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Interactive Reading Strategies and Learners' Reading Comprehension in Milagros East District: Basis for Instructional and Supervisory Measures

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ABSTRACT

This study determined the extent of teachers' implementation of interactive reading strategies, examined their ratings of learners' reading comprehension skills, and identified instructional and supervisory priorities in three selected public elementary schools in Milagros East District, Masbate. Using a quantitative descriptive-correlational design, 30 teachers selected through simple random sampling completed a researcher-developed, expert-reviewed and pilot-tested questionnaire. Frequencies, percentages, weighted means, and Pearson's product–moment correlation were used to analyze responses. Teachers rated activating prior knowledge and questioning and guided discussion as highly implemented (both 3.81), followed by summarizing and comprehension monitoring (3.57) and collaborative reading and peer interaction (3.50). Learners' comprehension was rated demonstrated across evaluating and responding to texts (3.13), identifying main ideas and supporting details (3.09), interpreting and analyzing information (3.04), and making inferences and drawing conclusions (2.98). Implementation and perceived comprehension ratings were strongly positively associated ($r = 0.9987$, $p < .001$). Training and Learning Action Cell sessions (3.83), appropriate reading materials (3.80), and assessment-based progress monitoring (3.70) were the highest-rated support needs. The findings indicate aligned teacher perceptions of instructional implementation and comprehension, without establishing causal effects. Schools should prioritize structured peer reading, evidence-supported inference, professional learning, and regular monitoring. The small, three-school sample and reliance on teacher reports limit generalizability and independent verification of learner performance. The study contributes locally grounded evidence for instructional supervision and targeted literacy support.

Keywords: *Collaborative Reading, Elementary Education, Interactive Reading, Reading Comprehension, Reading Strategies, Teacher Perceptions*

1. INTRODUCTION

Reading comprehension is central to elementary learning because pupils must understand, integrate, and evaluate information across subjects. Reading becomes particularly important as instruction shifts from learning to read toward reading to learn. Denton et al. (2022) found that reading interventions can improve comprehension in primary grades, while Hwang et al. (2022) identified benefits from integrating literacy with content instruction. Kim et al. (2023) likewise demonstrated gains from sustained content-literacy instruction. The global learning-poverty assessment by the World Bank et al. (2022) further underscores why foundational reading comprehension and regular assessment of learning levels remain urgent priorities.

1.1. Background of the Study

These findings underscore the need for classroom strategies that connect written information to existing knowledge and support meaning-making. Interactive reading involves purposeful exchanges among teachers, learners, and texts through prior-knowledge activation, questioning, collaborative discussion, summarization, and comprehension monitoring. Smith et al. (2021) emphasized the contribution of background knowledge to comprehension; Bogaerds-Hazenberg et al. (2021) reported benefits of text-structure instruction; and Neitzel et al. (2022) identified positive outcomes in programs for struggling elementary readers. In the Philippines, national and regional assessments have highlighted continuing reading challenges. The Department of Education, Southeast Asian Ministers of Education Organization, and UNICEF (2021) reported below-participating-country-average reading performance among Filipino Grade 5 learners in SEA-PLM. The OECD (2023) reported that only 24% of Filipino 15-year-olds attained at least Level 2 proficiency in PISA 2022. Although these assessments concern different age groups, they provide important context for foundational literacy. The present study focuses on teacher-reported practices and perceived learner skills in three public elementary schools in Milagros East District, Masbate.

1.2. Challenges in MATATAG Curriculum Implementation

Teachers may frequently use reading strategies while learners still encounter difficulty explaining implied meanings, analyzing information, and supporting responses with textual evidence. The presence of instructional activities alone does not establish whether comprehension is independently demonstrated. In Philippine schools, the Department of Education (2023) adopted the National Learning Recovery Program to address learning gaps, including literacy. The Second Congressional Commission on Education (2025) also highlighted persistent concerns in foundational learning and educational resources. International synthesis by Rice et al. (2024) suggests that professional development can improve teachers' knowledge or practice, although effects on learners' comprehension may be smaller. Accordingly, school leaders require local evidence about which interactive strategies teachers report implementing, which comprehension skills they perceive as stronger or weaker, and what forms of support teachers consider necessary. The specific concern in the participating schools was the lack of an integrated description of these dimensions and their statistical association. Because the study uses teacher ratings, its results must be interpreted as perceptions rather than independently assessed comprehension performance. The Department of Education (2024) also established implementation guidelines for the MATATAG Curriculum, providing a current policy context for classroom instruction and school-level support. The Second Congressional Commission on Education (2024) documented broader systemic challenges in Philippine education, reinforcing the importance of locally responsive literacy interventions.

