

Teachers' Practices: Its Effects to Students' Reading Skills in Filipino

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ABSTRACT

This research examined the effects of teachers' practices on the reading skills of students in Filipino. The study considered various factors related to teachers, including teaching experience, educational qualifications, attitudes towards Filipino, extent of technology use, and performance evaluation. It also focused on teachers' practices, such as planning, facilitating learning, and assessing learning. The participants were eleventh-grade students from the Senior High School enrolled in Filipino classes during the second semester of the academic year 2023-2024, as well as the seven teachers handling the subject. The research utilized a descriptive design and employed the proportionate simple random sampling technique. The study reveals that teaching practices categorized as Design Planning, Facilitating Learning, and Assessing Learning have an overall mean of 3.57, which is described as evident. Among the 277 student participants, reading skills show a passing mean score of 20.40; however, comprehension in Filipino is weak and linked to limited vocabulary exposure. The analysis indicates no significant differences in teaching practices based on teachers' qualifications or experience, suggesting that effectiveness is influenced by ongoing professional development rather than just years of service. Furthermore, a Simple Linear Regression Analysis indicates no correlation between teaching practices and improved reading skills, with findings showing an F value of 0.001 and a p-value of 0.96. While teachers demonstrate effective instructional methods, their practices do not significantly enhance student reading abilities, highlighting the need for further research into additional teaching strategies and factors affecting reading competencies.

Keywords: designing a plan, facilitating learning, assessing learning, comprehension

INTRODUCTION

In today's rapidly evolving educational landscape, educators are increasingly focused on enhancing their students' reading skills, a fundamental aspect of all learning. Teachers are exploring optimal teaching strategies to support the development of these essential competencies, as improving educational outcomes remains a top priority. Effective reading abilities form the foundation for further learning, prompting educators to seek and adopt the best approaches to equip their students with these core skills.

Teaching combines both artistic and scientific elements. Just as artists carefully select their tools, teachers must find effective methods to facilitate student learning. However, teaching also incorporates scientific principles; educators must implement strategies that promote learning while assessing each student's capabilities. Experienced teachers recognize that merely delivering knowledge is not enough; they must communicate effectively to inspire and motivate their students. Thus, teaching methodologies can be viewed as both an art and a science, with high-quality practices significantly impacting student engagement and learning conditions.

The quality of teaching practices plays a crucial role in shaping the learning environment and influencing students' academic success. Effective teaching begins with a well-designed curriculum that aligns with learning objectives and assessment strategies. Misalignment between teaching approaches and the curriculum can lead to decreased motivation and hinder learning. Integrating curriculum design, assessment, and instruction is essential for creating a successful educational experience, as assessments provide insights into student progress and instructional strategies ensure comprehension of concepts.

This research is grounded in Skinner's Education Learning Theory, encompassing both Behaviorism and Constructivism. The amalgamation of these theories creates a robust framework aimed at enhancing educational practices, including design planning, learning facilitation, and assessment strategies. Constructivism emphasizes the importance of active student engagement in constructing their understanding through experiences and social interactions, positioning teachers as facilitators. In contrast, Behaviorism focuses on observable actions and the role of reinforcement in shaping learning, thereby underscoring the structured design and assessment necessary for influencing student growth (Kauchak, 2012). Both theories illustrate how external instructional interventions can modify student behavior, with teachers utilizing stimuli to foster desirable actions.

In the classroom, teachers implement various behavioral strategies, such as repetitive drills and guided practice, to enhance learning retention. Positive reinforcement is particularly significant, as it motivates students by linking success to rewarding outcomes. The research highlights that motivation, driven by both positive and negative reinforcement, is crucial for effective learning. Constructivism complements this by asserting that learners actively construct knowledge based on prior experiences, challenging the idea of fixed knowledge. Furthermore, constructivist teaching promotes independent, critical-thinking learners who are encouraged to make meaning from their interactions and experiences. This shift from passive information reception to active learning engagement fundamentally alters the teaching and learning process, emphasizing the need for teachers to foster an interactive and student-centered classroom environment.

