

Guided Reading Strategies: Impact on the Reading Comprehension of Multi-Grade Students

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ABSTRACT

Guided reading strategies, characterized by structured and scaffolded instruction, are essential in developing students' reading skills and comprehension, particularly in multi-grade classrooms. This study examined the impact of guided reading strategies on the reading comprehension of multi-grade students in the District of Motiong, Schools Division of Samar, during the School Year 2025–2026, with the aim of informing the development of an intervention program. Employing a quantitative research design, the study assessed students' comprehension levels, teachers' implementation of guided reading strategies, and the challenges encountered during instruction. Findings revealed that 47.01% of students were at the instructional level, 37.61% at the independent level, and 15.38% at the frustration level, indicating that most learners demonstrated adequate comprehension with or without assistance. Among the teacher-related variables, only attitude toward teaching reading showed a moderate and significant correlation with the level of implementation ($\rho = 0.561$, $p = 0.000$), while other factors were not significant. Moreover, a weak but significant relationship was found between teachers' implementation and students' reading comprehension ($\rho = 0.216$, $p = 0.036$). Limited time for individualized instruction emerged as the most significant challenge. Based on these findings, the study recommends differentiated instruction, strengthened guided reading practices, fostering positive teacher attitudes, continuous monitoring, and enhanced support systems to improve learners' reading outcomes.

Keywords: Professional Development, Teacher Perception, Student Academic Performance, In-Service Training, Educational Effectiveness

INTRODUCTION

Reading had served as one of the fundamental foundations of learning because it had enabled learners to access information, construct meaning, develop critical thinking, and communicate ideas effectively across different learning areas. Strong reading comprehension had contributed not only to learners' academic performance but also to their confidence, motivation, and ability to participate meaningfully in various learning experiences. Learners who had developed adequate reading skills during their formative years had been better positioned to understand increasingly complex texts and apply information to academic and real-life situations. In contrast, persistent difficulties in reading comprehension had often constrained learners' progress across subject areas and had limited their opportunities to achieve expected learning outcomes. Thus, strengthening reading instruction had remained an important concern in promoting equitable and meaningful educational opportunities.

The Organisation for Economic Co-operation and Development (OECD, 2019) reported that reading literacy had been closely associated with learners' capacity to understand, use, evaluate, reflect on, and engage with texts. The findings emphasized that reading proficiency had extended beyond the ability to decode words because it had involved the active construction and evaluation of meaning. Learners who had experienced weaknesses in reading literacy had consequently encountered greater difficulties in performing academic tasks that required the interpretation and application of information. The report further underscored that reading competence had been an essential component of successful participation in education and society. These

findings highlighted the importance of developing reading comprehension through appropriate instructional practices, particularly among learners who had demonstrated persistent difficulties in understanding texts.

UNESCO (2020) emphasized that literacy had remained an essential foundation for lifelong learning, social participation, and socio-economic development. Its discussion of literacy had indicated that the ability to read and comprehend information had influenced learners' capacity to pursue further education, participate in their communities, and respond effectively to changing social and economic conditions. The continued presence of literacy gaps had therefore represented not only an educational concern but also a broader developmental challenge. UNESCO's position had reinforced the need for education systems to strengthen literacy interventions and provide learners with meaningful opportunities to develop functional reading skills. Consequently, systematic and context-responsive reading programs had been considered important mechanisms for addressing disparities in literacy development.

In the Philippine educational context, the Department of Education (DepEd, 2023) had recognized reading comprehension as an important area requiring sustained intervention. National and school-based assessment results had indicated that a considerable number of Filipino learners had experienced difficulty attaining expected levels of reading proficiency. These difficulties had been particularly challenging in schools where teachers had been required to address learners with differing levels of reading ability and varied learning needs. The assessment findings had demonstrated the continuing need for schools to strengthen reading instruction through appropriate assessment, remediation, and intervention programs. Such conditions had made the provision of targeted and evidence-based reading strategies particularly important in improving learners' ability to comprehend and respond to texts.

Harper and Rucker (2021) described guided reading as a structured instructional approach in which teachers had worked with small groups of learners who had demonstrated relatively similar reading needs. Through this approach, teachers had been able to select appropriate texts, provide scaffolding, monitor learners' reading behaviors, and gradually develop their independence in reading. Guided reading had also allowed teachers to respond more directly to learners' specific difficulties rather than relying exclusively on whole-class instruction. The systematic interaction between teacher guidance, text selection, learner participation, and formative assessment had made the strategy particularly relevant to classrooms characterized by differences in reading proficiency. In this regard, guided reading had provided a potentially responsive approach for strengthening both reading fluency and comprehension among learners who had required differentiated instructional support.

Manzoor et al. (2022) found that guided reading had supported the development of learners' reading abilities by combining teacher guidance with active learner engagement in texts. Their discussion indicated that structured reading activities had provided learners with opportunities to practice comprehension processes while receiving immediate instructional support from the teacher. The approach had also encouraged learners to participate in discussions, make connections with the text, and develop strategies for understanding unfamiliar or difficult information. These features had been particularly relevant to learners who had required additional assistance in processing written materials. The findings had suggested that guided reading could serve as an effective instructional mechanism for addressing reading difficulties because it had allowed teachers to provide focused support while gradually encouraging learners to become more independent readers.

Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, had provided a legal foundation for the implementation of learner-centered and developmentally appropriate educational practices in the Philippines. The law had emphasized the provision of an enhanced basic education curriculum that responded to the diverse needs, abilities, and circumstances of Filipino learners. Its provisions had supported the use of appropriate pedagogical approaches that considered learner diversity and promoted meaningful learning experiences. Such provisions had been particularly relevant to multi-grade classrooms, where learners had differed in grade level, readiness, and academic ability while receiving instruction from the same teacher. The law had therefore provided a policy basis for strengthening differentiated and responsive instructional

practices, including interventions intended to improve essential literacy competencies (Republic Act No. 10533, 2013).

DepEd Order No. 21, s. 2019, had institutionalized the Philippine Professional Standards for Teachers (PPST), which had established expectations for teachers' professional knowledge, skills, practices, and continuing development. The standards had emphasized the importance of using teaching approaches that were responsive to learner diversity, supported active participation, and promoted improved learning outcomes. They had also underscored the importance of assessment and the use of evidence in planning and delivering instruction. These expectations had been consistent with the principles of guided reading because the strategy had required teachers to identify learners' reading needs, provide appropriate instructional support, monitor progress, and adjust activities according to learner performance. The PPST had therefore reinforced the importance of equipping teachers with instructional practices capable of responding to varied literacy needs, particularly in classrooms with diverse learners (Department of Education, 2019).

DepEd Memorandum No. 173, s. 2019, had strengthened the Department of Education's efforts to improve learners' reading proficiency through the implementation of a national reading program. The memorandum had emphasized the need for schools to provide appropriate interventions for learners who had experienced reading difficulties and to establish mechanisms that could strengthen their literacy development. It had also recognized the importance of sustained school-level efforts in addressing reading deficiencies rather than treating reading difficulties as isolated classroom concerns. The policy direction had therefore supported the implementation of systematic, targeted, and context-responsive reading interventions. For multi-grade classrooms, this policy had been particularly significant because teachers had needed instructional approaches that could respond to learners with different reading levels within a shared learning environment (Department of Education, 2019).

The need to examine guided reading had been particularly evident in the District of Motiong, where reading comprehension among multi-grade learners had remained a concern over the previous 3 school years. Records from the District of Motiong had shown that the average mastery level in reading comprehension had reached only 58% in School Year (SY) 2021–2022, increased to 61% in SY 2022–2023, and slightly declined to 60% in SY 2023–2024. These results had indicated that although a modest improvement had been observed between the first and second years, the overall performance had remained below the desired level of mastery. The persistence of these results had suggested that existing reading interventions had not yet sufficiently addressed the comprehension needs of multi-grade learners. The district records had therefore provided a local basis for examining instructional strategies that could potentially improve reading comprehension outcomes (District of Motiong Reading Report, 2024).

The number of multi-grade learners had also demonstrated the extent of the population that had required attention in the district. During SY 2021–2022, there had been 41 multi-grade learners; 48 in SY 2022–2023; and 52 in SY 2023–2024. Despite variations in the number of learners across the 3 school years, the persistence of reading-comprehension difficulties had indicated that the concern had affected a continuing group of learners within the district. Presenting both the number of learners and their corresponding reading-comprehension performance had been important in establishing the magnitude of the local problem and in demonstrating the need for an instructional intervention that had been responsive to the conditions of multi-grade education. These local data had consequently strengthened the justification for investigating guided reading as a possible approach to improving learners' comprehension skills (District of Motiong Reading Report, 2024).

