through the study's recognition of coordinated participation among teachers, parents, administrators, policymakers, curriculum developers, and community stakeholders in strengthening literacy initiatives. This is particularly consistent with the school- and community-based orientation described in the national reading initiatives considered by the research. Among these goals, SDG 4 is the study's clearest and most direct sustainability alignment, because the central problem, variables, intended enrichment exercises, and institutional implications all concern improving the quality and effectiveness of education.

The study contributes principally to educational and socio-economic sustainability by examining instructional practices that can support sustained literacy development. Reading comprehension is foundational to learners' ability to access information, engage with academic content, think critically, and participate meaningfully in learning. Identifying teaching-learning strategies associated with stronger comprehension can therefore support instructional practices that respond more effectively to learners' continuing literacy needs. From an educational sustainability perspective, the findings may guide teachers in selecting effective instructional approaches and designing enrichment activities suited to learners' reading difficulties. School administrators may use the evidence in planning, implementing, monitoring, and evaluating reading interventions, while curriculum developers may draw from the findings when developing learning resources and enrichment exercises. The thesis explicitly identifies these groups among the intended beneficiaries of the research. The study also contributes to institutional and policy sustainability because evidence concerning instructional strategies and reading performance may inform literacy programs, professional development, resource allocation, instructional policies, and school-based interventions. At the household and community levels, collaboration between parents and teachers can reinforce reading development beyond the classroom. Most importantly, Grade 9 learners may benefit from instructional strategies and enrichment exercises intended to strengthen reading comprehension, engagement, and broader academic performance. Overall, the study connects classroom pedagogy, learner literacy, educational administration, curriculum development, family participation, and educational policy around the common objective of improving reading comprehension. Its multidisciplinary sustainability value therefore rests primarily on supporting quality and continuing education, evidence-based instructional improvement, institutional capacity for literacy intervention, and sustained learner development.

2. Material and methods

2.1 Research Design

The study employed a descriptive-correlational research design to describe the teaching-learning strategies and reading comprehension performance of Grade 9 learners and determine the significant relationship between these variables. As a survey-based study, data were collected from English teachers and Grade 9 learners and analyzed using appropriate statistical tools. The study followed a systems approach involving input, process, and output. The input covered the respondents' profiles, teaching-learning strategies, and learners' reading comprehension; the process involved securing permission, administering the research instruments, processing the data, and conducting statistical analysis; and the output consisted of the findings and enrichment exercises based on the three literary text analysis competencies.

2.2 Locale of the Study

The study was conducted at Cangawa National High School in Buenavista II District, Division of Bohol. Established in 1978, the school serves learners from Cangawa and nearby barangays and offers Junior High School programs, including the Special Program for the Arts and Special Science Class, as well as a Senior High School programs. It has basic learning facilities, including classrooms, a library, and a canteen. The school also participates in educational initiatives such as the Academic Recovery and Accessible Learning Program in Reading (ARAL-Reading Program) under DepEd Memorandum No. 064, s. 2025, which provides targeted interventions for learners experiencing reading difficulties. Guided by Education for All (EFA), the school promotes inclusive and quality education with support from its personnel, parents, community members, and local stakeholders.

2.3 Respondents of the Study

The respondents consisted of 50 participants from Cangawa National High School, comprising 10 English teachers and 40 Grade 9 learners. The teachers represented 20% of the respondents, while the learners represented 80%. Including both groups provided information from teachers regarding instructional practices and from learners regarding the variables examined in the study.

2.4 Sample and Sampling Procedure

The study involved 10 English teachers and 40 Grade 9 learners from Cangawa National High School, for a total of 50 respondents. These respondents participated in the administration of the questionnaire used to gather the data required for the study.

