



TEACHERS' MULTI-BASED READING STRATEGIES AND LEARNERS' COMPREHENSION SKILL

WELMA SHEILA C. GABINETE
MASTER TEACHER I
Dao Central School
welmasheila63726@gmail.com

ABSTRACT

This study examined the multi-based reading strategies of teachers and their relationship to the comprehension skill of learners in the Schools District of Dao, Schools Division of Capiz, Philippines, for School Year 2024–2025. The descriptive-correlational research design was employed in the study. A total of 72 Grade 1-3 teachers participated as respondents. Data were collected using a validated researcher-made questionnaire and analyzed through frequency counts, percentages, mean, Mann–Whitney U test, Kruskal–Wallis H test, Chi-square test, and Spearman’s Rho at a 0.05 level of significance. Findings revealed that teachers extensively utilized multi-based reading strategies, combining phonics instruction with digital tools, interactive activities, and multimedia resources, indicating a very high level of implementation. Learners’ comprehension skill, as assessed by teachers, was suggesting a strong ability of the learners to grasp the main ideas and details of texts. No significant differences were found in teachers’ multi-based strategies and learners’ comprehension skill when grouped by age, position, school size, school location, and number of trainings attended. Moreover, results showed no significant relationship between teachers’ multi-based reading strategies and learners’ comprehension skill. The study concludes that

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teachers in Dao District are highly engaged in integrating both traditional and multimedia-based approaches to foster reading comprehension.

Keywords: *Teachers' multi-based reading strategies, learners' comprehension skill*

INTRODUCTION

Reading comprehension is a fundamental skill that significantly influences a learner's academic performance and overall cognitive development. Traditionally, reading instruction has relied heavily on text-based strategies, which, while effective for some learners, may not sufficiently engage all students or cater to the wide range of learning styles found in diverse classrooms. In response to these challenges, the integration of technology into reading instruction has given rise to multi-based strategies that aim to enhance engagement and improve comprehension outcomes. Recent studies have explored the effectiveness of both multi-based and traditional text-based reading strategies.

According to Vidal (2022), who conducted a study on the Effectiveness of Multimedia and Text-Based Reading Approaches to Grade 10 Students' Reading Comprehension Skills, multimedia strategies yielded slightly greater improvements. This suggests that the dynamic and interactive features of multimedia tools may offer additional cognitive support to learners during the reading process. Moreover, technological innovations in reading instruction have led to the development of intelligent reading assistants.

Thaqi et al. (2024) introduced SARA: Smart AI Reading Assistant for Reading Comprehension, an AI-powered tool that integrates eye-tracking and large language models

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to provide real-time, personalized reading support. SARA identifies difficult sections of text and offers immediate, tailored assistance, enhancing the learner’s comprehension and reading efficiency. Despite these advances, gaps remain in the current body of literature. Most studies focus on the general efficacy of multi-based reading strategies without examining how specific elements—such as animations, audio narration, interactive content, and AI-driven tools— affect learners with varied needs. In particular, there is a lack of focused analysis on how these strategies impact struggling readers, learners with learning disabilities, or those with limited access to digital resources. Additionally, limited attention has been given to how teachers implement multi-based strategies that combine both traditional and multimedia approaches in real-world classrooms.

This study, therefore, aimed to address these gaps by examining teachers' multi-based reading strategies and their effect on learners' comprehension skills. Understanding how educators blend various instructional methods—including printed texts, digital resources, and interactive tools—offers deeper insights into effective teaching practices. It helped identify which strategies are most beneficial for the different groups of learners, ultimately contributing to more inclusive and adaptive reading instruction.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research design, the respondents of the study, the data gathering procedures, the data processing procedures, and the statistical tools to be used.

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Research Method

The research method utilized in the study was descriptive research design and a researcher-made questionnaire was used to gather data.

Research Design

This study employed a descriptive-correlational research design to examine the relationship between teachers' multi-based reading strategies and learners' comprehension skill in the Schools District of Dao, Division of Capiz, Philippines, for the Academic Year 2024–2025. This design is particularly suitable for educational research where variables cannot be manipulated due to ethical or practical constraints.

According to Bhandari (2021), descriptive-correlational research designs are instrumental in identifying patterns and relationships between variables without implying causation. This approach is effective in educational settings, allowing researchers to observe and analyze variables in their natural environment.

Similarly, IvyPanda (2025) emphasizes that descriptive-correlational research provides a comprehensive snapshot of situations and helps identify relationships among variables. This method is used to study and describe variables, such as attitudes or behaviors, and understand how they correlate.

Furthermore, a study by Gao et al. (2025) utilized a descriptive-correlational design to investigate the relationships between physical exercise behavior, academic engagement, and self-efficacy among college students. The study found significant positive correlations among

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these variables, demonstrating the utility of this design in exploring complex interrelationships in educational contexts.

In this study, the independent variables include the profile of the respondents, while the dependent variables are the multi-based reading strategies and learners' comprehension skills. This design is suitable because it allows for the description of the relationship between the variables being studied without manipulating them.