Moreover, effective teaching is contingent on teachers' understanding of the complexities of classroom dynamics and their ability to adapt strategies to meet diverse learner needs. Recognizing different learning styles—visual, auditory, and kinesthetic—is essential for creating inclusive learning experiences. Research shows that teachers who are aware of students' individual learning preferences are better equipped to design lessons that resonate with their students (Li et al., 2018). The role of technology in education is also emphasized, as it has transformed communication and information access, making technological literacy a vital skill. Continuous assessment of teaching practices, including feedback and evaluation of student learning, is crucial for enhancing educational outcomes. Ultimately, a teacher's effectiveness is linked to their capacity for professional growth and adaptability in meeting the evolving needs of their students, particularly in fostering reading skills essential for academic success (Ahmad, 2020).

In the Philippines, the K-12 education reform aims to align the system with international standards, enhancing the competitiveness of senior high school graduates. This reform focuses on improving macro skills through Content-Based Instruction (CBI) in language courses, emphasizing reading comprehension and grammar learning through various literary genres. Despite these efforts, research indicates that Filipino students' reading skills are among the lowest globally, as highlighted by poor performance in the Programme for International Student Assessment (PISA) 2022. Camocamo (2023) highlighted that the state of education in the Philippines gained attention in 2019 due to local and global evaluations revealing the subpar performance of Filipino learners. Education Secretary Leonor Briones noted that Filipino students' performance in the National Achievement Test (NAT) was at lower proficiency levels.

As such, secondary school teachers are pivotal in enhancing students' literacy abilities, and the Department of Education is implementing programs to improve these skills, including integrating Filipino language courses across all subjects to support language development and academic competence.

STATEMENT OF THE PROBLEM

This study aimed to assess the teaching practices of Senior High School teachers and their effects on students' Filipino reading skills. By examining these practices, the study was envisioned to help school administrators and teachers tailor instruction, strategies, and materials to promote lifelong learning. Through a detailed analysis of teaching practices and their effects on reading skills, this research sought to bridge the gap between educational theories and practices, ultimately benefiting students. The study aspires to contribute to the ongoing discussion of educational excellence and provide valuable insights into how educators can better equip their students with essential literacy skills in a continually evolving educational landscape.

Research Questions:

1. How are the teachers characterized based on their:

1.1 Teaching Experience

1.2 Educational Qualification

1.3 Attitude towards Filipino

1.4 Extent of Use of Technology

1.5 Performance Appraisal

2. What is the Filipino teachers' level of teaching practices in terms of the following?

2.1 Design Planning

2.2 Facilitating Learning

2.3 Assessing Learning

3. What is the level of the senior high school students' Reading skills considering the following?

3.1 Vocabulary

3.2 Comprehension

3.3 Interpretation

4. Is there a significant difference in the Filipino teachers' level of teaching practices when grouped according to their:

4.1 Teaching Experience

4.2 Educational Qualification

4.3 Attitude Towards Filipino

4.4 Extent of Use of Technology

4.5 Performance Appraisal

4. To what extent does the Filipino teachers' level of teaching practice contribute to senior high school students' reading skill?

METHODOLOGY

The research utilized a descriptive research design and was conducted at Xavier University Senior High School (XUSHS) in Cagayan de Oro City, which offers various academic strands, including Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business, and Management (ABM), Humanities and Social Sciences (HUMSS). The school is located in Northern Mindanao, Philippines. It is a Filipino, Catholic, and Jesuit educational community dedicated to the integral development of the person for the needs of Mindanao, the Philippines, and the Asia-Pacific.

The study involved seven Grade 11 teachers of Filipino subjects, all with over a year of senior high school teaching experience. An orientation was held to assist them in completing questionnaires about their teaching experiences,

qualifications, attitudes towards the Filipino language, and technology use. The questionnaires also explored their teaching practices related to planning, facilitating, and assessing learning. Additionally, the study included 277 Grade 11 students as a sample size of the 1,102 enrollees across 28 sections, excluding the Tech Voc Track with three sections. Each participant provided informed consent.

To assess the participants, two sets of questionnaires were developed, one for teachers and another for students. The teachers' questionnaire covered their attributes, teaching methodologies, and performance appraisals, while the students' questionnaire assessed reading skills through comprehension questions based on various texts. Validation of the instruments was performed by specialists in Filipino studies to ensure their effectiveness, while reliability testing involved pilot tests with both teachers and students. Results indicated that all instruments were reliable, with Cronbach's Alpha coefficients ranging from 0.70 to 0.96. The researcher obtained the necessary approvals from the school principal and collaborated with the Filipino department head to facilitate data collection, which took place between May 6 and 10, 2024. The collected data were analyzed using descriptive and inferential statistics, ensuring adherence to ethical standards set by the University Research Ethics Board.