Teacher capacity-building activities had likewise been documented as part of the district's efforts to improve reading instruction. The available records had indicated that only 2 Guided Reading Strategy workshops had been conducted during SY 2021–2022, 3 workshops during SY 2022–2023, and 2 workshops during SY 2023–2024. Although these activities had provided opportunities for teachers to enhance their knowledge and skills in guided reading, their limited frequency had indicated the continuing need for sustained professional development and classroom-based application. The implementation of reading interventions had depended not only on the availability of instructional programs but also on teachers' preparedness to apply appropriate

strategies consistently and effectively. Thus, the documented capacity-building activities had further highlighted the importance of determining whether guided reading had produced measurable improvements in the reading comprehension of multi-grade learners in the district (Motiong District, L & D Report, 2025).

Despite the established use of reading interventions in multi-grade classrooms, limited empirical evidence had been available regarding the effectiveness of specific guided reading strategies among multi-grade learners, particularly in the local context of the District of Motiong. Aguana (2019) examined reading intervention practices in multi-grade schools and found that teachers had encountered challenges in improving the reading abilities of struggling learners, necessitating the development of an intervention design responsive to their specific reading needs. The study had demonstrated that multi-grade learners required targeted reading interventions because their reading performance and instructional needs varied across grade levels. However, the study had focused broadly on reading intervention practices rather than specifically determining the effectiveness of Guided Reading Strategies on reading comprehension.

Consequently, evidence from other classroom contexts could not automatically be assumed to apply to the multi-grade setting of Motiong. This gap had provided a strong justification for examining Guided Reading Strategies under the actual instructional conditions experienced by multi-grade learners in the district (Aguana, 2019). Given these circumstances, the study had been undertaken to examine the impact of Guided Reading Strategies on the reading comprehension of multi-grade students in the District of Motiong. It had sought to generate empirical evidence regarding the extent to which guided reading could improve learners' comprehension performance within the specific conditions of multi-grade classrooms. The findings had been expected to provide a basis for strengthening reading instruction, informing teacher capacity-building activities, and developing evidence-based interventions responsive to the literacy needs of multi-grade learners. Ultimately, the study had aimed to contribute to the improvement of reading outcomes and to support the provision of equitable learning opportunities for learners in the District of Motiong.

LITERATURE REVIEW

Reading comprehension is an essential component of literacy because it enables learners to understand, interpret, evaluate, and apply information from different texts. It involves several interconnected skills, including identifying main ideas, recognizing supporting details, making inferences, predicting outcomes, sequencing events, and summarizing information (Institute of Education Sciences [IES], 2010; Suson et al., 2020). These skills are particularly important in multigrade classrooms, where learners have different levels of reading proficiency, learning needs, and developmental abilities. Consequently, teachers need to employ flexible and differentiated instructional strategies that respond to the varying abilities of learners (Alda & Gementiza, 2023; Du Plessis & Conley, 2021).

Guided reading is an instructional approach that provides learners with structured and purposeful reading experiences under the supervision of the teacher. Through guided reading, learners are grouped according to their reading needs and are provided with texts and activities appropriate to their current levels of proficiency (Andaya & Tepacia, 2025). The teacher supports learners before, during, and after reading by activating prior knowledge, introducing vocabulary, asking comprehension questions, and providing corrective feedback. These practices help learners develop independence while receiving the necessary assistance to understand the text (IES, 2010; Suson et al., 2020). In this regard, guided reading can be particularly useful in multigrade classrooms because it allows teachers to provide differentiated instruction while managing learners from different grade levels.

Differentiated instruction is closely associated with guided reading because it considers learners' differences in readiness, interests, learning profiles, and academic needs. In Philippine elementary classrooms, differentiated reading activities may include identifying important details, sequencing events, determining the main idea, and predicting possible outcomes (Suson et al., 2020). These activities allow teachers to adjust the difficulty of reading tasks according to the learners' abilities while maintaining common learning objectives. Similarly, research on multigrade teaching has emphasized the use of differentiated activities, peer tutoring, and independent learning tasks to address differences among learners within the same classroom (Albay

multigrade teaching research, 2020). Thus, guided reading may provide a practical framework for supporting learners who require different levels of instructional assistance.

The development of reading comprehension also requires the explicit teaching of comprehension strategies. The IES (2010) identified several strategies that can support learners' understanding of texts, including activating prior knowledge, predicting, asking and answering questions, visualizing, monitoring comprehension, clarifying confusing information, making inferences, and summarizing. These strategies encourage learners to become active participants in the reading process rather than merely decoding words. Moreover, comprehension instruction becomes more effective when teachers model the use of strategies, provide guided practice, and gradually transfer responsibility to learners (IES, 2010). Through these processes, learners can develop metacognitive awareness and become more capable of monitoring their own understanding.

Teacher questioning is another important element of guided reading. Carefully planned questions can encourage learners to recall information, explain ideas, make connections, and develop interpretations based on the text. Literal questions may help learners identify explicitly stated information, while inferential and evaluative questions may promote deeper comprehension (IES, 2010; Suson et al., 2020). In a multigrade classroom, teachers may adjust questions according to the reading levels and developmental needs of different groups. Younger or beginning readers may be provided with questions about vocabulary and basic details, whereas more proficient readers may be asked to explain relationships, infer meanings, and evaluate information.

Reading instruction in multigrade classrooms, however, may be affected by challenges related to instructional materials, lesson planning, classroom management, and teacher preparation. Research involving multigrade teachers in the Philippines identified concerns such as insufficient learning materials, difficulties in lesson planning, instructional challenges, and limited training before teachers were assigned to multigrade classes (Du Plessis & Conley, 2021; International Journal of Comparative Education and Development, 2020). Aguana's work on reading intervention practices also highlighted the importance of reading resources, teacher mentoring, assessment, school-based training, and home support in addressing the needs of struggling readers (Aguana, 2019). These findings suggest that guided reading implementation requires not only appropriate instructional techniques but also adequate resources, teacher support, and continuous assessment.

Recent Philippine literature has further emphasized the relevance of guided reading for struggling learners. Andaya and Tepacia (2025) reported that guided reading strategies were implemented at a very high level among Key Stage 2 learners and addressed areas such as fluency, vocabulary development, and reading comprehension. Similarly, Crisologo (2025) found that guided reading was among the frequently applied strategies in multigrade classrooms. However, the findings also indicated that learners' reading performance may be influenced by factors beyond the instructional strategies used by teachers, including home conditions, available resources, and other contextual variables. Therefore, guided reading should be examined not only in terms of its implementation but also in relation to learners' actual reading comprehension outcomes.

Assessment is necessary for determining whether guided reading activities respond to learners' needs and contribute to their reading development. Formative assessment enables teachers to collect information about learners' understanding during instruction and use the results to modify teaching strategies, materials, and activities (Black & Wiliam, 2009). In guided reading sessions, teachers may use oral questioning, reading observations, comprehension exercises, learner responses, and pretest–posttest assessments to monitor progress. These assessment practices can help identify specific difficulties in vocabulary, fluency, literal comprehension, inferential comprehension, and critical understanding. However, improvements in reading performance should be interpreted carefully because learners' progress may also be affected by exposure to reading activities, family support, motivation, and other educational experiences.

The relevance of guided reading is also supported by recent research on reading comprehension interventions. A systematic review by Lagdaan and Sevilla (2025) examined reading comprehension strategies used among Philippine junior high school learners and identified approaches such as guided reading, reciprocal teaching,

graphic organizers, and multisensory instruction. In addition, recent research on differentiated and tiered instruction in the Philippines has emphasized the importance of matching instructional activities to learners' reading abilities and learning needs (Po et al., 2025). These findings support the use of structured, learner-centered, and differentiated approaches in reading instruction, although the effectiveness of each strategy may vary according to the learners, instructional context, duration of implementation, and assessment procedures.

Overall, the literature indicates that guided reading may support reading comprehension by providing differentiated instruction, teacher scaffolding, explicit comprehension strategies, formative assessment, and opportunities for active learner participation. Its implementation in multigrade classrooms is particularly relevant because learners often demonstrate varying levels of reading ability within a single classroom. Nevertheless, the success of guided reading may depend on teachers' preparation, the availability of appropriate reading materials, classroom conditions, and the involvement of families and the wider school community (Aguana, 2019; Alda & Gementiza, 2023; Crisologo, 2025). Therefore, examining the impact of guided reading strategies on the reading comprehension of multigrade learners can provide contextual evidence for improving reading instruction and developing appropriate intervention activities in elementary schools.

Research Questions

This study determined the impact of guided reading strategies on the reading comprehension of multi-grade students in the District of Motiong, Schools Division of Samar, during the School Year 2025-2026 with the end view of crafting an intervention program.

Specifically, the study sought answers to the following questions:

What is the profile of the multi-grade teacher-respondents in terms of the following variates:

- age and sex;
- civil status;
- gross monthly family income;
- highest educational attainment;
- number of years as a multi-grade teacher;
- relevant in-service trainings;
- performance rating based on the latest IPCRF; and
- attitude toward teaching reading?