2.5 Research Instrument

The research instrument consisted of two parts. The first gathered the respondents' demographic profiles. For teacher-respondents, the information included age, gender, civil status, highest educational attainment, years in service, and relevant trainings/seminars/workshops attended. For learner-respondents, age and gender were obtained. These data were used to describe the respondents and provide a basis for interpreting the findings. The second part assessed the extent to which three teaching-learning strategies were employed in learners' reading comprehension performance. Explicit Instruction Strategy covered clear learning objectives, direct explanations, teacher modeling, guided practice, and immediate feedback. Scaffolding Strategy covered instructional support, activation of prior knowledge, guiding questions, graphic organizers, prompts, and the gradual release of responsibility. Cooperative Learning Strategy focused on collaborative activities, peer discussions, group tasks, and cooperative problem-solving. The questionnaire used to determine the substantial impact of teaching-learning strategies on Grade 9 learners' reading comprehension in literary text was adapted from the study of Maricel D. Villarente and Reynaldo V. Moral (2024) entitled "Teaching Strategies and their Effect on Reading Comprehension Performance of Junior High School Students in Inclusive Classroom Setting." The items were modified and measured using a five-point Likert scale. Learners' reading comprehension performance was assessed through a summative test covering three literary text analysis competencies: character and characterization; types of conflict and point of view; and characters' thoughts, motivations, behaviors, and mental states.

2.6 Data Gathering Procedure

The researcher first sought permission from the school principal of Cangawa National High School by submitting an approval letter. After approval was granted, the questionnaire was administered to the selected 10 English teachers and 40 Grade 9 learners. Respondents were given approximately 20 to 30 minutes to answer the items honestly and carefully. The completed responses were then checked, organized, and encoded before being forwarded to a statistician for appropriate statistical treatment. With guidance from the research adviser, the results were presented, interpreted, and discussed according to the research objectives.

2.7 Data Analysis Techniques

Frequency count and percentage distribution were used to analyze the respondents' profiles and learners' reading comprehension performance according to the literary text analysis competencies. The general average was also computed to determine the overall level of learners' reading comprehension across these competencies. Weighted mean and standard deviation were used to determine the extent to which explicit instruction, scaffolding, and cooperative learning strategies were employed in enhancing Grade 9 learners' reading comprehension performance. Spearman Rank Correlation Coefficient (Spearman's rho) was used to determine the significant relationship between teaching-learning strategies and learners' reading comprehension performance. For the teaching-learning strategies, responses were scored on a five-point scale: 5 (Always), 4 (Often), 3 (Sometimes), 2 (Seldom), and 1 (Never). Weighted means of 4.21–5.00 indicated Very High Extent, 3.41–4.20 High Extent, 2.61–3.40 Moderate Extent, 1.81–2.60 Low Extent, and 1.00–1.80 Very Low Extent. These categories represented how frequently each teaching-learning strategy was employed in improving learners' reading comprehension performance. Reading comprehension was classified as Advanced, Proficient, Approaching Proficiency, Developing, or Beginning for each of the three literary text analysis competencies. For character and

characterization, scores of 8, 6–7, 4–5, 2–3, and 0–1 corresponded respectively to these five levels. For types of conflict and point of view, the corresponding scores were 11, 9–10, 7–8, 5–6, and 0–4. For characters' thoughts, motivation, behaviors, and mental states, the scores were 6, 5, 4, 2–3, and 0–1. For the combined three competencies, scores of 21–25 were classified as Advanced, 16–20 as Proficient, 11–15 as Approaching Proficiency, 6–10 as Developing, and 0–5 as Beginning. These levels ranged from thorough and independent comprehension at the Advanced level to minimal understanding requiring intensive intervention at the Beginning level.