RESULTS AND DISCUSSIONS

The results and findings for all problems in this paper are presented in Tables 1 until 10.

On Teaching Experience of Teacher Participants

Table 1 illustrates the distribution of teaching experience among participants, revealing that most have 4-5 years of teaching experience, with fewer participants having 6-10 years (2 participants), 1-3 years (1 participant), and 11-15 years (1 participant). The limited experience at the senior high school level can be attributed to the new education system, which was implemented in 2017 and separates secondary education into junior and senior high school, encompassing grades 11 and 12, where students can select specializations. While many teachers are relatively new to senior high school, those with greater experience may have taught at other levels and could provide valuable motivation and guidance to newer educators.

Table 1 Distribution of Participants in terms of Teaching Experience (n=7)

Characteristics	Frequency	Percentage
Teaching Experience		
1-3	1	14.30
4-5	3	42.90
6-10	2	28.60
11-15	1	14.30
16 years above	0	0.00

On Educational Qualifications of Teacher Participants

Table 2 displays the educational qualifications of teacher participants, highlighting that approximately 43 percent hold a bachelor's degree. This high percentage can be attributed to the recent introduction of Senior High School as part of the secondary education system in the country, where pursuing a master's degree is encouraged but not yet mandatory. Consequently, many teachers may not have enrolled in master's programs.

In addition to the bachelor's degree holders, the data reveal that 29 percent of teachers possess master's degree units, and another 29 percent have completed a full-fledged master's degree or hold PhD units, accounting for over 14 percent. This distribution suggests a diverse range of educational backgrounds among the teaching

staff, reflecting the ongoing development of the educational landscape.

Table 2 Distribution of Participants in terms of their Educational Qualifications (n=7)

Characteristics	Frequency	Percentage
Educational Qualification		
Undergraduate	3	42.90
MA units / Full Fledged MA	3	42.90
PhD Units/ Full Fledged PhD	1	14.30

On Attitude Towards the Filipino Language

The distribution of teacher-participants' attitudes towards Filipino indicates a uniformly positive disposition, as illustrated in Table 3. The overall evaluation shows a mean score of 3.29 and a standard deviation of 0.11, reflecting a very good attitude towards the Filipino language both as a subject and as a discipline. This positive attitude signifies that teachers possess a genuine passion for teaching and a supportive mindset toward their students, which is demonstrated through their actions and behaviors. They recognize the importance of the Filipino language and actively encourage students to engage with it, promoting the reading of Filipino textbooks to enhance their language skills.

Furthermore, the positive attitude of these educators extends beyond their own perceptions; it also emphasizes the significance of the Filipino language in their students' learning and personal development. Teachers challenge their students to see language learning as an avenue for growth, fostering an appreciation for

Table 3 Distribution of Participants in terms of their Attitude Towards Filipino

Range	Description	Frequency	Percentage
4.00	Highly Positive	0	0.00
3.00-3.99	Positive	7	100.00
2.00-2.99	Fairly Positive	0	0.00
0.00-1.99	Negative	0	0.00
TOTAL		7	100.00

Mean: 3.29 Description: Positive Standard Deviation: 0.11

the discipline. This supportive environment not only benefits the educators but also enriches the students' knowledge acquisition and overall development, highlighting the practical and cultural value of the Filipino language in their lives.

On Technology Utilization in Teaching

Table 4 highlights the frequency and percentage distribution of teachers' technology usage in their teaching practices, indicating that all participants actively integrate technology into their classrooms. With an overall mean of 3.61 and a standard deviation of 0.23, the data suggests that teachers find technology significantly beneficial for disseminating information and providing students access to diverse online resources. This active integration involves using various digital tools, including desktops, laptops, and social media platforms like

Facebook and YouTube, to create a more interactive and engaging learning environment for Grade 11 Senior High School students.

Furthermore, technology enhances the teaching experience by allowing teachers to provide differentiated instruction tailored to students' diverse learning styles and abilities. Teachers are encouraged to move beyond traditional methods and adopt new tools and resources to improve their teaching effectiveness. They should promote exploration of multimedia resources, such as videos and podcasts, while staying updated on educational technology trends. By modeling the use of technology, teachers can impart essential skills to their students, reinforcing the notion that technology is a crucial component of modern education and enhancing students' overall learning experiences.