What is the level of assessment of the multi-grade teacher-respondents and the school administrator-respondents regarding the implementation of guided reading strategies in terms of the following:

- 2.1 instructional delivery;
- 2.2 student engagement and participation;
- 2.3 reading comprehension development;
- 2.4 assessment and monitoring;
- 2.5 teacher competency and preparedness; and
- 2.6 learning environment and support?

Is there a significant difference in the level of assessment between multi-grade teacher-respondents and school administrator-respondents regarding the implementation of guided reading strategies?

What is the reading comprehension level of the student-respondents based on the Philippine Informal Reading Inventory (Phil-IRI) in terms of:

- independent level;
- 4.2 instructional level; and

- 4.3 frustration level?

Is there a significant relationship between the multi-grade teacher-respondents' assessed level of implementation of guided reading strategies, and the following:

- 5.1 profile variates of the multi-grade teacher-respondents; and
- 5.2 reading comprehension level of the student-respondents?

What are the challenges encountered by multi-grade teacher-respondents in developing students' reading comprehension skills?

Hypotheses

These null hypotheses were tested as guide in the research process:

There is no significant difference in the level of assessment between multi-grade teacher-respondents and school administrator-respondents regarding the implementation of guided reading strategies.

There is no significant relationship between the multi-grade teacher-respondents' assessed level of implementation of guided reading strategies, and the following:

- profile variates of the multi-grade teacher-respondents; and
- reading comprehension level of the student-respondents.

SCOPE AND LIMITATION

This study focuses on determining the implementation of guided reading strategies and their relationship to the reading comprehension of multigrade learners in the District of Motiong, Schools Division of Samar, during School Year 2025–2026, with the end view of developing an appropriate intervention program. It covers multigrade teachers and school administrators in public elementary schools implementing guided reading strategies, as well as student-respondents whose reading comprehension levels will be assessed using the Philippine Informal Reading Inventory (Phil-IRI).

Specifically, the study examines the profile of the multigrade teacher-respondents in terms of age, sex, civil status, gross monthly family income, highest educational attainment, number of years as a multigrade teacher, relevant in-service training, latest IPCRF performance rating, and attitude toward teaching reading. It also determines the assessments of multigrade teachers and school administrators regarding the implementation of guided reading strategies in terms of instructional delivery, student engagement and participation, reading comprehension development, assessment and monitoring, teacher competency and preparedness, and learning environment and support. Furthermore, the study determines the reading comprehension levels of the student-respondents based on the Phil-IRI, particularly their independent, instructional, and frustration levels.

The study also investigates whether a significant difference exists between the assessments of multigrade teachers and school administrators regarding the implementation of guided reading strategies. In addition, it examines the significant relationships between the teachers' assessed level of implementation and their profile variables, as well as the reading comprehension levels of the student-respondents. The study further identifies the challenges encountered by multigrade teachers in developing learners' reading comprehension skills. Data will be gathered through researcher-made or researcher-adapted questionnaires for the teacher and school administrator respondents, together with relevant Phil-IRI records or assessment results of the student-respondents. Descriptive and inferential statistical tools will be used to analyze and interpret the gathered data.

The study is limited to multigrade teachers, school administrators, and student-respondents from selected public elementary schools in the District of Motiong, Schools Division of Samar, during School Year 2025–2026. It does not include respondents from other districts, private schools, secondary schools, or other schools divisions. The assessment of guided reading implementation will be based primarily on the perceptions and

responses of teachers and school administrators; therefore, the results may be influenced by their honesty, understanding, professional experiences, and willingness to provide accurate information. The study is also limited to the identified dimensions of guided reading implementation and does not cover all possible reading instruction strategies or school-based literacy interventions.

Moreover, the study determines the relationship between guided reading implementation and learners' reading comprehension based on the available Phil-IRI results. It does not establish a direct causal relationship between the implementation of guided reading strategies and learners' reading performance unless supported by an appropriate experimental or quasi-experimental research design. Other factors that may influence reading comprehension, such as home literacy support, parental involvement, learner motivation, availability of reading materials, attendance, and individual learning needs, are not examined in depth. The study also does not include the perspectives of parents, district supervisors, reading coordinators, and other stakeholders.

Despite these limitations, the study is expected to provide useful baseline information regarding the implementation of guided reading strategies and the reading comprehension levels of multigrade learners in the District of Motiong. Its findings may serve as a basis for developing a responsive intervention program, strengthening teachers' reading instruction practices, improving assessment and monitoring procedures, addressing implementation challenges, and providing appropriate support for learners with different reading needs.

RESEARCH METHODOLOGY

The study will employ a quantitative descriptive-correlational research design to determine the implementation of guided reading strategies and examine their relationship with the reading comprehension of multigrade learners in the District of Motiong, Schools Division of Samar, during School Year 2025–2026. The descriptive component will be used to determine the profile of the teacher-respondents, the assessments of teachers and school administrators regarding guided reading implementation, the reading comprehension levels of learners based on the Phil-IRI, and the challenges encountered by multigrade teachers. Meanwhile, the correlational component will examine the relationships between the assessed implementation of guided reading strategies, the profile variables of the teachers, and the reading comprehension levels of the student-respondents. The design is appropriate because it describes existing conditions and examines relationships among variables without manipulating the learning environment or establishing causal relationships (Mertler, 2019).

Sampling

The study will employ universal sampling, also known as total enumeration, for the selection of qualified multigrade teacher-respondents and school administrator-respondents in the District of Motiong, Schools Division of Samar. This sampling procedure involves including all members of the identified population who meet the criteria for participation. It is appropriate when the target population is manageable and the researcher intends to obtain comprehensive information from all qualified participants.

The teacher-respondents will consist of all multigrade teachers in public elementary schools within the District of Motiong who are assigned to teach multigrade classes during School Year 2025–2026. They will provide information regarding their demographic and professional profiles, attitude toward teaching reading, assessments of guided reading implementation, and challenges encountered in developing learners' reading comprehension skills. The school administrator-respondents will include the school heads or designated administrators of the participating schools who have direct knowledge of the instructional practices and reading programs implemented in their respective schools.

The student-respondents will be selected from the multigrade classes included in the research locale. Their reading comprehension levels will be determined using the Philippine Informal Reading Inventory (Phil-IRI), particularly in terms of the independent, instructional, and frustration levels. The inclusion of student

assessment results will provide information about learners' reading performance that can be examined in relation to the teachers' assessments of guided reading implementation.

Universal sampling will enable the researcher to gather information from the entire qualified population of teachers and school administrators in the identified locale. It will also support a more comprehensive description of guided reading practices and the reading comprehension conditions of multigrade learners in the district.

Data Collection

Data were gathered through a structured questionnaire designed to determine the profile of the multigrade teacher-respondents, the implementation of guided reading strategies, and the challenges encountered in developing learners' reading comprehension. The questionnaire was researcher-developed and adapted from relevant literature, reading instruction frameworks, and existing instruments related to guided reading, differentiated instruction, reading comprehension, teacher preparedness, and instructional assessment.

The questionnaire for the teacher-respondents consists of several sections. The first section gathered information about their profile in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years as a multigrade teacher, relevant in-service training, latest IPCRF performance rating, and attitude toward teaching reading. The second section determined the teachers' assessment of guided reading implementation in terms of instructional delivery, student engagement and participation, reading comprehension development, assessment and monitoring, teacher competency and preparedness, and learning environment and support. The final section identified the challenges encountered by multigrade teachers in developing learners' reading comprehension skills.

A separate questionnaire was administered to school administrators to determine their assessment of guided reading implementation using the same identified dimensions. Using similar indicators for both groups facilitated the comparison of the assessments of multigrade teachers and school administrators.

The reading comprehension level of the student-respondents was determined through the Philippine Informal Reading Inventory (Phil-IRI) or the officially available Phil-IRI records of the participating schools. The results were classified according to the learners' independent, instructional, and frustration reading levels. The researcher will coordinate with the concerned school personnel to ensure that the assessment records are properly identified, accurately recorded, and treated confidentially.

Prior to the actual data collection, the research instruments underwent content validation by experts in reading instruction, educational management, elementary education, and research methodology. The validation process determined the relevance, clarity, appropriateness, and alignment of the questionnaire items with the research objectives. The recommendations of the validators were considered in revising the instruments. A pilot test was also conducted among respondents with characteristics similar to those of the target participants. The results of the pilot test were used to examine the clarity of the items and the internal consistency of the questionnaire. Expert validation and pilot testing are important steps in developing reliable and valid survey instruments (Artino et al., 2014).

Before the administration of the questionnaires, the researcher will secure the necessary approval from the Schools Division Superintendent of the Schools Division of Samar, the concerned Public Schools District Supervisor, and the school heads of the participating elementary schools. Permission will also be obtained for the use of relevant Phil-IRI records, subject to applicable school policies and ethical requirements.

The respondents were informed about the purpose, procedures, and significance of the research. Their participation will be voluntary, and informed consent will be secured before the data collection. Confidentiality, anonymity, privacy, and other ethical research principles will be observed throughout the research process. Information obtained from the student-respondents and their assessment records will be used exclusively for academic and research purposes.

