



# JOURNAL

OF EDUCATIONAL RESEARCH,  
**INNOVATION**, AND  
MULTIDISCIPLINARY STUDIES

An Academic Journal Publication

Website: | <https://jerimspublication.com>

INTERNATIONAL STANDARD SERIAL NUMBERS

PRINT ISSN | 3116-5559

ONLINE ISSN | 3116-5567

Volume 1, Issue 02, pp 43-48, April 2026

## Research Article

# PROFILING OF READING TEACHING STYLES OF ELEMENTARY TEACHERS AS BASIS FOR INSTRUCTIONAL INTERVENTION

Jina M. Orbita

Department of Education

### Article History:

Submission: April, 2026

Revised: April, 2026

Accepted: April, 2026

Originality: 95%

Similarity Index: 8%

Grammarly Score: 95%

\*Corresponding Author:

[jina.orbita@deped.gov.ph](mailto:jina.orbita@deped.gov.ph)

### Recommended Citation:

Orbita, J. (2026). Profiling of Reading Teaching Styles of Elementary Teachers as Basis for Instructional Intervention. *Journal of Educational Research, Innovation, and Multidisciplinary Studies*, 1(2), 43-48.  
<https://doi.org/10.67001/jeri.2026.01.P9X5TR>

### ABSTRACT

This study determined the reading teaching styles of elementary teachers in District 3, Ozamiz City Division during the School Year 2025–2026 as a basis for designing instructional interventions. Using a descriptive-correlational research design, the study examined teachers' profiles and identified the prevalence of teacher-centered, learner-centered, interactive, and technology-integrated reading teaching styles. Findings revealed that teachers strongly employed all four approaches, demonstrating a balanced and blended reading instruction. Teacher-centered strategies were evident in explicit instruction and modeling, while learner-centered, interactive, and technology-integrated practices promoted engagement, collaboration, and motivation. No significant differences were found in reading teaching styles when teachers were grouped according to age, gender, educational attainment, years of service, position, and socio-economic status. However, a significant difference emerged when grouped according to trainings attended, highlighting the role of professional development. Based on the findings, blended instructional interventions were proposed to enhance learners' reading skills and overall literacy outcomes.

**Keywords:** elementary teachers; instructional interventions; professional development; reading instruction; reading teaching styles

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## Introduction

Reading serves as the foundation of all learning, and the effectiveness of reading instruction largely depends on the teacher's ability to use appropriate teaching styles suited to learners' diverse needs. In the 21st-century classroom, teachers are challenged to adopt varied, flexible, and evidence-based approaches that promote comprehension, fluency, and critical thinking among students. Scholars emphasize that while no single method guarantees reading success for all learners, understanding and employing a range of teaching styles allows educators to create meaningful reading experiences and address individual learning differences (Anderson, 2021; Richards, 2022). When teachers skillfully combine teacher-centered, learner-centered, interactive, and technology-integrated methods, they are more likely to cultivate motivation, engagement, and sustained literacy development in their classrooms (Smith, 2023). Thus, profiling reading teaching styles becomes essential in determining which approaches are most effective in enhancing reading outcomes among elementary learners.

In the Philippine context, the Department of Education (DepEd) has consistently prioritized literacy development as part of the K to 12 Basic Education Curriculum and the recent MATATAG reforms. The early grades—particularly in elementary levels—serve as critical stages where reading skills must be mastered to support lifelong learning. However, despite continuous efforts such as the Every Child a Reader Program (ECARP) and the Philippine Informal Reading Inventory (Phil-IRI), a considerable number of Filipino learners remain non-readers or struggle with reading comprehension (DepEd, 2022; World Bank, 2023). These challenges suggest the need to look beyond the learners' deficiencies and to focus instead on the teaching practices that shape reading outcomes. Investigating teachers' reading teaching styles provides an opportunity to understand how instructional methods either support or hinder learners' reading progress.

Several local studies highlight that reading success depends not only on materials or programs but also on the teacher's style of delivering instruction. Garcia (2021) asserts that teachers who vary their approaches—integrating visual aids, interactive storytelling, and phonics-based drills—tend to produce more engaged and proficient readers. Santos (2022) emphasizes that learner-centered and interactive strategies empower students to take an active role in the reading process, while Rivera (2023) notes that the use of technology and contextualized materials strengthens motivation and comprehension. Despite these insights, few studies have systematically profiled the actual reading teaching styles of elementary teachers, particularly within public schools, to serve as a basis for designing targeted instructional interventions.