Table 4 Overall Distribution of Participants in terms of their Extent Use of Technology

Range	Description	Frequency	Percentage
4.00	Very High	0	0.00
3.00-3.99	High	7	100.00
2.00-2.99	Moderate	0	0.00
0.00-1.00	Low	0	0.00
TOTAL		7	100.00

Mean: 3.61 Description: High Standard Deviation: 0.23

On Performance Appraisal

The performance evaluation of teacher-participants on Table 5 reveals that 57% received an outstanding rating, while 43% achieved a commendable rating, indicating strong overall performance in the classroom. This evaluation is based on multiple sources, including self-ratings, assessments from the academic department coordinator, and input from assistant principals and the principal. An outstanding teacher is characterized by their exceptional teaching skills, innovative instructional techniques, and a deep understanding of subject matter, which collectively enhance the classroom environment and facilitate effective learning.

Table 5 Distribution of Participants in terms of their Performance Evaluation Ratings

Range	Description	Frequency	Percentage
4.50-5.00	Outstanding	4	57.10
3.50-4.49	Commendable	3	42.90
2.50-3.49	Satisfactory	0	0.00
1.50-2.49	Fair	0	0.00
1.00-1.49	Poor	0	0.00
TOTAL		7	100.00

Mean: 4.50 Description: Outstanding Standard Deviation: 0.05

In Senior High School, administrators conduct annual performance evaluations that assess various aspects of teaching, including class performance, attendance, and adherence to school policies. Evaluations involve

student feedback, peer assessments, and inputs from department coordinators and administrators, culminating in a comprehensive review of each teacher's effectiveness. The results reflect the teachers' commitment to providing quality education, their positive attitudes towards their profession, and their engagement in fostering a supportive learning atmosphere. This demonstrates their satisfaction in fulfilling their roles, contributing to student involvement, and promoting professional growth.

On the teachers' level of teaching practices in terms of design planning, facilitating learning and Assessing learners

Table 6 highlights the percentage distribution of teacher-participants' overall teaching practices across three key areas: Designing a Plan, Facilitating Learning, and Assessing Learning. The mean scores for these components were 3.63, 3.40, and 3.67 respectively, indicating that the overall level of teaching practices is evident with a mean of 3.57. The data suggests that the participants excel in Assessing Learning, demonstrating a strong commitment to evaluating student performance using various tools such as quizzes and projects. While Design Planning follows closely, the slightly lower score in Facilitating Learning reveals an area that could benefit from further development, even though it indicates an effort to create a student-centered classroom.

Table 6 Overall Distribution of Participants level of teaching practices

Range	Description	Frequency	Percentage
4.00	Very Evident	0	0.00
3.00-3.99	Evident	7	100.00
2.00-2.99	Less Evident	0	0.00
0.00-1.00	Not Evident	0	0.00
TOTAL		7	100.00

Mean: 3.57 Description: Evident Standard Deviation: 0.21

Indicators	Mean	Sd	Description
Designing A Plan	3.63	0.32	Evident
Facilitating Learning	3.40	0.26	Evident
Assessing Learning	3.67	0.24	Evident

The findings also emphasize the interconnected nature of teaching procedures, with effective classroom management allowing teachers to focus on essential educational decisions. Teachers tailor the curriculum to meet student needs and encourage active participation in their learning journey. Additionally, the successful implementation of teaching strategies relies on the availability of quality instructional materials and tools, which enhance the overall teaching-learning process. The results, while not definitive, provide valuable insights into the strengths and areas for improvement in the teaching practices of the participants.

On Designing a Plan

The research highlights the importance of teachers' meticulous planning and organization in achieving learning competencies effectively. Teacher-participants exhibit a strong commitment to planning and preparing instructional materials, following the curriculum guide set by the Department of Education. This guide serves as a standard framework that can be modified to align with institutional standards and vision. The Senior High School Framework, which includes principles such as Saysay (meaning), Husay (mastery), and Sarili

(ownership), underpins educational materials and teaching strategies. According to Aguilar (2019), teachers play a critical role in achieving national educational goals, significantly influencing their students' academic and lifelong success (Chetty, Friedman & Rockoff, 2014).

Additionally, careful lesson planning is crucial for defining learning competencies, guiding both teachers and students in their educational objectives. Teachers must identify suitable instructional approaches tailored to the diverse needs of their learners and structure topics to build on prior knowledge. Regular curriculum reviews by school administrators ensure alignment with national and international standards, prompting faculty to refine content and teaching methods. Effective classroom management and high expectations for students are essential for quality instruction. Ultimately, successful teaching relies on collaboration among teachers, administrators, and stakeholders, fostering a positive and conducive learning environment (Edon, 2016).

