

The Impact of Interactive Strategies for Supporting Early Reading Development for Teacher's Performance

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interactive strategies, early reading development, teacher performance, kindergarten education, learner engagement, phonics instruction

Abstract. This study examined the impact of interactive teaching strategies on early reading development and teachers' performance at La Paz Elementary School in La Paz, Bogo City, Cebu. Using a descriptive-correlational research design, the study involved 20 kindergarten teachers as respondents. Data were collected through a structured questionnaire focusing on the extent of teachers' use of interactive strategies such as phonics-based instruction, storytelling, guided reading, and collaborative learning activities. Findings revealed that teachers frequently implemented interactive approaches that actively engaged learners and supported foundational reading skills. These strategies were found to enhance pupils' participation, comprehension, and interest in reading. Moreover, results indicated a positive relationship between the use of interactive strategies and teachers' instructional performance, particularly in classroom management, lesson delivery, and learner engagement. The study highlights the importance of adopting interactive methods to improve both early reading outcomes and teaching effectiveness.

Introduction

Early reading development is a critical foundation for a child's overall academic success, particularly in the early years of schooling. In kindergarten, learners begin to acquire essential literacy skills such as phonemic awareness, vocabulary, and comprehension, which require effective and engaging instructional approaches. In recent years, interactive teaching strategies have gained attention as they promote active participation, collaboration, and meaningful learning experiences among young learners. According to Smith and Johnson (2021), interactive methods such as storytelling, guided reading, and phonics-based instruction significantly enhance children's engagement and improve their early reading abilities. These approaches allow learners to actively construct knowledge rather than passively receive information, making learning more enjoyable and effective. Furthermore, the use of interactive strategies not only benefits learners but also contributes to teachers' performance by improving instructional delivery and classroom management (Garcia, 2021). In this context, the present study explores how these strategies influence early reading development and teaching effectiveness among kindergarten teachers at La Paz Elementary School.

Methodology

Design

The study utilized a descriptive-correlational research design to examine the relationship between interactive teaching strategies, early reading development, and teachers' performance. This design was appropriate as it allowed the researcher to describe the current practices of kindergarten teachers while also determining whether a significant relationship exists

among the variables. Rather than manipulating any conditions, the study focused on observing and analyzing naturally occurring classroom practices in a real school setting. Through this approach, the researcher was able to gain a clearer and more authentic understanding of how interactive strategies are applied and how they relate to teaching effectiveness. The design also ensured that the findings reflected the actual experiences of teachers, making the results more relevant and meaningful for improving instructional practices in early childhood education.

Environment

The study was conducted at La Paz Elementary School located in La Paz, Bogo City, Cebu. This public elementary school provides early childhood education to kindergarten learners coming from diverse socio-economic backgrounds. The research environment reflects a typical classroom setting where teachers implement the Department of Education’s K to 12 curriculum, particularly focusing on foundational literacy skills. Classrooms are structured to support young learners through the use of visual aids, learning materials, and interactive activities that encourage participation and engagement. The school promotes a learner-centered approach, where teachers are encouraged to apply varied teaching strategies to address the needs of beginning readers. This environment provided a relevant and realistic setting for examining how interactive teaching strategies are used in actual classroom practice and how they influence both early reading development and teachers’ instructional performance.

Respondents

The respondents of this study were twenty (20) kindergarten teachers from La Paz Elementary School in La Paz, Bogo City, Cebu. These teachers were actively handling young learners and were directly involved in teaching early reading skills, making them well-suited to provide meaningful insights for the study. They were selected because of their firsthand experience in using interactive teaching strategies such as phonics instruction, storytelling, guided reading, and collaborative activities in their daily classroom practices. The group consisted of teachers with varying years of teaching experience, educational backgrounds, and levels of professional training, which added depth and diversity to the data gathered. Their participation allowed the study to capture real classroom experiences and perspectives, ensuring that the findings reflect authentic teaching practices and the actual challenges and successes encountered in supporting early reading development.