3. Results and Discussion

3.1 Relevant Information of the Respondents

3.1.1 Age of Teacher-Respondents

Most teacher-respondents were 31–40 years old, representing 70 percent of the group. Teachers aged 20–30, 41–50, and 51–60 each represented 10 percent, showing that although the respondents were concentrated in the 31–40 age group, several age groups were represented. The age distribution provided context for understanding differences in instructional experience and perspectives among teachers. Regardless of age, effective reading instruction depends on evidence-based practices that respond to learners' needs (Vaughn & Fletcher, 2021; Taylor, 2021). Continuous professional development can further strengthen teachers' implementation of teaching-learning strategies across age groups (Alansari & Rubie-Davies, 2021; Medina et al., 2021). Collaboration among teachers of different ages may also facilitate the exchange of effective instructional practices and support improved literacy instruction (Delafontaine et al., 2026).

3.1.2 Gender of Teacher-Respondents

Female teachers comprised 90 percent of the teacher-respondents, while male teachers accounted for 10 percent. Thus, the teacher group was predominantly female. Gender served primarily as a demographic characteristic rather than a measure of instructional competence. Effective reading instruction is more closely associated with teachers' instructional competence, classroom practices, and ability to provide supportive literacy environments than with gender (Duke & Cartwright, 2021; Delafontaine et al., 2026). The implementation of effective teaching-learning strategies likewise depends on pedagogical knowledge and commitment to improving reading comprehension (Medina et al., 2021). The predominance of female respondents reflects the gender composition of the participating teachers, while literacy outcomes remain dependent on the quality of instructional practices (Peterson, 2026).

3.1.3 Civil Status of Teacher-Respondents

Eight teachers, or 80 percent, were married, while one teacher, or 10 percent, was single and another 10 percent was separated. None of the respondents was widowed. Married teachers therefore constituted the majority of the teacher-respondents. Although civil status provides contextual information about respondents, it does not determine instructional effectiveness. Reading comprehension is more directly supported by pedagogical content knowledge, instructional competence, and evidence-based literacy practices (Davis et al., 2025; Cervetti & Hiebert, 2023). Teachers can effectively address diverse literacy needs through reflective and research-based practices regardless of personal circumstances (Wanzek et al., 2022; Filderman et al., 2022). Continuous professional development further strengthens instructional competence (Petscher et al., 2022; Ma, 2025). Accordingly, civil status should be regarded as descriptive rather than a determinant of effective teaching-learning strategy implementation (Spear-Swerling, 2022).

3.1.4 Highest Educational Attainment of Teacher-Respondents

Four teacher-respondents, or 40 percent, had completed a Master of Education degree, while two, or 20 percent, had completed the Certificate of Academic Requirements (CAR) in their master's program. One respondent each, representing 10 percent, had completed a doctorate degree, earned 15 units in a Master of Education program, held a Bachelor of Secondary Education degree, or obtained a Juris Doctor degree. None had completed 15 units in a doctorate program. Overall, most respondents had pursued education beyond the undergraduate level. Advanced academic preparation can broaden teachers' pedagogical and literacy knowledge and strengthen their capacity to select instructional approaches suited to learners' needs. Teachers' knowledge and instructional practices contribute substantially to effective reading instruction (Jakobson et al., 2022; Allahverdi & Gelzeiser, 2025). Similarly, professional knowledge and understanding of reading comprehension influence the quality of classroom comprehension instruction (Kehoe & McGinty, 2024; Dixon & Oakhill, 2024).

3.1.5 Years in Service of Teacher-Respondents

Six teachers, representing 60 percent, had 6–10 years of teaching experience, while two, or 20 percent, had 11–15 years. One teacher, or 10 percent, had 1–5 years of experience, and another 10 percent had served for 21 years or more. None had served for less than one year or for 16–20 years. The concentration of teachers with 6–10 years of experience indicates substantial classroom exposure that may support instructional planning, assessment, and adaptation to learners' reading needs. Effective literacy instruction is strengthened when teachers continuously

develop their expertise and apply evidence-informed practices (Graham et al., 2023; Filderman et al., 2022). Collaborative professional learning may further provide opportunities for teachers to share instructional practices and strengthen their professional knowledge (Desimone & Pak, 2023; Sims et al., 2023).