On Facilitating Learning

The teachers' level of practices regarding facilitating learning is evident through their activities and actions, indicating that educators effectively employ methods that encourage active student participation in the learning process. By fostering verbal recitation and involvement in related activities, teachers help students take responsibility for their own learning. It is essential for teachers to implement planned strategies in order to achieve specific learning objectives. The outcome highlights that a learner-centered approach has been successfully adopted, as demonstrated by high mean scores across various indicators.

Particularly impressive indicators include the encouragement of brainstorming sessions, which promote idea exchange and subject exploration, and careful preparation of lectures to aid information retention. The use of learner-centered methods emphasizes active participation and cooperative learning, while promoting independent learning enhances critical thinking skills and knowledge retention. Lessons often encompass a lecture format that covers principles, concepts, and theories, demonstrating a customized approach to accommodate diverse learning styles. The organization of lessons is prioritized to ensure the attainment of learning competencies, reinforcing the view that quality teaching involves teachers who possess strong priorities, a positive attitude, clear communication skills, and a commitment to lifelong learning (Lagunda, 2015).

On Assessing Learning

The teachers' overall mean indicates consistent practice in assessing learning, which involves evaluation strategies that provide valuable insights into students' comprehension, proficiency, and areas needing improvement.

The study highlights the importance of structured assessment practices in the teaching process, revealing that teachers employ various assessment types—formative, summative, and diagnostic—along with rubric guidelines to evaluate student progress and learning levels. By clearly defining learning competencies and objectives for each lesson, students are made aware of the expectations and competencies they are developing. This approach encourages active participation in their learning journey, enabling teachers to gauge whether students are acquiring knowledge from discussions and fulfilling their learning objectives.

Effective assessment practices are essential not only for understanding students' knowledge and skills but also for enhancing overall educational outcomes. Rola (2013) emphasizes the need for faculty to use valid, reliable assessment tools and to implement multiple measures regularly, ensuring alignment with educational objectives. Additionally, feedback is crucial; Anderson (2010) points out that prompt feedback helps students address mistakes and improve understanding, while Salas (2016) advocates for monitoring learning progress to refine assessment practices. Gallares (2012) underlines that assessment serves as a tool for promoting learning, as students tend to engage more deeply with material they are evaluated on.

On the level of the Senior High School Students' Reading skills

Table 7 presents the reading skills distribution of 277 student participants, with an overall mean score of 20.40,

indicating a passing performance. Breaking down the components, vocabulary scored a mean of 5.67, comprehension at 6.04, and interpretation at 8.71. While the overall reading skills are considered passing, the results reveal that students' reading comprehension in Filipino is lacking, attributed to limited vocabulary exposure, as they primarily use the language in class. To improve vocabulary, consistent reading of Filipino texts is essential, along with developing reading strategies to enhance information retention.

Table 7 Distribution of Student participants on their Reading Skills (n=277)

Range	Description	Frequency	Percentage
34-35	Excellent	0	0.00
31-33	Very Good	4	1.40
28-30	Good	4	1.40
25-29	Fair	52	18.80
21-24	Satisfactory	91	32.90
17-20	Passed	63	22.70
16 & below	Failed	63	22.70
Total		277	100.00

Mean: **20.40** Description: **Passed** Standard Deviation: **3.12**

Indicators	Mean	SD	Description
Vocabulary	5.67	2.18	Passed
Comprehension	6.04	1.91	Satisfactory
Interpretation	8.71	3.12	Passed

Language development is critical for students' academic success and social engagement, as emphasized by educational psychologists (Concepcion et al., 2012). Effective teaching of the Filipino language is necessary, given students' existing microskills in reading. Planning must provide opportunities for language utilization, and mastery requires engagement in listening, speaking, reading, writing, and viewing activities. Reading is described as an interaction between the writer's and reader's minds, necessitating that teachers cultivate a love for reading to enhance students' skills (Romea, 2017; Nuttal, 2002). Both teachers and parents play a vital role in encouraging a passion for reading, which in turn supports vocabulary acquisition and comprehension development (Dela Cruz, 2016).

In the digital age, it's essential for educators to integrate technology into their reading instruction, as students increasingly rely on online resources. Wright (2011) highlights that students show varied reading performance and comprehension when comparing digital and paper formats. The findings indicate that students prefer digital texts and are more willing to engage with reading materials when technology is incorporated into their learning. Therefore, fostering enthusiasm for reading among students is crucial for their academic success, addressing the issue of motivation in reading activities despite their ability to read.