National data continue to reveal that many Filipino children are still struggling readers. The World Bank (2022) reported that about 61% of Filipino students experience “learning poverty,” meaning they cannot read or understand simple texts by late primary grades. The Phil-IRI results further indicate that a large proportion of learners fall below the expected reading proficiency levels, demonstrating persistent literacy gaps (DepEd, 2023). These alarming findings highlight the importance of strengthening classroom reading instruction by examining how teachers teach, rather than solely focusing on how students learn. Understanding teachers' predominant reading teaching styles and the factors influencing them can serve as a crucial step toward developing responsive interventions that directly address learners' reading difficulties.

To respond to this educational concern, the present study aims to determine the reading teaching styles of elementary teachers in District 3, Ozamiz City Division during the School Year 2025–2026. It seeks to identify the prevalent styles—whether teacher-centered, learner-centered, interactive, or technology-integrated—and to explore the factors that influence these practices. Furthermore, it will examine the relationship between teaching styles and learners' reading performance, with the goal of proposing instructional interventions that can improve reading outcomes. By aligning instructional practices with empirically derived teacher profiles, this study aspires to provide valuable insights that can enhance the quality of reading instruction in the elementary level.

Hence, the study is envisioned to contribute to the ongoing efforts of the Department of Education to address reading challenges among Filipino learners. Through the systematic profiling of teachers' reading teaching styles, the research aims to provide a data-driven basis for professional development, instructional improvement, and literacy intervention planning. The findings are expected to serve as a practical guide for teachers, administrators, and policymakers in fostering an inclusive and effective reading culture that empowers every child to become a confident and competent reader.

## Methods

This study employed a descriptive-correlational research design to examine the reading teaching styles of elementary teachers in District 3, Ozamiz City Division, during the School Year 2025–2026 as a basis for instructional interventions. The descriptive component focused on profiling teachers' demographic characteristics, identifying prevalent reading teaching styles, and determining factors influencing instructional practices, while the correlational aspect examined the relationship between teachers' reading teaching styles and learners' reading performance. The study was conducted in selected public elementary schools implementing the K to 12 and MATATAG curricula, with sixty (60) purposively selected teachers serving as respondents. Data were gathered using an adapted and validated questionnaire based on the Grasha–Riechmann Teaching Style Inventory, supplemented by teacher interviews and learners' reading assessment results. Statistical tools such as frequency count, percentage, weighted mean, standard deviation, ANOVA, and Pearson Product-Moment Correlation were utilized to analyze the data. Ethical standards, including informed consent, confidentiality, and compliance with the Data Privacy Act of 2012, were strictly observed throughout the research process to ensure the reliability, validity, and integrity of the study.

## Results and Discussions

Table 1 presents the profile of the respondents according to age, sex, educational attainment, years of service, trainings attended, position, and socio-economic status. The findings revealed that the respondents were predominantly female teachers aged 31–50 years old, indicating that most participants were already in their productive and experienced years in the teaching profession. Majority were master's degree unit holders, Teacher III position holders, and had rendered more than 15 years of service, suggesting that the respondents possessed substantial professional experience and academic preparation. In terms of socio-economic status, most respondents belonged to the middle-income bracket, while more than half reported no recent participation in professional trainings. These findings imply that although teachers possess extensive teaching experience and academic qualifications, there may still be gaps in continuous professional development opportunities that could affect instructional innovation and adaptation to current educational reforms.