After the questionnaires have been retrieved, the accomplished instruments were checked for completeness and consistency. The responses were coded, classified, tabulated, and organized for statistical analysis. The Phil-IRI results likewise be recorded and consolidated according to the reading comprehension categories identified in the research questions.

Data Analysis

The data gathered were analyzed using appropriate descriptive and inferential statistical tools in accordance with the research questions of the study. The statistical methods were selected based on the nature of the variables, the measurement levels of the data, and the objectives of the research.

To describe the profile of the multi-grade teacher-respondents in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years as a multi-grade teacher, relevant in-service trainings, latest IPCRF performance rating, and attitude toward teaching reading, frequency counts, percentages, means, and standard deviations were employed

To determine the level of assessment of the multi-grade teacher-respondents and school administrator-respondents regarding the implementation of guided reading strategies in terms of instructional delivery, student engagement and participation, reading comprehension development, assessment and monitoring, teacher competency and preparedness, and learning environment and support, the weighted mean and standard deviation were computed. These statistical measures were used to describe the respondents' assessments of the extent to which guided reading strategies were implemented across the identified dimensions.

To determine whether a significant difference existed between the assessments of multi-grade teacher-respondents and school administrator-respondents regarding the implementation of guided reading strategies, an appropriate test of difference was employed based on the characteristics and distribution of the data. The Mann–Whitney U test was used to compare the assessments of the two independent groups when the data are ordinal or do not meet the assumptions of parametric testing. The results were used to determine whether the assessments of the two respondent groups differed significantly across the identified dimensions.

To determine the reading comprehension level of the student-respondents based on the Philippine Informal Reading Inventory (Phil-IRI), frequency counts and percentages were used to classify the learners according to the independent, instructional, and frustration levels. These statistical measures were employed to describe the distribution of student-respondents across the identified reading comprehension categories.

To determine whether a significant relationship existed between the multi-grade teacher-respondents' assessed level of implementation of guided reading strategies and their profile variables, appropriate correlational statistical tools were applied based on the measurement level and characteristics of the variables. Spearman's rank-order correlation coefficient (Spearman's rho) was used for ordinal or ranked variables, while the point-biserial correlation coefficient was employed for dichotomous variables when appropriate. The Eta correlation coefficient was considered for examining the association between categorical variables with multiple categories and the respondents' assessed implementation scores.

To determine whether a significant relationship existed between the multi-grade teacher-respondents' assessed level of implementation of guided reading strategies and the reading comprehension level of the student-respondents, an appropriate correlational statistical tool was employed based on the level of measurement and structure of the data. Spearman's rho may be applied to examine the relationship between ranked or ordinal implementation assessments and reading comprehension measures, provided that the data are appropriately matched and aggregated.

The challenges encountered by the multi-grade teacher-respondents in developing students' reading comprehension skills were analyzed using frequency counts, percentages, weighted means, and ranking, as appropriate. These statistical tools were used to identify, describe, and prioritize the commonly encountered challenges in implementing guided reading strategies and supporting learners' reading comprehension development.

All hypotheses involving inferential statistical tests were evaluated at the 0.05 level of significance.

DISCUSSION OF RESULTS AND RECOMMENDATIONS

Table 1. Profile of School Teacher Respondents

Variable	Category	Frequency (f)	Percentage (%)
Age	32–36 years old	30	26.79
Sex	Male	30	26.79
	Female	82	73.21
Civil Status	Single	44	39.29
	Married	65	58.04
	Widowed	2	1.79
	Annulled	1	0.89
Highest Educational Attainment	Doctorate Degree Holder	0	0.00
	Doctorate Level	3	2.68
	Master's Degree Holder	16	14.29
	Master's Level	74	66.07
	Baccalaureate Degree Holder	19	16.96
Years in Teaching	5 years and below	33	29.46
	6–10 years	40	35.71
	11–15 years	21	18.75
	16–20 years	7	6.25
	20 years and above	11	9.82
Current Teaching Position	Teacher I	33	29.46
	Teacher II	7	6.25
	Teacher III	60	53.57
	Master Teacher	12	10.71
Subject Specialization	English	14	12.50
	Mathematics	15	13.39
	Science	25	22.32

	Filipino	14	12.50
	MAPEH	11	9.82
	Social Science	18	16.07
	TLE	15	13.39
Latest IPCRF Rating	Outstanding (4.50–5.00)	95	84.82
	Very Satisfactory (3.50–4.49)	17	15.18
Relevant In-Service Trainings	National	3	2.68
	Regional	2	1.79
	Division	43	38.39
	None	64	57.14
Total		112	100.00

Table 1 presents the profile of the 112 teacher-respondents according to age, sex, civil status, highest educational attainment, years in teaching, current teaching position, subject specialization, latest IPCRF rating, and relevant training in-service trainings.

In terms of age, the largest group of respondents belonged to the 32–36 age bracket, comprising 30 teachers or 26.79% of the total respondents. This indicates that a considerable proportion of the respondents were within this age range. The respondents had a mean age of 37.42 years and a median age of 36 years, suggesting the presence of teachers with varying ages and professional experiences.

Regarding sex, the majority of the respondents were female, with 82 teachers or 73.21%, while 30 teachers or 26.79% were male. This shows that female teachers comprised the larger proportion of the respondents included in the research.

In terms of civil status, married teachers constituted the largest group, with 65 respondents or 58.04%. This was followed by single teachers, with 44 respondents or 39.29%. Two respondents or 1.79% were widowed, while one respondent or 0.89% was annulled. The distribution indicates that most of the teacher-respondents were married.

With respect to highest educational attainment, the majority of the respondents were at the master's level, comprising 74 teachers or 66.07%. Meanwhile, 16 teachers or 14.29% were master's degree holders, and 19 respondents or 16.96% held a baccalaureate degree. Three respondents or 2.68% were at the doctorate level, while none had completed a doctorate degree. These results indicate that most respondents had pursued graduate-level education, although the majority had not yet completed their master's degrees.

Regarding years in teaching, teachers with 6–10 years of experience formed the largest group, with 40 respondents or 35.71%. This was followed by teachers with five years or less of experience, representing 33 respondents or 29.46%. Meanwhile, 21 teachers or 18.75% had 11–15 years of teaching experience, seven respondents or 6.25% had 16–20 years, and 11 respondents or 9.82% had 20 years or more of experience. The distribution shows that the respondents had varying lengths of teaching experience, with the largest proportion having served for 6–10 years. This level of experience may provide teachers with practical knowledge and professional exposure relevant to the implementation of guided reading strategies.

In terms of current teaching position, Teacher III constituted the largest group, with 60 respondents or 53.57%. This was followed by Teacher I, with 33 respondents or 29.46%; Master Teachers, with 12 respondents or 10.71%; and Teacher II, with seven respondents or 6.25%. The findings indicate that more than half of the respondents held the position of Teacher III, suggesting that the respondents represented different levels of professional position within the teaching workforce.

For subject specialization, Science teachers comprised the largest group, with 25 respondents or 22.32%. Social Science teachers followed with 18 respondents or 16.07%, while Mathematics and TLE each accounted for 15 respondents or 13.39%. English and Filipino each had 14 respondents or 12.50%, whereas MAPEH had 11 respondents or 9.82%. This distribution demonstrates that the respondents represented various subject areas in the junior high school curriculum. The diversity of specializations may be relevant to the ARAL Program, which covers essential learning competencies in reading, mathematics, and science (Department of Education, 2025).

Regarding the latest IPCRF performance rating, the majority of respondents obtained an Outstanding rating, with 95 teachers or 84.82% receiving ratings between 4.50 and 5.00. The remaining 17 respondents or 15.18% received a Very Satisfactory rating, with scores ranging from 3.50 to 4.49. No respondents were reported under lower performance-rating categories. These findings indicate that most of the teacher-respondents obtained high performance ratings based on their latest IPCRF results. However, the ratings should be interpreted within the scope of the performance evaluation and should not automatically be considered direct evidence of effectiveness in implementing ARAL-related instructional strategies.

Finally, in terms of relevant in-service training, 64 respondents or 57.14% reported that they had not attended any relevant training. Meanwhile, 43 teachers or 38.39% had attended division-level training, two respondents or 1.79% had participated in regional training, and three respondents or 2.68% had attended national training. The relatively large proportion of teachers without training highlights the need for additional professional development, orientation, and capacity-building activities to strengthen teachers' knowledge, preparedness, and confidence in implementing the program. This is consistent with the Department of Education's emphasis on training and capacity building for teachers, tutors, and school leaders. (Department of Education, 2025).