3.1.6 Relevant Trainings, Seminars, and Workshops of Teacher-Respondents

Half of the teacher-respondents attended division-level trainings, seminars, or workshops. National- and regional-level activities were each attended by 20 percent, while 10 percent attended district-level training. No respondent reported participation in international- or school-level training. The findings indicate that the teachers had opportunities for professional development, particularly at the division level. Sustained, content-focused professional development can strengthen teachers' pedagogical knowledge and instructional practices (Desimone & Pak, 2023; Sims et al., 2023). Participation in these activities can also provide updated approaches to literacy instruction and opportunities to exchange classroom practices, thereby strengthening teachers' capacity to address diverse reading needs (Hyler, & Gardner, 2022).

3.1.7 Age of Learner-Respondents

Among the Grade 9 learner-respondents, 39 learners, or 97.50 percent, were 14–15 years old, while one learner, or 2.50 percent, was 13 years old or younger. None was 16 years old or older. Thus, almost all learners were within the expected age range for Grade 9. The relatively uniform age distribution indicates that most learners were at a similar developmental stage. Age and developmental readiness are relevant considerations when selecting instruction that supports reading comprehension and literacy development (Wu, 2022; Vettori et al., 2024). This profile therefore provides contextual information for understanding learners' responses to the teaching-learning strategies employed in reading instruction.

3.1.8 Gender of Learner-Respondents

Of the 40 learner-respondents, 22, or 55 percent, were female, while 18, or 45 percent, were male. Both genders were therefore substantially represented, with females comprising a slightly larger proportion. Gender was treated as background information rather than the primary explanation for reading comprehension performance. Reading comprehension develops through interactions among learners' knowledge, skills, and instructional experiences (Duke & Cartwright, 2021). Consequently, varied instructional strategies that respond to learners' diverse characteristics and promote active participation are more relevant to effective comprehension instruction than demographic differences alone (Li et al., 2024; Peng et al., 2024).

3.2 Teaching-Learning Strategies as Perceived by Teachers

3.2.1 Explicit Instruction Strategy

Teachers reported employing explicit instruction to a Very High Extent, with a composite mean of 4.55 (SD=0.30). Asking questions throughout lessons to monitor understanding received the highest rating (WM=4.80, SD=0.42), while demonstrating reading strategies before independent activity received the lowest (WM=4.30, SD=0.48), although it remained within the Very High Extent category. These results indicate consistent use of structured practices such as clear explanations, guided practice, questioning, feedback, and strategy modeling. Such practices support comprehension by helping learners understand and apply reading strategies systematically. This finding is consistent with Brown and Pyle (2021), who emphasized that explicit instruction, characterized by teacher modeling, guided practice, and frequent questioning before, during, and after reading, strengthens learners' reading comprehension and increases their engagement with the text.

3.2.2 Scaffolding Strategy

Teachers employed scaffolding to a Very High Extent, with a composite mean of 4.49 (SD=0.38). Using guide questions before and during reading and providing additional explanations when necessary obtained the highest ratings (WM=4.70, SD=0.48). The use of graphic organizers received the lowest rating (WM=4.10, SD=0.57), interpreted as High Extent. The results show that teachers regularly provided questioning, prompts, explanations, and other forms of instructional assistance while gradually encouraging learners to become more independent. Such adaptive support can help learners overcome comprehension difficulties while developing independent reading skills. This finding is consistent with van de Pol, Mercer, and Volman (2023), who emphasized that scaffolding is most effective when teachers provide timely questioning, prompts, explanations, and adaptive support that is gradually withdrawn as learners gain confidence and become capable of completing reading tasks independently.