1.3. Adaptive Strategies and Educational Leadership

Existing scholarship addresses comprehension interventions, classroom dialogue, background knowledge, cooperative learning, and professional development, but the evidence does not

automatically describe teachers' implementation patterns in the three participating schools. Filderman et al. (2022) synthesized reading comprehension interventions and their outcomes, while Tang et al. (2021) considered cooperative, collaborative, and peer-tutoring approaches. These studies inform instructional choices but do not directly establish how teachers in Bara, Sawmill, and Matagbac Elementary Schools rate four interactive strategy dimensions alongside four perceived comprehension dimensions. Further, intervention evidence and teacher-report correlational evidence answer different questions. The present investigation addresses this contextual and measurement gap by describing reported strategy use, perceived comprehension, and their association within one school-based dataset, then using respondents' support ratings to identify instructional and supervisory priorities. The study does not attempt to establish effectiveness or causation.

1.4. Purpose and Objectives of the Study

The study aimed to determine the extent of teachers' implementation of interactive reading strategies and its relationship with teacher-perceived learners' reading comprehension in Bara, Sawmill, and Matagbac Elementary Schools, Milagros East District, Masbate. Specifically, it described teachers' age, sex, educational attainment, teaching experience, and grade level handled; assessed prior-knowledge activation, questioning and guided discussion, collaborative reading and peer interaction, and summarizing and monitoring; examined four comprehension dimensions; tested the relationship between the overall implementation and perceived comprehension scores; and identified instructional and supervisory measures that respondents considered necessary. The intended output was a locally grounded set of priorities for reading instruction and supervision.

1.5. Significance and Practical Contribution of the Study

The study provides school heads, teachers, and district supervisors with local evidence for identifying instructional strengths and areas requiring assistance. Findings may guide Learning Action Cell sessions, lesson demonstrations, classroom feedback, resource selection, and assessment-based progress monitoring. For teachers, the separate strategy and comprehension dimensions support reflection on whether activities include structured peer participation, comprehension checks, and evidence-based explanations. For school leaders, the measures rated as needed offer a basis for allocating professional learning and instructional resources. Parents and guardians may also benefit from school guidance on discussing texts and asking learners to explain answers. These contributions are limited to the participating setting and should be evaluated using subsequent classroom observation and direct learner assessments. UNESCO (2024) emphasizes the role of educational leadership in supporting learning, professional development, and collaboration, providing a broader rationale for the supervisory measures examined here. UNESCO (2023) likewise stresses that educational resources and technologies should be selected according to demonstrated learning needs and equitable access rather than adopted without evidence.

1.6. Sustainable Development Goals (SDG) Alignment

The study directly supports Sustainable Development Goal 4 (Quality Education) by examining teaching practices and comprehension-related instructional needs in public elementary schools. Its emphasis on foundational literacy, grade-appropriate reading materials, teacher professional learning, and assessment-informed support is consistent with improving inclusive and effective learning opportunities. It also has a contextual connection to Sustainable Development Goal 10 (Reduced Inequalities), insofar as identifying school-level instructional needs may inform more responsive support for learners experiencing reading difficulties. The study does not directly measure educational inequality or demonstrate reductions in learning

gaps; rather, it provides evidence that may guide locally appropriate support. These alignments concern the practical use of findings, not experimentally demonstrated impacts.

2. METHODOLOGY

2.1. Research Design

A quantitative descriptive-correlational design was employed. The descriptive component characterized teacher demographics, implementation ratings, perceived learner comprehension, and perceived need for support measures. The correlational component examined the association between each teacher's overall implementation score and overall perceived-comprehension score. No instructional intervention was administered, and the design did not establish causation.

2.2. Research Locale, Population, and Participants or Respondents

The study was conducted in Bara Elementary School, Sawmill Elementary School, and Matagbac Elementary School in Milagros East District, Municipality of Milagros, Masbate, Philippines. Thirty elementary teachers handling reading instruction participated. Their grade assignments ranged from Kindergarten to Grade 6. The participants assessed comprehension on the basis of classroom observations, reading activities, and available assessment information. Learners were not surveyed and did not complete an independently administered standardized comprehension test for this research.