Table 2. Attitude Toward Teaching Reading of the Multi-Grade Teacher-Respondents

Attitude Statement	WM	I
1. I enjoy teaching reading and find it a rewarding part of my job.	4.69	SA
2. I believe that teaching reading is essential for my students' overall academic success.	4.82	SA
3. I feel confident in my ability to teach reading effectively to students with different learning levels.	4.51	SA
4. I actively seek out new strategies and resources to improve reading instruction.	4.56	SA
5. I believe that reading instruction should be adapted to meet the diverse needs of my students.	4.80	SA
6. I feel motivated to engage students in reading activities regularly.	4.60	SA
7. I view reading difficulties as challenges that can be addressed with appropriate teaching strategies.	4.65	SA

8. I am willing to invest extra time and effort to help struggling readers improve.	4.67	SA
9. I believe that guided reading and other structured reading strategies are effective for developing reading skills.	4.78	SA
10. I feel satisfied when my students demonstrate progress in reading comprehension.	4.84	SA
Grand Weighted Mean	4.69	
Interpretation	Strongly Agree	

Legend: 4.50-5.00 Strongly Agree (SA)

3.50-4.49 Agree (A)

2.50-3.49 Uncertain/ Undecided (U)

1.50-2.49 Disagree (D)

1.00-1.49 Strongly Disagree (SD)

Weighted Mean (WM)

Interpretation (I)

Table 2 presents the attitude toward teaching reading of the multi-grade teacher-respondents based on ten statements. The results show a grand weighted mean of 4.69, interpreted as Strongly Agree. This indicates that the teacher-respondents demonstrated a highly positive attitude toward teaching reading, particularly in recognizing its importance, adapting instruction to learners' needs, and supporting students who experience reading difficulties.

In terms of enjoying teaching reading and considering it a rewarding part of their job, the teacher-respondents obtained a weighted mean of 4.69, interpreted as Strongly Agree. This suggests that the teachers viewed reading instruction as a meaningful and fulfilling responsibility. Their positive disposition may help them sustain their efforts in providing reading activities and supporting learners with varying reading abilities.

Regarding the belief that teaching reading is essential for students' overall academic success, the statement obtained a weighted mean of 4.82, interpreted as Strongly Agree. This was among the highest-rated statements, indicating that the respondents recognized reading as an important foundation for learning across subject areas. This perspective is particularly relevant in multigrade classrooms, where learners may have different levels of reading proficiency and instructional needs.

The statement concerning confidence in teaching reading effectively to students with different learning levels received a weighted mean of 4.51, interpreted as Strongly Agree. Although this was the lowest-rated statement, it still reflected a very positive response. This finding suggests that the teachers generally felt capable of addressing learner diversity, although continuous professional development and instructional support may further strengthen their confidence in handling varied reading abilities.

The respondents also strongly agreed that they actively sought new strategies and resources to improve reading instruction, as reflected by a weighted mean of 4.56. This result indicates their willingness to enhance their teaching practices and explore approaches that may respond to learners' reading needs. In multigrade classrooms, the use of varied instructional strategies and appropriate learning resources is important because

teachers manage learners from different grade levels and with different learning requirements (Alda & Gementiza, 2023).

The belief that reading instruction should be adapted to meet the diverse needs of learners obtained a weighted mean of 4.80, interpreted as Strongly Agree. This indicates that the teacher-respondents valued differentiated and responsive instruction. Such an attitude is significant in multigrade teaching because learners may differ in reading ability, developmental level, and pace of learning.

In terms of motivation to engage students in reading activities regularly, the respondents obtained a weighted mean of 4.60, interpreted as Strongly Agree. This finding suggests that the teachers were motivated to provide consistent opportunities for learners to participate in reading activities. Regular engagement may help develop learners' interest, participation, and confidence in reading.

The statement that reading difficulties should be viewed as challenges that can be addressed through appropriate teaching strategies received a weighted mean of 4.65, interpreted as Strongly Agree. This result reflects a positive and solution-oriented attitude toward struggling readers. Rather than viewing reading difficulties as permanent limitations, the respondents appeared to recognize the importance of appropriate instructional interventions and support.

Similarly, the willingness to invest extra time and effort to help struggling readers improve obtained a weighted mean of 4.67, interpreted as Strongly Agree. This indicates that the teachers were willing to extend their efforts to address learners' reading needs. Such commitment is consistent with the importance of remediation, reading enhancement activities, and teacher support in multigrade reading instruction (Aguana, 2019).

The belief that guided reading and other structured reading strategies are effective in developing reading skills obtained a weighted mean of 4.78, interpreted as Strongly Agree. This finding indicates that the respondents had a strong belief in the value of organized and purposeful reading strategies. Their positive attitude toward guided reading may support the implementation of small-group and learner-responsive reading activities.

Finally, the statement regarding satisfaction when students demonstrate progress in reading comprehension received the highest weighted mean of 4.84, interpreted as Strongly Agree. This suggests that the respondents derived considerable satisfaction from observing improvements in their learners' reading comprehension. It also indicates that learner progress was an important source of motivation for the teachers in performing their reading instruction responsibilities.

Overall, the grand weighted mean of 4.69, interpreted as Strongly Agree, indicates that the multi-grade teacher-respondents possessed a highly positive attitude toward teaching reading. They strongly recognized the importance of reading, expressed willingness to adapt instruction, and demonstrated commitment to assisting struggling readers. However, the slightly lower rating for confidence in teaching learners with different reading levels suggests the need for sustained training, mentoring, and access to appropriate instructional resources. These forms of support may further strengthen teachers' confidence and capacity to implement effective reading instruction in multigrade classrooms.

Table 3. Combined Summary of Guided Reading Strategies Implementation of the Multi-grade teachers- and school administrator-respondents

Implementati on Dimension	Respondents	Highest- Rated Statement	W M	Lowest-Rated Statement	W M	Gran d WM	Interpretatio n
Instructional Delivery	Multi-Grade Teachers	Teachers use modeling to demonstrate	4.65	Time is effectively managed during guided	4.24	4.43	Observed

		reading strategies.		reading instruction.			
	School Administrators	Teachers follow a structured guided reading framework.	4.58	Groupings are based on students' current reading abilities.	4.26	4.43	Observed
Student Engagement and Participation	Multi-Grade Teachers	Activities promote interaction among multi-grade learners.	4.49	Students stay focused during small group reading activities.	4.18	4.32	Observed
	School Administrators	Students actively participate during guided reading sessions; Reading activities are designed to capture students' interests.	4.53	Learners ask and answer questions related to the text; Group discussions are encouraged to explore reading content; Learners are consistently involved in text-based activities.	4.21	4.38	Observed
Reading Comprehension Development	Multi-Grade Teachers	Teachers monitor students' ability to analyze and interpret texts.	4.56	Graphic organizers are used to support comprehension.	4.16	4.35	Observed
	School Administrators	Teachers monitor students' ability to analyze and interpret texts.	4.63	Students summarize texts after reading sessions.	4.00	4.31	Observed
Assessment and Monitoring	Multi-Grade Teachers	Teachers give immediate feedback during reading activities.	4.62	Teachers use running records to track reading progress.	4.35	4.45	Observed

	School Administrators	Regular comprehension checks are conducted during reading.	4.58	Comprehension skills are tracked using checklists or logs.	4.11	4.33	Observed
Teacher Competency and Preparedness	Multi-Grade Teachers	Teachers adjust techniques based on student needs.	4.60	Teachers are trained in implementing guided reading strategies.	4.27	4.42	Observed
	School Administrators	Teachers demonstrate confidence in conducting reading sessions.	4.58	Teachers are trained in implementing guided reading strategies.	4.16	4.39	Observed
Learning Environment and Support	Multi-Grade Teachers	Students feel safe and supported during reading time.	4.55	Reading corners or stations are available and accessible.	4.27	4.44	Observed
	School Administrators	Students feel safe and supported during reading time.	4.63	Quiet zones are maintained during reading sessions.	4.21	4.46	Observed

Table 3 presents the combined assessment of guided reading strategies implementation by the multi-grade teacher-respondents and school administrator-respondents in terms of instructional delivery, student engagement and participation, reading comprehension development, assessment and monitoring, teacher competency and preparedness, and learning environment and support.

In terms of instructional delivery, both the multi-grade teacher-respondents and school administrator-respondents obtained a grand weighted mean of 4.43, interpreted as Observed. Among the teachers' assessments, the highest-rated practice was "Teachers use modeling to demonstrate reading strategies," with a weighted mean of 4.65, while the lowest-rated practice was "Time is effectively managed during guided reading instruction," with a weighted mean of 4.24. Meanwhile, the school administrators rated "Teachers follow a structured guided reading framework" highest, with a weighted mean of 4.58, and "Groupings are based on students' current reading abilities" lowest, with a weighted mean of 4.26. These results indicate that guided reading instruction was generally implemented, although time management and the formation of reading groups based on learners' abilities may require further attention.