On Reading Skills: Vocabulary

The assessment of students' reading skills in vocabulary indicates a significant limitation in their comprehension of Filipino words. This challenge arises primarily because Filipino is not their native language;

students engage with it mainly during designated classes and seldom outside of school, resulting in minimal exposure. They primarily encounter Filipino through television, as most shows are in the language, yet this is insufficient for developing a robust vocabulary. The disparity in language use is evident, as English is utilized across subjects, whereas Filipino is only used for a little over an hour daily. The lack of engagement with Filipino literature further restricts their vocabulary expansion, as reading in this language could introduce new words for everyday use.

The overall mean rating indicates that students demonstrate minimal proficiency in Filipino vocabulary, likely due to a lack of inclination to read Filipino texts, which results in unfamiliarity with certain words (Dela Cruz, 2016). Their limited reading exposure is compounded by the fact that Filipino is not their native language, and they primarily use it only during Filipino classes while most subjects are taught in English. Outside of school, their exposure to Filipino is mostly through television, as they do not hear it spoken at home. Consequently, the limited time dedicated to Filipino instruction—just over an hour each day—makes it difficult for students to become familiar with the language. Furthermore, their restricted engagement with Filipino literature hinders vocabulary expansion, as reading would introduce them to new words applicable in daily communication. According to Krashen's reading hypothesis, which Dela Cruz (2016) cites, increased reading in a second language enhances vocabulary acquisition, and reading is crucial for language knowledge and writing competence.

On Reading Skills: Comprehension

The reading skills in Filipino of Grade 11 students indicate a moderate level of comprehension, highlighting challenges in understanding meanings of words and sentences. This encompasses various elements such as literal meanings, central ideas, and supporting details. A significant factor contributing to their low comprehension scores is limited exposure to the language, as students predominantly use Filipino in class rather than in daily life. To improve language acquisition, students need to engage in diverse activities such as reading, speaking, and consuming media in Filipino. Hussein (2012) emphasizes that developing reading comprehension is a crucial aim of language teaching, as it facilitates students' pursuit of knowledge across various fields.

Cruz (2017) identifies the students' reading skills as a key reason for their low performance, despite the country's high literacy rates. Many Filipinos, particularly in remote areas, struggle with basic reading and writing. Dr. Ricardo Ma. Nolasco reports a concerning increase in the number of Filipinos aged 10-64 who do not comprehend what they read, totaling 20.1 million according to the Functional Literacy Education and Mass Media Survey. The Philippine Formal Reading Inventory (Phil IRI), as part of the ECARP initiative referenced by Romea (2017), aims to assess and improve reading proficiency, ensuring that every Filipino child can communicate effectively in both Filipino and English through targeted instruction.

On Reading Skills: Interpretation

Students generally demonstrate a passing rate in reading interpretation, which is significantly enhanced when critical thinking is involved. Interpretation involves not just understanding the text's literal meaning but also deducing implications and drawing conclusions about the message conveyed. This critical engagement with the written word is essential for deeper comprehension and is a skill that students need to develop further.

According to the assessment of reading skills, student-participants achieved a passing mark, indicating that they have room for improvement, particularly in interpretation. As noted by UNESCO (2009), reading comprehension is vital for assimilating information that aids in educational processes and managing academic and personal challenges. Enhancing this skill is crucial for empowering students in their academic and professional journeys, ultimately fostering critical thinking that contributes to societal betterment.

Research by Barletta et al. (2005) and Yáñez Botello (2013) highlights that students in higher education often struggle with making inferences and understanding the overall structure of written texts when their comprehension is at a fundamental level. This lack of proficiency can hinder their ability to construct a mental model of the text's context, further complicating their reading experience. The findings suggest that while

students may demonstrate basic reading skills, there is a significant gap in their ability to engage with texts critically and interpret them effectively.