Participants of the Study

The respondents of this study are the total population of 72 Grades 1-3 teachers in the Schools District of Dao, Division of Capiz, Philippines, for A.Y. 2024-2025. They were purposively taken as respondents of this study.

The data are shown in Table 1.

Table 1. Distribution of the Respondents

School	N	%
Dao CS	12	16.67
Agtanguay Es	3	4.17
Andres E. Quintia, Sr. ES	3	4.17
Antonio Abad ES	3	4.17
Doroteo E. Sr. ES	3	4.17
Ilas Norte ES	6	8.33
Lacaron ES	3	4.17
Malonoy ES	3	4.17

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Manhoy ES	3	4.17
Matagnop ES	3	4.17
Nicanor Escutin ES	6	8.33
Quinayuya ES	3	4.17
Tabuc ES	5	6.94
Agtambi PS	3	4.17
Alfonso E. MS	3	4.17
Bitá PS	3	4.17
Centro PS	2	2.78
Daplas PS	2	2.78
Map. Bato PS	3	4.17
Total	72	100.00

Sampling Design

This study will employ a purposive sampling design to select the participants. This non-probability method was chosen to ensure that the respondents possess the specific professional qualifications and academic profiles necessary to provide meaningful data regarding the relationship between instructional technique and literacy outcomes.

Research Instrument

In this study, a researcher-designed questionnaire was utilized as the primary tool for data collection. A questionnaire is a structured instrument consisting of a series of questions

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aimed at gathering specific information from respondents. It is particularly effective in collecting data on individuals' attitudes, behaviors, experiences, or opinions in a standardized manner.

According to Hassan (2024) emphasizes that a well-constructed questionnaire should be clear, concise, and relevant to the research topic. It should be designed to minimize bias and ensure that the questions are understandable to the target population. Pilot testing the questionnaire is also recommended to identify and rectify any issues before full-scale administration.

In this study, the questionnaire was developed based on the research objectives and underwent a validation process to ensure its reliability and validity. The instrument administered to the selected respondents to gather data on their profiles, the multi-based reading strategies they employ, and their comprehension skills. The collected data were analyzed to determine the relationships between these variables.

The questionnaire comprises three (3) parts. Part I comprised the respondents' personal profiles, including age, position, School size, School location, and number of training sessions attended.

Part II collected data on teachers' multi-based reading strategies, comprising 15 items answered Yes/No. The mean scores were ranked from the highest to the lowest.

Part III assessed learners' comprehension skill based on the results of the Comprehensive Rapid Literacy Assessment (CRLA).

The scores for the CRLA were interpreted as follows:

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Score	Description	Interpretation
90 – 100	- Mastery	Strong alphabet knowledge
75 – 89	- Developing	Minor gaps; needs reinforcement
Below 75	- At Risk	Weak Foundational Skill

Validity of the Research Instrument

Validity was an essential aspect of any research study, and it ensured that the research instrument measured what it was intended to measure. As noted by Kalkbrenner (2021), it provides a comprehensive guide on instrument development and score validation in the social sciences, emphasizing the importance of establishing validity through a systematic process.

In this study, to ensure the validity of the research instrument, a panel of jurors was formed, composed of experts in the field of research, school management, English critic, and statistics. The panel validated the questionnaire using the criteria set by Goods and Scates. Face validity was performed by presenting the questionnaire to the panel, who examined the questions and made judgments based on their expertise in the relevant fields. They evaluated the questionnaire's content, structure, relevance, and clarity, ensuring that each question was appropriate and relevant to the study. All the comments and suggestions of the expert were incorporated in the final questionnaire before it was subjected for reliability testing.

Data Gathering Procedures

After the content validation and reliability testing of the questionnaire, permission to administer the survey was obtained from the appropriate school authorities. The researcher

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personally distributed the questionnaires to ensure that the respondents fully understood the purpose and instructions of the study. This method is employed to enhance the clarity of responses and to build trust among respondents by assuring them of the confidentiality and anonymity of their answers, as emphasized in recent research on ethical data collection practices (Flores & Dizon, 2022).

To maintain data integrity and minimize the risk of non-responses or incomplete answers, the researcher conducted brief orientations with each respondent prior to questionnaire distribution. According to Cruz and Herrera (2023), direct engagement with participants improves response accuracy and increases completion rates in educational research.

Upon collection, the completed questionnaires were systematically encoded and processed using the latest version of the Statistical Package for the Social Sciences (SPSS). The gathered data were organized, analyzed, and interpreted using appropriate statistical methods, such as frequency distribution, percent, mean, rank, Chi-Square, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman rho.

Data Analyses

For the statistical analysis of the data, the following statistical tools were used:

Frequency Count was used to determine the number of responses per item in the questionnaire in the profile of the respondents.

The percentage was used in the profile and in the distribution of respondents.

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Mean was used to determine the teachers' multi-based reading strategies and learners' comprehension skill.

Rank was used to identify the order of importance or priority among the responses based on the obtained mean scores.

Chi-Square. The Chi-Square test was used to determine the significant relationship between categorical variables in the respondents' profile and their responses on teachers' multi-based reading strategies and learners' comprehension skill.