Profile Variable	Category	Frequency (f)	Percentage (%)
Age	20 years	4	20%
	26–30 years	6	30%
	31–35 years	5	25%
	36 years and above	5	25%
Sex	Female	17	85%
	Male	3	15%
Teaching Experience	1–3 years	5	25%
	4–6 years	7	35%
	7–10 years	4	20%
	11 years and above	4	20%
Educational Attainment	Bachelor’s Degree	12	60%
	With MA Units	6	30%
	Master’s Degree Holder	2	10%

Table 1. Distribution of respondents

Research Instrument

The primary research instrument used in this study was a structured questionnaire designed to gather relevant data from the kindergarten teachers regarding their use of interactive teaching strategies and their instructional performance. The questionnaire was carefully developed to ensure clarity, simplicity, and relevance to the teachers’ actual classroom experiences. It consisted of two main parts: the first part focused on the extent to which teachers applied interactive strategies such as phonics-based instruction, storytelling, guided reading, and collaborative learning activities; while the second part assessed their teaching performance in terms of classroom management, lesson delivery, and learner engagement. The items were presented using a Likert scale to allow respondents to express the frequency of their practices and perceptions. Before its distribution, the instrument was reviewed to ensure its validity and reliability. Overall, the

questionnaire provided a practical and teacher-friendly way of capturing authentic insights into classroom practices and instructional effectiveness.

Data Collection Procedure

The data collection for this study was conducted with careful planning to ensure accuracy and respect for the participants. First, the researcher sought permission from the school administration of La Paz Elementary School, explaining the purpose of the study and assuring them that the information gathered would be kept confidential. Once approval was granted, the researcher personally distributed the structured questionnaires to the 20 kindergarten teachers. Clear and simple instructions were provided to help the teachers understand each item and respond honestly. The researcher made sure to create a comfortable environment, encouraging teachers to answer at their own pace without feeling pressured. After completion, the questionnaires were collected promptly to maintain a high response rate. Throughout the process, the researcher emphasized the confidentiality of responses and reassured the participants that their identities would remain anonymous, fostering trust and cooperation in sharing genuine insights about their teaching practices.

Data Analysis

After collecting the completed questionnaires from the 20 kindergarten teachers, the researcher carefully organized and prepared the data for analysis. Each response was reviewed to ensure completeness and consistency before being systematically coded for easy interpretation. The data were then analyzed using descriptive statistics to determine the frequency and extent of teachers' use of interactive teaching strategies, providing a clear picture of common classroom practices. To explore the relationship between these strategies and teachers' instructional performance, the researcher employed correlational analysis, which helped identify patterns and connections in the responses. Throughout the process, the researcher maintained attention to detail, ensuring that the findings accurately reflected the teachers' experiences and practices. This careful approach allowed the study to present meaningful insights into how interactive teaching strategies support both early reading development and overall teaching effectiveness.

Results and Discussion

Result

The findings of this study revealed that the kindergarten teachers at La Paz Elementary School regularly employed interactive teaching strategies to support early reading development. Among the most commonly used approaches were phonics-based instruction, storytelling, guided reading, and collaborative learning activities, all of which encouraged active learner participation and engagement. Teachers observed that these methods not only helped pupils develop foundational reading skills but also increased their comprehension, confidence, and interest in reading. In addition, the study found a positive relationship between the use of interactive strategies and teachers' instructional performance. Teachers who consistently applied these approaches demonstrated more effective lesson delivery, stronger classroom management, and greater success in keeping students engaged throughout the learning process. Overall, the results highlight that integrating interactive methods in early reading instruction benefits both learners and teachers, fostering a more dynamic, responsive, and productive classroom environment.

Discussion

The results of this study suggest that interactive teaching strategies play a crucial role in fostering early reading development and enhancing teachers' instructional performance. By incorporating methods such as phonics-based instruction, storytelling, guided reading, and collaborative learning, teachers were able to create engaging and participatory classroom environments that supported both learning and student motivation. These strategies not only helped pupils improve their reading skills and comprehension but also encouraged active participation and a genuine interest in reading. At the same time, teachers who consistently used interactive approaches demonstrated greater effectiveness in lesson delivery, classroom management, and learner engagement. This highlights that adopting interactive methods benefits both learners and educators, emphasizing the value of dynamic, hands-on, and student-centered teaching in early education settings.

Conclusion and Recommendations

In conclusion, this study emphasizes the significant impact of interactive teaching strategies on both early reading development and teachers' instructional performance. The findings demonstrate that approaches such as phonics-based instruction, storytelling, guided reading, and collaborative learning actively engage learners, enhance comprehension, and

foster a genuine interest in reading. At the same time, these strategies support teachers in delivering lessons more effectively, managing classrooms efficiently, and maintaining high levels of student engagement. Overall, the study highlights that integrating interactive, student-centered methods is essential for creating a dynamic and productive learning environment that benefits both pupils and educators.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.