On Test of significant difference in the teachers' level of teaching practices when grouped according to their teaching experience, educational qualifications, and performance appraisal

Teaching practices and teaching experience

Table 8 presents test statistics indicating no significant differences in teachers' levels of teaching practices based on their teaching experience, as shown by the F Statistics values ($F=0.63$). This leads to the conclusion that the null hypothesis is not rejected, suggesting that teaching practices

Table 8 Test statistics significant difference in the teachers' level of teaching practices when grouped according to their teaching experience

Teaching Practices Indicators	1-3 yrs (n=3)		4-5 yrs (n=1)		6-10 yrs (n=2)		15-20 yrs (n=1)		Test Stat (F)
	Mean	Desc	Mean	Desc	Mean	Desc	Mean	Desc	
Designing Plan	3.70	E	3.57	E	3.50	E	4.00	E	0.44ns
Facilitating Learning	3.60	E	3.33	E	3.30	E	3.60	E	0.40ns
Assessing Learning	4.00	E	3.63	E	3.60	E	3.60	E	0.62 ns
Overall	3.77	E	3.51	E	3.47	E	3.73	E	0.63ns

Legend: ns not significant >0.05 alpha level E Evident

remain consistent across different experience levels. Further analysis of specific teaching practices—designing plans ($F=0.44$), facilitating learning ($F=0.40$), and assessing learning ($F=0.62$)—also confirms this trend. The mean scores across experience groupings indicate that all teachers actively engage in their respective roles, emphasizing the university's philosophy of magis, which promotes continual improvement regardless of experience. Participation in In-service training and sharing best practices further contribute to their effectiveness as educators.

Contrary to previous findings that suggest experienced educators exhibit greater discernment, this study asserts that years of teaching experience do not necessarily correlate with enhanced teaching practices. While accumulated experience is valuable for understanding subject matter and teaching methods, the commitment to innovative strategies is crucial for improving student outcomes (Sadker, as cited by Rola, 2013). Kini's (2016) research supports the notion that while teacher effectiveness improves significantly in the early years, it remains relevant throughout a teacher's career, positively influencing student achievement and engagement.

On Teaching practices and Educational Qualification

The test statistics indicate no significant differences in teachers' levels of teaching practices based on their educational qualifications, as detailed in Table 9. The analysis compares four categories of educators: those with a bachelor's degree, master's degree Units, individuals with a master's degree, and those with PhD Units.

The overall test statistic, $F = 0.22$, suggests that the null hypothesis is not rejected, confirming that teaching practices do not vary significantly among educators of different qualifications. This conclusion is consistent across three indicators of teaching practices: designing plans ($F = 1.32$), facilitating learning ($F = 0.37$), and assessing learning ($F = 0.19$). The study indicates that all teachers, regardless of their qualifications, are equally

Table 9 Test statistics on significant difference in the teachers' level of teaching practices when Grouped according to their educational qualification

Teaching Practices Indicators	Bacc (n=3)		MA units (n=1)		MA (n=2)		PhD Units (n=1)		Test Stat (F)
	Mean	Desc	Mean	Desc	Mean	Desc	Mean	Desc	
Designing Plan	3.70	E	3.20	E	3.55	E	4.00	E	1.32ns
Facilitating Learning	3.27	E	3.50	E	3.45	E	3.60	E	0.37ns
Assessing Learners	3.60	E	3.70	E	3.80	E	3.60	E	0.19ns
Overall	3.52	E	3.47	E	3.60	E	3.73	E	0.22ns

Legend: ns not significant >0.05 alpha level E Evident

engaged in key teaching activities, suggesting that educational qualifications do not differentiate teaching practices within this context.

These findings challenge previous literature linking educational qualifications to teaching effectiveness. According to Resare (2022), citing O'Donnell (2010), the caliber of classroom instruction correlates with student learning outcomes, making faculty performance critical for quality education. Rubio emphasizes the need for teachers to possess both professional and personal skills, highlighting the importance of continuous learning for effective instruction. While advanced degrees may enhance a teacher's understanding and instructional techniques (Liu, 2021), recent critiques argue that degrees and certifications are unreliable indicators of readiness and effectiveness (Bastian, 2019). Ultimately, the research suggests that practical classroom experience and ongoing professional development may be more crucial for teaching effectiveness than formal educational qualifications alone.

On Teaching practices and Performance Appraisal

Table 10 presents the test statistics comparing teachers' levels of teaching practices based on their performance appraisal ratings, specifically between those rated as outstanding and those rated as commendable. The results indicate that the null hypothesis is not rejected, with a test statistic of ($t = -2.23$), suggesting no significant differences in overall teaching practices. Indicators such as facilitating learning ($t = 0.56$) and assessing learners ($t = 1.32$) show no significant variation based on performance ratings. However, a significant difference was noted in the area of designing a plan ($t = -2.66$), where teachers with outstanding ratings demonstrated a higher mean score of 3.83 compared to their commendable counterparts.