3.2.3 Cooperative Learning Strategy

Teachers employed cooperative learning to a Very High Extent, with a composite mean of 4.38 (SD=0.50). Requiring collaboration during comprehension tasks and practicing respectful listening and idea sharing received the highest ratings (WM=4.60, SD=0.52). Small-group activities, peer explanation of answers, and collaborative problem-solving obtained the lowest ratings (WM=4.10, SD=0.57), but were still interpreted as High Extent. These findings indicate that teachers regularly created opportunities for learners to exchange ideas, share responsibility, and construct meaning collaboratively. Cooperative learning can deepen comprehension by

promoting interaction and peer support (Salehizadeh et al., 2023). This finding is consistent with Gillies (2023), who asserted that cooperative learning enhances reading comprehension by engaging learners in meaningful dialogue, encouraging peer support, fostering shared responsibility, and providing opportunities to construct understanding collaboratively through structured group interaction.

3.2.4 Overall Teaching-Learning Strategies as Perceived by Teachers

Overall, teachers reported using the three teaching-learning strategies to a Very High Extent, with a composite mean of 4.47 (SD=0.36). Explicit Instruction Strategy obtained the highest mean (WM=4.55, SD=0.30), followed by Scaffolding Strategy (WM=4.49, SD=0.38), while Cooperative Learning Strategy obtained the lowest mean (WM=4.38, SD=0.50), although all three remained within the Very High Extent category. The results indicate that teachers combined direct instruction, instructional support, and collaborative learning rather than relying on a single approach. Integrating evidence-based strategies can support comprehension through clear instruction, appropriate assistance, active participation, and gradual learner independence (Dewitz & Graves, 2024; Hiebert, 2024). This finding was supported by Dewitz and Graves (2024), who emphasized that the strategic use of evidence-based instructional approaches enhances learners' reading comprehension by providing clear instruction, appropriate support, and meaningful opportunities for engagement.

3.3 Teaching-Learning Strategies as Perceived by Learners

3.3.1 Explicit Instruction Strategy

Learners perceived explicit instruction as being employed to a Very High Extent, with a composite mean of 4.36 (SD=0.84). Explaining important vocabulary before reading received the highest rating (WM= 4.48, SD= 0.96), while providing immediate feedback after responses or activities received the lowest (WM=4.15, SD=0.89), although it remained within the Very High Extent category. The findings suggest that learners regularly experienced clear explanations, vocabulary instruction, structured guidance, and direct teaching. Research showed that explicit instruction can improve reading comprehension by making learning goals clear, teaching reading strategies in an organized way, and giving students enough practice before working independently (Archer, 2021). This finding is supported by Archer and Hughes (2021), who emphasized that explicit instruction enables learners to acquire reading skills more effectively through clear teacher explanations, systematic vocabulary instruction, guided practice, and timely feedback that gradually promotes independent learning.

3.3.2 Scaffolding Strategy

Learners perceived scaffolding as being employed to a Very High Extent, with a composite mean of 4.33 (SD=0.77). Support in identifying the main idea and supporting details obtained the highest rating (WM=4.78, SD=0.66), while gradually reducing assistance when learners demonstrated capability received the lowest (WM=4.03, SD= 0.92), interpreted as High Extent. These findings show that learners consistently received instructional support designed to strengthen comprehension and promote independence. Research indicates that scaffolding enhances reading comprehension by providing temporary instructional support that improves learners' understanding of texts, develops strategic reading behaviors, and promotes independent learning (Duke & Cartwright, 2021; Fisher & Frey, 2024). This finding supported the study of Hui, B. (2024) which emphasized that scaffolded instruction enhances learners' comprehension by providing appropriate support that is gradually withdrawn as learners become more proficient. Guidance in identifying essential information also supports comprehension and text interpretation (Oakhill et al., 2015), while gradually withdrawing support promotes independent application of reading strategies (Mesmer & Hiebert, 2023).

3.3.3 Cooperative Learning Strategy

Learners perceived cooperative learning as being employed to a Very High Extent, with a composite mean of 4.29 (SD=0.85). Respectful listening and sharing of ideas during discussions received the highest rating (WM=4.60, SD=0.90), while the use of small-group activities during reading lessons obtained the lowest (WM=3.83, SD=1.03), interpreted as High Extent.