Regarding student engagement and participation, the teachers obtained a grand weighted mean of 4.32, while the school administrators recorded 4.38, both interpreted as Observed. The teachers rated "Activities promote interaction among multi-grade learners" highest, with a weighted mean of 4.49, whereas "Students stay focused during small group reading activities" received the lowest rating of 4.18. On the other hand, the school administrators rated "Students actively participate during guided reading sessions" and "Reading activities are designed to capture students' interests" highest, both with a weighted mean of 4.53. The lowest-rated

indicators, each with a weighted mean of 4.21, involved asking and answering questions, group discussions, and consistent participation in text-based activities. The findings suggest that teachers provided interactive reading activities, although maintaining learners' attention and sustaining deeper text-based participation could still be strengthened.

For reading comprehension development, the teacher-respondents obtained a grand weighted mean of 4.35, while the school administrator-respondents obtained 4.31, both interpreted as Observed. The highest-rated statement among the teachers was "Teachers monitor students' ability to analyze and interpret texts," with a weighted mean of 4.56. The lowest-rated statement was "Graphic organizers are used to support comprehension," with a weighted mean of 4.16. Similarly, the school administrators rated monitoring learners' ability to analyze and interpret texts highest, with a weighted mean of 4.63, while "Students summarize texts after reading sessions" received the lowest rating of 4.00. These results indicate that monitoring comprehension and supporting text interpretation were commonly observed, while the use of graphic organizers and summarization activities could be implemented more consistently.

In relation to assessment and monitoring, the teachers obtained a grand weighted mean of 4.45, whereas the school administrators obtained 4.33, both interpreted as Observed. The teachers rated "Teachers give immediate feedback during reading activities" highest, with a weighted mean of 4.62, while "Teachers use running records to track reading progress" received the lowest rating of 4.35. For the school administrators, "Regular comprehension checks are conducted during reading" received the highest weighted mean of 4.58, while "Comprehension skills are tracked using checklists or logs" obtained the lowest weighted mean of 4.11. These findings suggest that immediate feedback and comprehension checks were regularly practiced. However, the systematic documentation and tracking of learners' reading progress through running records, checklists, or logs may need further improvement.

With respect to teacher competency and preparedness, the teacher-respondents obtained a grand weighted mean of 4.42, while the school administrator-respondents obtained 4.39, both interpreted as Observed. The teachers rated "Teachers adjust techniques based on student needs" highest, with a weighted mean of 4.60, while "Teachers are trained in implementing guided reading strategies" obtained the lowest rating of 4.27. Similarly, school administrators rated "Teachers demonstrate confidence in conducting reading sessions" highest, with a weighted mean of 4.58, while the statement regarding training in guided reading strategies received the lowest rating of 4.16. These results indicate that teachers were observed to adjust their instructional approaches and demonstrate confidence during reading sessions. Nevertheless, the relatively lower ratings for formal training suggest the importance of additional capacity-building activities and professional support.

In terms of learning environment and support, the teacher-respondents obtained a grand weighted mean of 4.44, while the school administrator-respondents obtained 4.46, both interpreted as Observed. The teachers rated "Students feel safe and supported during reading time" highest, with a weighted mean of 4.55, while "Reading corners or stations are available and accessible" received the lowest rating of 4.27. The school administrators also rated the statement concerning learners feeling safe and supported highest, with a weighted mean of 4.63. Meanwhile, "Quiet zones are maintained during reading sessions" obtained the lowest rating of 4.21. These findings suggest that the teachers generally established a supportive and welcoming reading environment. However, the availability of reading spaces and the maintenance of quiet areas may require additional resources and classroom management strategies.

Overall, the assessments of both groups indicate that the implementation of guided reading strategies was generally Observed across all six dimensions. The teacher-respondents provided their highest grand weighted mean for assessment and monitoring (4.45), while the school administrator-respondents recorded their highest grand weighted mean for learning environment and support (4.46). The lowest grand weighted means were recorded in student engagement and participation (4.32) among the teachers and reading comprehension development (4.31) among the school administrators. Although the results reflect generally positive implementation, the findings identify areas for improvement, particularly in systematic reading progress

monitoring, differentiated grouping, the use of comprehension-support tools, sustained learner participation, and teacher training in guided reading strategies.

Table 4 Test of Significant Difference Between the Assessments of Multi-Grade Teacher-Respondents and School Administrator-Respondents on the Implementation of Guided Reading Strategies

Implementation Domain	p-value	Level of Significance	Decision	Interpretation
Instructional Delivery	0.990127	0.05	Accept H_0	Not Significant
Student Engagement and Participation	0.638210	0.05	Accept H_0	Not Significant
Reading Comprehension Development	0.814130	0.05	Accept H_0	Not Significant
Assessment and Monitoring	0.322222	0.05	Accept H_0	Not Significant
Teacher Competency and Preparedness	0.701285	0.05	Accept H_0	Not Significant
Learning Environment and Support	0.891733	0.05	Accept H_0	Not Significant

Note: H_0 = Null Hypothesis; the null hypothesis is accepted when $p > 0.05$.

Table 4 presents the test of significant difference between the assessments of the multi-grade teacher-respondents and school administrator-respondents regarding the implementation of guided reading strategies across the six evaluated domains.

The findings revealed that there was no significant difference between the assessments of the two groups in all domains because the computed p-values were greater than the 0.05 level of significance. Specifically, instructional delivery obtained a p-value of 0.990127, student engagement and participation obtained 0.638210, reading comprehension development obtained 0.814130, assessment and monitoring obtained 0.322222, teacher competency and preparedness obtained 0.701285, and learning environment and support obtained 0.891733.

Therefore, the null hypothesis stating that there is no significant difference between the assessments of the multi-grade teacher-respondents and school administrator-respondents was accepted. This indicates that the teachers' self-assessments were generally consistent with the administrators' observations regarding the implementation of guided reading strategies. The alignment between the two groups suggests a shared perception of the practices implemented in multigrade classrooms, including instructional delivery, learner participation, comprehension development, assessment, teacher preparedness, and learning support.

Table 5. Reading Comprehension Level of Multi-Grade Student-Respondents

Reading Comprehension Level	Frequency (f)	Percentage (%)
Instructional Level	110	47.01%
Independent Level	88	37.61%
Frustration Level	36	15.38%
Total	234	100.00%

Table 5 presents the reading comprehension levels of the 234 multi-grade student-respondents. The findings revealed that the majority of the learners were at the instructional level, comprising 110 students or 47.01%

of the total respondents. This indicates that nearly half of the learners could comprehend texts with appropriate guidance and instructional support.

The instructional level was followed by the independent level, with 88 students or 37.61%. This suggests that a considerable number of learners were able to read and understand texts without substantial assistance from their teachers.

Meanwhile, 36 students or 15.38% were classified at the frustration level. These learners may require intensive reading interventions, individualized support, and sustained instructional guidance to improve their reading comprehension.

Overall, the results indicate that most learners were at the instructional level, highlighting the need for continued implementation of guided reading strategies and differentiated instruction to help learners progress toward independent reading proficiency.

Table 6. Relationship Between the Profile Variables of Multi-Grade Teacher-Respondents and Their Assessed Implementation of Guided Reading Strategies

Profile Variable	p-value	Decision	Interpretation
Age	0.855	Accept H_0	Not Significant
Sex	0.865	Accept H_0	Not Significant
Civil Status	0.284	Accept H_0	Not Significant
Gross Monthly Family Income	0.207	Accept H_0	Not Significant
Highest Educational Attainment	0.456	Accept H_0	Not Significant
Number of Years as a Multi-Grade Teacher	0.253	Accept H_0	Not Significant
Relevant In-Service Trainings	0.493	Accept H_0	Not Significant
Latest IPCRF Performance Rating	0.157	Accept H_0	Not Significant
Attitude Toward Teaching Reading	0.000*	Reject H_0	Significant
Spearman's rho (ρ)	0.561		Moderate Positive Correlation

Note: H_0 = Null Hypothesis; $p = 0.000$ is reported as $p < 0.001$.

Table 6 presents the relationship between the profile variables of the multi-grade teacher-respondents and their assessed implementation of guided reading strategies. The findings revealed that attitude toward teaching reading was the only profile variable that demonstrated a significant relationship with the teachers' implementation of guided reading strategies. The relationship obtained a Spearman's rho of 0.561 and a p-value of less than 0.001, indicating a moderate positive correlation. This suggests that teachers with more positive attitudes toward teaching reading tended to report higher levels of implementation of guided reading strategies.

On the other hand, the remaining profile variables showed no significant relationship with the assessed implementation of guided reading strategies. These included age ($p = 0.855$), sex ($p = 0.865$), civil status ($p = 0.284$), gross monthly family income ($p = 0.207$), highest educational attainment ($p = 0.456$), number of years as a multi-grade teacher ($p = 0.253$), relevant in-service trainings ($p = 0.493$), and latest IPCRF performance

rating ($p = 0.157$). Since all the p -values were greater than the 0.05 level of significance, the null hypotheses for these variables were accepted.

Overall, the findings indicate that demographic and professional characteristics were not significantly associated with the teachers' assessed implementation of guided reading strategies. In contrast, attitude toward teaching reading showed a moderate positive relationship with implementation. However, the correlational result indicates an association and does not establish a causal relationship.