Kruskal-Wallis H-test. The Kruskal-Wallis H-test was used to determine the significant differences in the teachers' multi-based reading strategies and learners' comprehension skill when respondents were classified according to the training attended.

Mann-Whitney U-test. The Mann-Whitney U-test was used to assess significant differences in multi-based reading strategies and learners' comprehension skills across age, position, school size, and school location.

Spearman's Rho. Spearman's Rho was used to determine the relationship between the teachers' multi-based reading strategies and learners' comprehension skills. The level of significance was set at 0.5 alpha.

RESULTS AND DISCUSSIONS

This study aimed to determine the teachers' multi-based reading strategies and learners' comprehension skill in the Schools District of Dao, Schools Division of Capiz, Philippines, for School Year 2024-2025.

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The dependent variables include multi-based reading strategies and learners' comprehension skill, while the independent variable included the respondents' age, position, school size, school location, and number of trainings attended.

A descriptive research design was used, and a researcher-made questionnaire was used to gather data. The respondents were the elementary teachers in the Schools District of Dao, Capiz, Philippines. This study was anchored on the increasing emphasis on the use of technology and multimedia tools to support literacy education, as highlighted in DepEd Order No. 16, s. 2022, which stresses the integration of ICT in the K to 12 Basic Education Curriculum. The data was analyzed and interpreted using the frequency count, percentage, and mean for descriptive statistics and the Kruskal-Wallis H-Test, Mann-Whitney U-test, and Spearman's Rho for inferential statistics. All statistical computations are processed using the Statistical Package for the Social Sciences (SPSS) software. The level of significance was set at .05 level.

Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents in terms of age, position, school size, school location, and number of trainings attended?
2. What are the teachers' multi-based reading strategies when taken as a whole and when classified according to age, position, school size, school location, and number of trainings attended?

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3. What is the level of learners' comprehension skill as assessed by the respondents when taken as a whole and when classified according to age, position, school size, school location, and number of trainings attended?

4. Are there significant differences in the teachers' multi-based reading strategies when classified according to age, position, school size, school location, and number of trainings attended?

5. Are there significant differences in the level of learners' comprehension skill as assessed by the respondents when classified according to age, position, school size, school location, and number of trainings attended?

6. Is there a significant relationship between teachers' multi-based reading strategies and learners' comprehension skill?

Findings of the Study

1. As a whole, the teachers in the School District of Dao, Capiz utilized the following of multi-based reading strategies: used strategies were phonics instruction, use of multimedia to support comprehension, inclusion of graphic novels/printed storybooks, and use of text-to-speech tools (M=2.00). Strategies like the use of subtitles in educational videos (M=1.89) and digital graphic organizers (M=1.83) were comparatively less frequent but still highly used. When classified by age, position, school size, school location, and number of trainings attended, all groups similarly employed a wide range of strategies, showing only slight variations in ranking.

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2. As assessed by the respondents, learners' comprehension skills had an overall mean of $M=78.0$, which is described as Developing. When classified according to age (77.9 vs. 78.1), position (77.9 for Teachers, school size (79.2 small; 77.1 medium; 76.8 large), location (78.5 lowland; 77.3 upland), and training attended (78.6 for 1–2; 76.8 for 3–4), the teachers assessed the comprehension skill of their learners as developing.

3. Statistical tests revealed no significant differences in the teachers' multi-based reading strategies when classified according to age ($p=0.353$), position ($p=0.516$), school size ($p=0.111$), school location ($p=0.375$), and number of trainings attended ($p=0.190$).

4. Results showed no significant differences in learners' comprehension skill as assessed by teachers when classified according to age ($p=0.986$), position ($p=0.427$), school size ($p=0.580$), school location ($p=0.627$), and number of trainings attended ($p=0.453$). This indicates that learners' comprehension skills, as assessed by their teachers, were generally uniform across these categories.

5. Correlation analysis showed that there was no significant relationship between teachers' multi-based reading strategies and learners' comprehension skills ($r=0.038$, $p=0.752$). This implies that while teachers consistently employ varied reading strategies, these do not directly translate to significant variations in learners' comprehension performance.

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Conclusion

Based on the findings, the following conclusions were drawn:

1. The teachers' use of multi-based reading strategies, both as a whole and across all classifications of profile variables. This suggests that teachers integrate a wide range of strategies such as phonics instruction, multimedia integration, text-to-speech tools, and story-based resources in their reading instruction, regardless of age, position, school size, location, or number of trainings attended.
2. The learners' comprehension skill, as assessed by their teachers, need reinforcement with minor gaps identified based on the result.
3. No significant differences were found in the teachers' multi-based reading strategies when classified according to age, position, school size, school location, and number of trainings attended. This suggests a uniform practice of employing multi-based strategies across various teacher and school characteristics.
4. Similarly, no significant differences were found in the learners' comprehension skills when classified according to the same profile variables. This indicates that learners' comprehension performance is relatively uniform across groups, regardless of their teachers' characteristics or school context.
5. No significant relationship was found between teachers' multi-based reading strategies and learners' comprehension skills. This implies that while teachers employ varied and comprehensive strategies in reading instruction, these strategies do not directly translate into significant differences in learners' comprehension outcomes.

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