The findings indicate that learners regularly experienced collaboration, peer interaction, and shared responsibility during reading activities. Cooperative learning can promote comprehension through meaningful dialogue, peer support, and active engagement. Saeed and Gull (2023) found that cooperative learning helped improve students' English reading comprehension. The overall result is also consistent with Gillies (2023), who emphasized that well-structured cooperative learning promotes learners' engagement, communication, and comprehension through meaningful peer interaction.

3.3.4 Overall Teaching-Learning Strategies as Perceived by Learners

Overall, learners perceived the three strategies as being employed to a Very High Extent, with a composite mean of 4.32 (SD=0.80). Explicit Instruction Strategy received the highest mean (WM=4.36, SD=0.84), followed by Scaffolding Strategy (WM=4.33, SD=0.77), while Cooperative Learning Strategy obtained the lowest (WM=4.29, SD=0.85). All three nevertheless remained within the Very High Extent category. The close ratings indicate that learners consistently experienced a combination of structured instruction, instructional support, and collaborative activities. These approaches provided clear directions, assistance when needed, and opportunities to interact with

classmates during reading. Research showed that integrating evidence-based instructional strategies enhances learners' reading comprehension by strengthening their understanding of texts, encouraging active participation, and fostering greater independence in the learning process (Dewitz & Graves, 2024; Hiebert, 2024).

3.4 Level of Learners' Reading Comprehension in Literary Text Analysis

3.4.1 Character and Characterization

Learners obtained a general average of 7.05 in character and characterization, corresponding to Proficient. Seventeen learners (45.0%) reached the Advanced level, while five (12.5%) were at Approaching Proficiency. No learner was classified as Developing or Beginning. Overall, the results indicate satisfactory mastery of analyzing characters, their traits, actions, and roles in literary texts. The results suggest that learners had developed the foundational and analytical skills necessary to interpret characters and derive meaning from literary texts, although some still had room to progress toward the Advanced level. This finding supports the work of Afflerbach and Cho (2023), who emphasized that proficient readers construct meaning by analyzing literary elements, drawing inferences about characters, and using textual evidence to interpret the author's message, resulting in deeper reading comprehension.

3.4.2 Types of Conflict and Point of View

Learners obtained a general average of 10.325 in types of conflict and point of view, corresponding to Proficient. Twenty learners (50%) reached the Advanced level, and none was classified as Approaching Proficiency, Developing, or Beginning. Thus, all learners achieved either Proficient or Advanced performance in this competency. The results indicate that learners demonstrated satisfactory to advanced ability to identify and analyze conflict and point of view and apply critical thinking when interpreting literary texts. This finding is consistent with Snow (2021), who emphasized that proficient readers can analyze literary structures, including conflict and point of view, integrate textual evidence, and apply critical thinking to develop deeper comprehension of literary texts.

3.4.3 Characters' Thoughts, Motivations, Behaviors, and Mental States

Learners obtained a general average of 4.95 in analyzing characters' thoughts, motivations, behaviors, and mental states, corresponding to Approaching Proficiency. Eighteen learners (45%) were Proficient, two (5%) were Developing, and none was at the Beginning level. The results show that learners possessed foundational skills in this competency but had not yet consistently reached the expected proficiency level as a group. The findings indicate a greater need for instructional support in this competency than in the other two areas. Learners may require additional practice and guidance in interpreting the psychological dimensions of characters and applying comprehension skills consistently. This finding is consistent with Pelletier, Guay, and Falardeau (2024), who found that sustained teacher support positively contributes to learners' reading development by increasing their engagement, strengthening comprehension, and helping them progress toward higher levels of reading achievement.