This reinforces the notion that effective teachers, as discussed by Burden and Byrd (2013), exhibit essential characteristics through comprehensive teaching functions, while Salas (2016) emphasizes the importance of continuous improvement in teaching performance.

Table 10 Test statistics significant difference in the teachers' level of teaching practices when grouped according to their performance appraisal

Teaching Practices Indicators	Outstanding (n=4)		Commendable (n=3)		Test Stat (t)
	Mean	Desc	Mean	Desc	
Designing Plan	3.83	Evident	3.37	Evident	-2.66*
Facilitating Learning	3.35	Evident	3.47	Evident	0.56ns
Assessing Learners	3.58	Evident	3.80	Evident	1.32ns
Overall	3.58	Evident	3.54	Evident	-0.23ns

Legend: ns not significant >0.05 alpha level * significant ≤ 0.05 alpha level

The research indicates that performance ratings do not necessarily reflect the actual effectiveness of teachers, as evidenced by their consistent teaching practices across varying ratings. Teaching effectiveness is influenced not only by years of experience but also by ongoing professional development and openness to new strategies. The study highlights that both experienced and novice teachers can demonstrate effective practices and that newer educators actively seek opportunities for growth. Furthermore, the evaluation process in education should not rely solely on singular stakeholder perspectives but must involve a robust evaluation system to accurately assess teaching quality and promote accountability (Chan and Osman, 2011). Overall, the findings suggest that while teaching experience may enhance effectiveness, it is not the sole determinant, and all teachers can strive for excellence in their teaching practices.

On one hand, no test of significant differences was tested in teaching practices with their attitude towards Filipino and extend use of technology as grouping variables because of the **skewness** of the data

On the Extent of the level of teaching practice contributing to Senior High School students Reading Skills

The statistical analysis presented in Table 11 reveals that teaching practices among teachers do not significantly enhance Senior High School students' reading skills. The results of the Simple Linear Regression analysis indicate a null hypothesis that states the teachers' level of teaching practices does not contribute to reading skills is not rejected, given the F value of 0.001 and a p-value of 0.96. The adjusted r value of 0.004 further supports this conclusion, demonstrating no substantial evidence that increased teaching practices correlate with improved reading skills. The regression coefficient of -0.04, alongside a t-stat of 0.02 and p-value of 0.98, confirms that teaching experience does not influence students' reading abilities in this study.

Moreover, the findings suggest that essential teaching practices, including design planning, facilitating learning, and assessing learning, have minimal impact on students' reading skill development. This lack of effect implies that these practices may not sufficiently address the various factors influencing reading development, such as students' motivation, prior knowledge, and individual reading techniques. While students have designated library hours for research and reading activities, the study contradicts the findings of Govorova, et al. (2023), which emphasize the importance of enjoyment in reading and effective strategies for literacy acquisition. Their research indicates that targeted educational policies are necessary, yet a consensus on effective teaching practices to promote reading development across different contexts remain elusive.

Table 11 Simple Linear Regression Analysis on the extent of the level of teaching practice contributing to Senior High School Students' Reading Skills

Independent	Regression Coefficient	t-stat	P-value
X Teaching Practice	-0.04	0.02	0.98ns
Constant: 20.56			
<u>SLRA</u>		Model	
Multiple R: 0.001		No model can be made.	
R ² : 0.001 (0%)			
Adjusted R ² : 0.004 (0.004%)			
F value: 0.001 P-value: 0.98			

Legend: ns: not significant, where p-value ≤ 0.05 *: significant, where p-value ≤ 0.05

CONCLUSIONS

The research emphasizes the effective teaching practices of teacher participants who employ a comprehensive approach to design planning, assessment, and learning facilitation. The consistent instructional methods across different levels of experience highlight their commitment to education and the supportive role of school administrators. However, the lack of a significant connection between these practices and the development of students' reading skills suggests that external factors may be more influential.

Student participants show satisfactory results in reading, vocabulary, and comprehension, indicating a solid foundation in their skills. Nevertheless, the integration of constructivist and behaviorist principles in teaching does not appear to significantly impact their reading competencies. This finding underscores the necessity for further research within the educational institution to explore additional teaching practices and their effects on student reading abilities, as well as to consider larger sample sizes for more accurate data and potential interventions to enhance reading skills.

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