2.3. Sampling Technique and Sample Determination

Simple random sampling was used. Lists of eligible teachers from the three participating schools were consolidated into a sampling frame. Each eligible teacher was assigned a unique number, and 30 teachers were selected randomly, providing eligible teachers equal selection opportunities. The manuscript does not report a population-based sample-size calculation; the sample and findings therefore refer specifically to the three participating schools. A researcher-developed structured questionnaire had four parts: demographic profile; four dimensions of interactive reading strategy implementation; four dimensions of teacher-perceived learner comprehension; and six instructional and supervisory measures. The latter three parts used four-point rating scales. Experts reviewed clarity, relevance, appropriateness, and alignment. The revised instrument was pilot-tested with comparable teachers excluded from the main sample. Cronbach's alpha was used to assess subscale consistency; numerical coefficients were not reported in the manuscript.

2.4. Data Gathering Procedure

Following proposal review, instrument revision, expert validation, and pilot testing, institutional approval and permission were obtained from the Schools Division Superintendent, with coordination through the district supervisor and school heads. Eligible teachers were identified and sampled. The researcher explained the purpose, procedures, voluntary participation, and confidentiality arrangements before obtaining consent. Completed questionnaires were retrieved, checked for completeness, coded, and organized for analysis. Research records were securely handled.

2.5. Data Analysis and Statistical Treatment

Frequencies and percentages summarized demographic characteristics. Weighted means described implementation, perceived comprehension, and support needs according to the questionnaire's rating interpretations. Pearson's product–moment correlation coefficient assessed the association between paired teacher-level overall implementation and perceived-comprehension scores, using a two-tailed test at the .05 significance level. The reported analysis

involved 30 paired observations and 28 degrees of freedom. Cronbach's alpha assessed pilot-test internal consistency.

2.6. Ethical Considerations

Participation was voluntary and based on informed consent. Respondents received information about the study and could decline or withdraw without penalty. Responses were treated confidentially, used for research purposes, and reported in aggregate. Records were stored securely.

3. RESULTS AND DISCUSSION

3.1. Demographic Profile of Teacher-Respondents

Among the 30 respondents, 11 (36.67%) were aged 31–40, nine (30.00%) were aged 51–60, six (20.00%) were aged 41–50, and four (13.33%) were aged 21–30. Twenty-five (83.33%) were female. Twelve (40.00%) held a bachelor's degree with master's units, ten (33.33%) held a bachelor's degree, and eight (26.67%) held a master's degree. Eleven (36.67%) had 11–15 years of teaching experience, while ten (33.33%) had 21 years or more. Grade 4 teachers formed the largest grade group (eight, 26.67%). This distribution provides context for teacher reports but does not establish demographic differences in implementation or comprehension.

3.2. Extent of Interactive Reading Strategy Implementation

Teachers rated all four dimensions as Highly Implemented: activating prior knowledge (M = 3.81), questioning and guided discussion (M = 3.81), collaborative reading and peer interaction (M = 3.50), and summarizing and comprehension monitoring (M = 3.57). Connecting lessons with prior experiences and asking what learners already knew both received 3.87; questions before, during, and after reading and follow-up questions both received 3.90. Conversely, learner-generated questioning received 3.64, organizing pair or small-group reading received 3.37, and encouraging learners to monitor their own comprehension received 3.53. These patterns suggest that teacher-led prompts were more prominent than some structured learner-directed activities. Smith et al. (2021) emphasized background knowledge, while Tang et al. (2021) and Neitzel et al. (2022) identified the potential of cooperative approaches. The lower relative ratings for structured peer interaction and self-monitoring suggest practical targets for coaching rather than evidence that these practices were absent.