3.4.4 Overall Reading Comprehension in Literary Text Analysis

Across the three literary text analysis competencies, learners obtained a general average of 22.33, classified as Advanced. Thirty-four learners (85%) reached the Advanced level, while none was classified as Beginning. Overall, the results indicate that most learners demonstrated a high level of ability to understand, interpret, and analyze literary texts. The overall performance suggests that learners had developed strong comprehension skills, including recognizing important ideas, interpreting textual evidence, making inferences, and critically analyzing literary texts. These competencies reflect higher-order reading processes emphasized in literary text analysis (Dewitz & Graves, 2024; Hiebert, 2024). Recent studies have emphasized that learners develop stronger reading comprehension when instruction explicitly guides them in analyzing literary elements, making inferences about characters, and connecting textual evidence with themes, values, and perspectives presented in literary texts (Dixon & Oakhill, 2024; Dewitz & Graves, 2024). The overall result is also consistent with McMaster and Kendeou (2023), who emphasized that learners with well-developed reading comprehension are able to integrate textual information, construct meaning, make inferences, and apply higher-order thinking skills when interpreting literary texts, reflecting advanced levels of reading proficiency.

3.5 Relationship Between Teaching-Learning Strategies and Reading Comprehension Performance

The analysis yielded a Spearman correlation coefficient (r_s) of 0.403, indicating a moderate positive relationship between teaching-learning strategies and learners' reading comprehension performance in literary text analysis. The p-value of 0.010 was below the 0.05 significance level; therefore, the null hypothesis was rejected. The findings indicate a statistically significant relationship between the extent to which teaching-learning strategies were employed and Grade 9 learners' reading comprehension performance. The positive relationship indicates that greater implementation of explicit instruction, scaffolding, and cooperative learning was associated with better reading comprehension performance, although the moderate coefficient shows that the relationship was not perfect. The result is consistent with Duke and Cartwright (2021), who emphasized that effective and well-structured reading instruction plays a critical role in improving learners' comprehension and literacy development.

This finding also aligned with the study of Delima et al. (2024), which reported that the use of collaborative and learner-centered instructional strategies significantly enhanced the reading performance of junior high school learners in the Philippine context.

4. Conclusion & Recommendations

The study concluded that teaching-learning strategies had a significant relationship with the reading comprehension performance in literary text analysis of Grade 9 learners. Explicit instruction, scaffolding, and cooperative learning were employed to a very high extent, with explicit instruction obtaining the highest composite mean, while the learners demonstrated an advanced level of reading comprehension overall. The significant moderate positive relationship between teaching-learning strategies and reading comprehension performance indicated that the consistent implementation of these strategies was associated with better comprehension, interpretation, and analysis of literary texts.

English teachers are recommended to utilize the crafted enrichment exercises to strengthen the reading comprehension performance of Grade 9 learners and enhance the effectiveness of reading instruction. The exercises may be integrated into regular classroom instruction, remediation classes, or reading intervention sessions as supplementary learning activities to reinforce the identified literary text analysis competencies and support learners' comprehension, analysis, interpretation, and critical reading skills.

The study was limited to English teachers and Grade 9 learners of Cangawa National High School, Buenavista II District, Division of Bohol, during School Year 2026–2027. It focused only on three teaching-learning strategies—explicit instruction, scaffolding, and cooperative learning—and assessed reading comprehension through selected literary text analysis competencies, namely character and characterization, types of conflict and point of view, and characters' thoughts, feelings, motivations, and behaviors. The study employed a descriptive-correlational design and used questionnaire responses and a summative test as its primary sources of data; thus, the findings establish an association between the teaching-learning strategies and reading comprehension performance rather than a causal relationship. Because the investigation was confined to the specified respondents, setting, strategies, and competencies, the findings should be interpreted within the scope of the study and may not necessarily represent learners and teachers in other grade levels, schools, or educational settings.

5. Compliance with ethical standards

The study observed appropriate research procedures by securing permission from the school principal of Cangawa National High School before data collection. The research instruments were administered to the selected English teacher- and Grade 9 learner-respondents only after approval was granted, and the collected responses were systematically checked, organized, encoded, and subjected to appropriate statistical treatment in accordance with the study procedures.

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