Table 7. Relationship Between the Assessed Implementation of Guided Reading Strategies and the Reading Comprehension Levels of Multi-Grade Student-Respondents

Variables	Spearman's rho (ρ)	p-value	Decision	Interpretation
Implementation of Guided Reading Strategies and Reading Comprehension Levels	0.216	0.036	Reject H_0	Significant Weak Positive Correlation

Note: H_0 = Null Hypothesis; level of significance = 0.05.

Table 7 presents the relationship between the assessed implementation of guided reading strategies and the reading comprehension levels of the multi-grade student-respondents, as measured through the Philippine Informal Reading Inventory (Phil-IRI). The findings revealed a significant relationship between the two variables, with a Spearman's rho of 0.216 and a p -value of 0.036.

Since the computed p -value of 0.036 was lower than the 0.05 level of significance, the null hypothesis stating that there was no significant relationship was rejected. The correlation coefficient of 0.216 indicates a weak positive correlation, suggesting that higher levels of guided reading strategy implementation were associated with better reading comprehension outcomes among the student-respondents.

Although the relationship was statistically significant, its strength was modest. This implies that guided reading implementation may be associated with learners' reading comprehension, but other factors may also contribute to their performance, including learner motivation, home literacy support, availability of reading materials, prior reading experiences, and individual learning needs. Furthermore, the result indicates an association and should not be interpreted as proof that guided reading implementation alone caused improvements in reading comprehension.

Table 8. Challenges Encountered by the Multi-Grade Teacher-Respondents in Developing Students' Reading Comprehension Skills

Statement	WM	Interpretation
1. Wide range of student abilities	3.67	Highly a Challenge
2. Limited time for individual attention	3.78	Highly a Challenge
3. Inadequate teaching resources	3.60	Highly a Challenge
4. Difficulty implementing differentiated instruction	3.09	A Challenge
5. Large class sizes	2.85	A Challenge
6. Insufficient training on reading strategies	3.42	A Challenge

7. Student motivation and engagement issues	3.47	A Challenge
8. Time constraints for curriculum completion	3.56	Highly a Challenge
9. Challenges in assessing reading comprehension	3.47	A Challenge
10. Parental and community support limitations	3.65	Highly a Challenge
Grand Weighted Mean	3.46	A Challenge

Legend: WM = Weighted Mean; HC = Highly a Challenge; C = A Challenge.

Table 8 presents the challenges encountered by the multi-grade teacher-respondents in developing students' reading comprehension skills. The results revealed a grand weighted mean of 3.46, interpreted as "A Challenge." This indicates that teachers experienced several difficulties in providing effective reading instruction to learners with varying abilities and needs.

Among the identified challenges, limited time for individual attention obtained the highest weighted mean of 3.78, interpreted as Highly a Challenge. This suggests that teachers found it difficult to provide individualized support because they needed to attend to learners from different grade levels and reading abilities simultaneously. Individual attention is essential in reading instruction because learners require varied forms of guidance, feedback, and intervention based on their specific comprehension difficulties.

The challenge of wide range of student abilities ranked next, with a weighted mean of 3.67, interpreted as Highly a Challenge. This finding indicates that differences in learners' reading levels made it difficult for teachers to provide instruction that addressed the needs of all students. Similarly, parental and community support limitations received a weighted mean of 3.65, while inadequate teaching resources obtained 3.60. These results suggest that teachers experienced difficulties not only within the classroom but also in accessing instructional materials and securing support for learners' reading development.

Time constraints for curriculum completion obtained a weighted mean of 3.56, interpreted as Highly a Challenge. This implies that teachers needed to balance reading instruction with other curriculum requirements. The limited instructional time may affect the regular implementation of guided reading activities, individual remediation, and comprehension monitoring.

Meanwhile, student motivation and engagement issues and challenges in assessing reading comprehension both obtained a weighted mean of 3.47, interpreted as A Challenge. These findings suggest that teachers encountered difficulties in sustaining learners' participation and determining their actual comprehension progress. Insufficient training on reading strategies obtained a weighted mean of 3.42, indicating the need for continuous professional development focused on guided reading, differentiated instruction, and assessment techniques.

The challenges involving difficulty implementing differentiated instruction and large class sizes received weighted means of 3.09 and 2.85, respectively, both interpreted as A Challenge. Although these obtained the lowest weighted means, they still represented difficulties experienced by the respondents. Overall, the findings emphasize the importance of providing teachers with adequate instructional time, appropriate reading resources, relevant training, and stronger parental and community support to improve the development of reading comprehension skills among multi-grade learners.

SUMMARY OF FINDINGS

This study assessed the implementation of guided reading strategies, the reading comprehension levels of multi-grade learners, and the challenges encountered by multi-grade teachers in developing students' reading

comprehension skills in the District of Motiong, Schools Division of Samar, during the School Year 2025–2026.

Based on the analysis and interpretation of the data, the following findings were obtained:

- The multi-grade teacher-respondents demonstrated a strongly positive attitude toward teaching reading, as reflected by a grand weighted mean of 4.69, interpreted as Strongly Agree. The highest rating was recorded for satisfaction when learners demonstrated progress in reading comprehension, with a weighted mean of 4.84. Meanwhile, confidence in teaching reading effectively to learners with different learning levels obtained the lowest rating of 4.51, although it was still interpreted as Strongly Agree. These findings indicate that teachers generally valued reading instruction and recognized the importance of supporting learners' reading development.
- The implementation of guided reading strategies in terms of instructional delivery was assessed by teacher-respondents with a grand weighted mean of 4.43, interpreted as Observed. The highest-rated indicator involved the use of modeling to demonstrate reading strategies, while effective time management during guided reading activities obtained the lowest rating. This suggests that guided reading practices were generally implemented, although time allocation remained an area requiring improvement.
- In terms of student engagement and participation, teacher-respondents obtained a grand weighted mean of 4.32, while school administrators obtained 4.38, both interpreted as Observed. Teachers rated interaction among multi-grade learners highly, whereas maintaining students' focus during small-group reading activities received the lowest rating. These findings indicate that guided reading activities encouraged learner participation, but sustaining attention and active engagement remained a challenge.
- The implementation of guided reading strategies in terms of reading comprehension development was assessed with a grand weighted mean of 4.35 by teachers and 4.31 by school administrators, both interpreted as Observed. Monitoring learners' ability to analyze and interpret texts received the highest assessment from both groups. However, the use of graphic organizers and the summarization of texts obtained relatively lower ratings. This indicates the need to strengthen comprehension activities that develop learners' abilities to organize, explain, and synthesize information from texts.
- Regarding assessment and monitoring, teacher-respondents obtained a grand weighted mean of 4.45, while school administrators obtained 4.33, both interpreted as Observed. Teachers highly rated the provision of immediate feedback, whereas the use of running records and systematic comprehension monitoring received relatively lower assessments. These findings suggest that assessment practices were generally implemented, but documentation and systematic tracking of learners' reading progress need further improvement.
- In terms of teacher competency and preparedness, the teacher-respondents obtained a grand weighted mean of 4.42, while school administrators obtained 4.39, both interpreted as Observed. Teachers' ability to adjust instructional techniques based on learners' needs and their confidence in implementing guided reading strategies received high assessments. However, the relatively lower ratings for teacher training indicate the need for continuous professional development in guided reading, differentiated instruction, and reading assessment.
- The learning environment and support dimension obtained grand weighted means of 4.44 from teacher-respondents and 4.46 from school administrators, both interpreted as Observed. The highest-rated indicator for both groups was that learners felt safe and supported during reading activities. However, the availability of reading corners, stations, and quiet learning spaces received relatively lower ratings. This finding highlights the importance of improving the physical learning environment and providing adequate resources for guided reading instruction.