3.3. Teacher-Perceived Learners' Reading Comprehension Skills

Teachers rated all four comprehension dimensions as Demonstrated: identifying main ideas and supporting details (M = 3.09), making inferences and drawing conclusions (M = 2.98), interpreting and analyzing information (M = 3.04), and evaluating and responding to texts (M = 3.13). Distinguishing fact from opinion scored 3.30, whereas supporting inferences with textual evidence scored 2.90 and supporting responses with evidence scored 3.00. Accurate summarization of main ideas and supporting details received 3.03. These differences point toward the need for tasks requiring learners to justify interpretations using explicit text clues, rather than merely offer answers. Bogaerds-Hazenberg et al. (2021) documented benefits of text-structure instruction, and Ophuis-Cox et al. (2024) investigated summarization and comprehension. However, these results reflect teacher perceptions rather than scores from independent learner assessments.

3.4. Association Between Strategy Implementation and Perceived Comprehension

The manuscript reported a very strong positive correlation between teachers' implementation ratings and their perceived-comprehension ratings (Pearson's r = 0.998686762; degrees of freedom = 28; two-tailed p reported as 0.0000, conventionally p < .001). At the stated significance threshold of .05, the null hypothesis of no relationship was rejected. Teachers assigning higher

ratings to their strategy implementation also tended to assign higher ratings to learners' comprehension. The magnitude is exceptionally close to a perfect positive association and merits verification against the underlying paired observations and scoring procedures before publication. Because both constructs were rated by the same respondents using questionnaire scales, shared-method effects may contribute to the association. The result must not be interpreted as proof that instructional implementation caused better learner comprehension.

3.5. Priority Instructional and Supervisory Measures

Overall, the proposed measures were rated Highly Needed (M = 3.56). Training and Learning Action Cell sessions received the highest mean (3.83), followed by grade-appropriate reading resources (3.80), assessment use and progress monitoring (3.70), classroom observation and feedback (3.57), and coaching and mentoring (3.57). Stakeholder collaboration received the lowest mean (2.91) and was rated Needed rather than Highly Needed. These priorities support a practical sequence of teacher demonstration and collaborative planning, resource provision, classroom feedback, and progress checks. Rice et al. (2024) supports attention to professional development, while the Department of Education (2023) provides a policy context for literacy recovery. The priorities reflect perceived needs, not tested effectiveness of proposed measures. The Organisation for Economic Co-operation and Development (2024) also identifies ongoing needs for teacher support and professional development. UNESCO (2024) provides additional context for school leadership and professional learning, while UNESCO (2023) highlights the need for evidence-informed decisions when selecting instructional resources.

4. CONCLUSIONS AND RECOMMENDATIONS

The study found that teachers across the three participating schools reported high implementation of all four interactive reading strategy dimensions, especially activating prior knowledge and questioning and guided discussion. Collaborative reading and learner-directed comprehension monitoring received comparatively lower implementation ratings. Teachers perceived learners as demonstrating all four comprehension dimensions, with evaluating and responding to texts rated highest and making inferences and drawing conclusions rated lowest. Supporting inferences and evaluative responses with textual evidence emerged as a recurring need. A very strong positive relationship was reported between teachers' implementation and perceived-comprehension scores. Because both were teacher-reported, the association describes alignment in ratings rather than a demonstrated instructional effect. The study contributes context-specific evidence that can guide supervision, professional learning, and classroom reading support in the three schools.

School heads and district supervisors should prioritize Learning Action Cell sessions that model structured questioning, purposeful paired and small-group reading, comprehension monitoring, and evidence-based inference tasks. Teachers should integrate brief prior-knowledge activities, require learners to cite textual clues, assign clear peer-reading roles, and use summaries and follow-up questions to check understanding. Schools should develop or share grade-appropriate reading materials and routinely review assessment information to identify comprehension difficulties. Classroom observation, constructive feedback, and mentoring should help teachers adapt these practices across grade levels. School–home collaboration can reinforce discussion of texts. Future studies should incorporate direct learner assessments and classroom observation to determine whether the patterns observed in teacher reports correspond to independently measured comprehension and documented teaching practices.

The study was restricted to 30 teachers in three selected public elementary schools, limiting generalization to other schools or districts. Both strategy implementation and learner comprehension were assessed through teacher questionnaires rather than independent

classroom observation or standardized learner testing. The descriptive-correlational design cannot establish causality, and the extremely high reported correlation warrants checking of paired raw scores and scoring procedures. Although the questionnaire was expert-reviewed and pilot-tested, the source manuscript does not provide numerical reliability coefficients. Future studies could use larger samples, independent comprehension measures, and longitudinal or intervention designs to strengthen interpretation.

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