Table 1

### *Summary of Respondents' Profile*

<b>Profile Variable</b>	<b>Dominant Category</b>	<b>Percentage</b>
Age	31–40 years old	41.7%
Sex	Female	86.7%
Educational Attainment	Master's Degree Unit Holder	65.0%
Years of Service	16–20 years	28.3%
Trainings Attended	None Indicated	56.0%
Position	Teacher III	65.0%
Socio-Economic Status	₱30,001–₱40,000	68.3%

The study further revealed that elementary teachers strongly practiced teacher-centered, learner-centered, interactive, and technology-integrated reading teaching styles. Among the four approaches, the interactive approach obtained the highest weighted mean, indicating that teachers highly valued discussions, collaborative learning, and learner participation in reading instruction. Learner-centered practices also received strong agreement, highlighting the importance of learner autonomy, differentiated instruction, and active engagement in reading activities. Teacher-centered practices remained highly prevalent, particularly in direct instruction, phonics mastery, modeling pronunciation, and immediate correction of reading errors. Meanwhile, technology-integrated approaches were also widely practiced through the use of multimedia presentations, digital quizzes, and online reading resources, although some indicators reflected limitations in access to technology and digital tools. These findings support Constructivist and Social Constructivist theories, which emphasize active participation, collaboration, and learner engagement in literacy instruction.

Table 2

**Summary of Prevalent Reading Teaching Styles**

Reading Teaching Style	Weighted Mean	Description
Teacher-Centered Approach	3.63	Strongly Agree
Learner-Centered Approach	3.65	Strongly Agree
Interactive Approach	3.74	Strongly Agree
Technology-Integrated Approach	3.62	Strongly Agree

Moreover, the test of significant difference showed that among all profile variables, only trainings attended significantly influenced the reading teaching styles employed by elementary teachers, with a p-value of 0.018. Variables such as age, sex, educational attainment, years of service, position, and socio-economic status showed no significant difference. This finding indicates that participation in trainings and professional development programs plays a vital role in shaping teachers' instructional approaches and classroom practices. Teachers who attended trainings such as INSET, MATATAG, ARAL, and curriculum-related seminars were more likely to implement varied and innovative teaching strategies in reading instruction. The result supports Knowles' Adult Learning Theory and studies by Darling-Hammond et al. (2017), which emphasize that continuous professional development significantly enhances teaching competence and instructional effectiveness. The findings therefore highlight the importance of sustained training opportunities in strengthening reading instruction and improving literacy outcomes among elementary learners.

Table 3

**Test of Significant Difference Between Reading Teaching Styles and Profile Variables**

Profile Variable	p-value	Decision	Interpretation
Age	0.142	Fail to Reject Ho	Not Significant
Sex	0.209	Fail to Reject Ho	Not Significant
Educational Attainment	0.058	Fail to Reject Ho	Not Significant
Years of Service	0.103	Fail to Reject Ho	Not Significant
Trainings Attended	0.018	Reject Ho	Significant
Position	0.071	Fail to Reject Ho	Not Significant
Socio-Economic Status	0.369	Fail to Reject Ho	Not Significant

**Conclusions**

In conclusion, the study revealed that school administrators in ACE schools face significant challenges in strategic planning, professional development, and resource allocation, largely due to shifting policies, limited resources, and varying levels of stakeholder engagement. Despite these constraints, administrators employed adaptive and collaborative strategies, such as inclusive planning, targeted training, and resource optimization, to navigate institutional demands and sustain school operations. These findings underscore the importance of responsive leadership, continuous capacity-building, and strategic resource management in enhancing organizational effectiveness and ensuring long-term educational improvement.

**Recommendations**

Based on the findings and conclusions of the study, it is recommended that elementary teachers continuously enhance their reading instructional practices by integrating teacher-centered, learner-centered, interactive, and technology-integrated approaches to address diverse learner needs and improve reading comprehension, fluency, and engagement. School heads and administrators are encouraged to utilize the findings in strengthening school-based reading programs, providing sustained professional development opportunities, and ensuring access to relevant instructional and technological resources that support effective literacy instruction. The Department of Education may also use the results as a basis for improving literacy programs, teacher trainings, and evidence-based instructional interventions aligned with current educational reforms and the MATATAG agenda. Although learners were not the direct respondents of the study, they are expected to benefit from more engaging and responsive reading instruction that promotes positive reading habits and holistic literacy development. Furthermore, future researchers are encouraged to conduct related studies in other educational settings and explore additional variables that may contribute to the development of more comprehensive and context-sensitive interventions aimed at improving reading proficiency among Filipino

learners.

### **Conflict of Interests**

The author declares that they have no conflicts of interest

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