- There was no significant difference between the assessments of teacher-respondents and school administrators regarding the implementation of guided reading strategies across the six dimensions. The obtained p-values for instructional delivery, student engagement and participation, reading comprehension development, assessment and monitoring, teacher competency and preparedness, and learning environment and support were all greater than the 0.05 level of significance. Therefore, the null hypothesis was not rejected. This indicates that teachers and school administrators generally had similar assessments of guided reading implementation.
- The reading comprehension assessment of the 234 multi-grade student-respondents revealed that 110 learners (47.01%) were at the instructional level, 88 learners (37.61%) were at the independent level, and 36 learners (15.38%) were at the frustration level based on the Phil-IRI results. The majority of learners were at the instructional level, indicating that they required teacher support to comprehend texts effectively. The learners at the frustration level also emphasized the need for targeted reading interventions and individualized assistance.
- The analysis revealed that most teacher profile variables—age, sex, civil status, gross monthly family income, highest educational attainment, years of experience as a multi-grade teacher, relevant in-service training, and latest IPCRF performance rating—did not demonstrate significant relationships with the assessed implementation of guided reading strategies. However, attitude toward teaching reading showed a significant moderate positive relationship with implementation, with a Spearman rho of 0.561 and a p-value of less than 0.001. This indicates that teachers with more positive attitudes toward teaching reading tended to report higher levels of guided reading implementation.
- A significant weak positive relationship was found between the implementation of guided reading strategies and students' reading comprehension levels, with a Spearman rho of 0.216 and a p-value of 0.036. This indicates that higher reported implementation of guided reading strategies was associated with better reading comprehension levels among multi-grade learners. However, the weak correlation suggests that other factors may also be related to students' reading performance. The result does not establish a causal relationship between guided reading implementation and reading comprehension.
- The multi-grade teacher-respondents encountered challenges in developing students' reading comprehension skills, as shown by a grand weighted mean of 3.46, interpreted as A Challenge. The highest-rated challenge was limited time for individual attention, which obtained a weighted mean of 3.78, interpreted as Highly a Challenge. Meanwhile, large class sizes obtained the lowest weighted mean of 2.85, interpreted as A Challenge. These findings indicate the need for improved time management, adequate instructional resources, differentiated reading activities, continuous teacher training, and stronger parental and community support.
- The findings should be interpreted in light of the study's limitations. The research relied on teacher and administrator assessments, which may have been influenced by the respondents' perceptions and experiences. The study was also limited to selected multi-grade classes and schools in the District of Motiong, Schools Division of Samar, which may restrict the generalizability of the findings to other educational settings. Furthermore, the descriptive-correlational design identified relationships among variables but did not establish causal effects. The reading comprehension results were based on Phil-IRI assessments and did not include other possible influences, such as home literacy practices, parental support, learner motivation, and access to reading materials. Future research may consider larger samples, longitudinal designs, intervention-based approaches, and the perspectives of learners, parents, and other stakeholders to provide a more comprehensive understanding of guided reading implementation.

CONCLUSION

Based on the findings of the study, it is concluded that the multi-grade teacher-respondents in the District of Motiong, Schools Division of Samar, generally demonstrated a strongly positive attitude toward teaching reading. The respondents recognized the importance of reading instruction and expressed satisfaction when

learners showed progress in reading comprehension. Although confidence in teaching learners with different reading levels received the lowest rating, it was still interpreted as Strongly Agree. This indicates that teachers generally valued reading instruction while continuing to require support in addressing diverse learner needs.

The findings further revealed that guided reading strategies were generally observed across the six dimensions, namely instructional delivery; student engagement and participation; reading comprehension development; assessment and monitoring; teacher competency and preparedness; and learning environment and support. This suggests that multi-grade teachers and school administrators recognized the implementation of structured reading practices in the participating schools. However, areas such as time management, learner engagement, differentiated grouping, the use of comprehension tools, and systematic monitoring required further improvement.

The study also established that there was no significant difference between the assessments of teacher-respondents and school administrators regarding guided reading implementation across all six dimensions. This indicates that the two respondent groups generally shared similar perceptions of how guided reading strategies were implemented. The consistency of their assessments suggests a common understanding of the existing reading practices and the areas that may require strengthening.

The assessment of the reading comprehension levels of the 234 multi-grade student-respondents revealed that most learners were at the instructional level, followed by those at the independent level. A smaller proportion of learners were classified at the frustration level based on the Phil-IRI results. These findings indicate that many learners still required teacher guidance and support to comprehend texts effectively. The presence of learners at the frustration level further emphasizes the need for targeted reading interventions, differentiated instruction, and individualized assistance.

Furthermore, the findings showed that most teacher profile variables did not have significant relationships with the assessed implementation of guided reading strategies. However, attitude toward teaching reading demonstrated a significant moderate positive relationship with implementation. This suggests that teachers with more positive attitudes toward reading instruction tended to report higher levels of guided reading implementation. Nevertheless, the correlational result does not establish a direct cause-and-effect relationship.

The study also established a significant but weak positive relationship between guided reading implementation and students' reading comprehension levels. This indicates that higher reported implementation of guided reading strategies was associated with better reading comprehension levels among the learners. However, the weak correlation suggests that other factors, including learner motivation, home literacy support, access to reading materials, instructional time, and individual learning needs, may also influence reading comprehension. Therefore, the result should not be interpreted as evidence of a direct causal effect.

The findings further revealed that multi-grade teachers experienced moderate challenges in developing students' reading comprehension skills, as reflected by the grand weighted mean of 3.46, interpreted as A Challenge. Limited time for individual attention emerged as the highest-rated challenge, while large class sizes obtained the lowest rating but remained within the category of A Challenge. These results indicate that teachers encountered difficulties in providing individualized support, managing instructional time, addressing varied reading abilities, and accessing sufficient resources and support.

Overall, the study concludes that guided reading strategies were generally implemented in the participating multi-grade classrooms, and teachers demonstrated positive attitudes toward teaching reading. However, learners' predominance at the instructional reading level and the challenges experienced by teachers indicate the need for continuous improvement in reading instruction. Strengthening teacher training, improving the use of reading assessment tools, providing adequate instructional resources, enhancing differentiated reading activities, and allocating sufficient time for individual learner support may help improve guided reading implementation and reading comprehension development.

The findings provide a basis for strengthening school-based reading initiatives and developing appropriate support mechanisms for multi-grade teachers. However, because the study employed a descriptive-

correlational design, its findings describe patterns and relationships rather than causal effects. Further research may consider longitudinal and intervention-based designs, larger samples, and the perspectives of learners, parents, and other stakeholders to develop a more comprehensive understanding of guided reading strategies and reading comprehension outcomes.

RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are proposed:

- School administrators should strengthen the implementation of guided reading strategies by providing clear instructional guidelines, appropriate teacher assignments, and support mechanisms that address the varied reading abilities and learning needs of multi-grade learners.
- Multi-grade teachers should continue developing positive attitudes toward reading instruction through reflective teaching, professional collaboration, and the regular application of appropriate guided reading strategies.
- The Schools Division Office should provide continuous training and capacity-building programs on guided reading, differentiated instruction, reading comprehension strategies, and assessment techniques appropriate for multi-grade classrooms.
- School heads should strengthen coaching and mentoring programs to assist teachers in addressing challenges related to instructional delivery, learner engagement, comprehension development, and reading assessment.
- Schools should provide teachers with appropriate reading materials, instructional resources, and comprehension tools, including leveled texts, graphic organizers, running record forms, and reading monitoring checklists.
- Teachers should strengthen differentiated reading instruction by grouping learners according to their reading abilities, providing appropriate texts, and adjusting instructional strategies based on learners' comprehension needs.
- Teachers should improve the use of comprehension-enhancing activities, such as summarizing, questioning, predicting, analyzing, interpreting, and using graphic organizers to support learners' understanding of texts.
- School administrators and teachers should develop strategies for improving learner engagement during guided reading activities through interactive tasks, small-group discussions, relevant reading materials, and activities suited to learners' interests and abilities.
- Schools should establish more systematic reading assessment and monitoring mechanisms to track learners' progress, identify reading difficulties, provide timely feedback, and design appropriate interventions based on assessment results.
- Teachers should provide targeted reading interventions for learners at the frustration level and additional support for those at the instructional level, while continuing to enrich the reading skills of learners at the independent level.
- School heads should assist teachers in managing instructional time by developing flexible schedules that allow sufficient opportunities for guided reading, individualized attention, remediation, and comprehension monitoring.

- Schools should improve the learning environment by developing reading corners, reading stations, quiet reading areas, and other accessible spaces that encourage learners to participate in reading activities.
- Teachers should strengthen collaborative practices through Learning Action Cells (LACs), peer coaching, lesson sharing, and discussions of effective strategies for addressing the needs of learners in multi-grade classrooms.
- School administrators should provide additional support to teachers who experience difficulties in managing varied reading levels, sustaining learner engagement, and integrating reading activities into the available instructional time.
- Parents and community stakeholders should be encouraged to support learners' reading development through home-based reading activities, regular communication with teachers, access to reading materials, and participation in school reading programs.
- The school administration should develop a School-Based Guided Reading Enhancement Plan that prioritizes teacher training, differentiated instruction, reading resources, learner engagement, assessment practices, and individualized reading support.
- Future researchers may conduct similar research in other districts or school divisions using larger populations to validate and broaden the findings concerning guided reading implementation, teacher attitudes, and learner reading comprehension.
- Future studies may include additional variables such as teacher motivation, instructional leadership, school support, learner engagement, parental involvement, access to reading materials, and home literacy practices to provide a broader understanding of reading comprehension development.
- Future researchers are encouraged to employ qualitative or mixed-methods approaches to gain deeper insights into teachers' experiences, instructional practices, and challenges in implementing guided reading strategies in multi-grade classrooms.
- Future research may use experimental, quasi-experimental, or longitudinal designs to examine changes in learners' reading comprehension and determine the potential effectiveness of guided reading interventions over time. Such research may also include control or comparison groups, standardized reading assessments, and effect-size measures to provide stronger evidence regarding intervention outcomes.

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