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BENEFITS AND DOWNFALL OF THE USE OF GADGETS FOR THE READING TEACHERS: BASIS FOR LEARNING RECOVERY PLAN

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ABSTRACT

The study reveals that most respondents hold Teacher I designations, with 52.5% having MA units. Most manage students aged 41 to 50, with a majority using devices. The knowledge level of teachers in using gadgets to teach reading comprehension is highest in incorporating gadgets, using online resources, involving students in group reading activities, providing personalized learning experiences, and having confidence in using gadgets effectively. The study reveals the benefits of teaching reading comprehension in terms of oral reading, oral communication, reading techniques, literal comprehension, and experiential comprehension. It also found a significant correlation between teachers' knowledge in using gadgets in teaching reading comprehension and their ability to use technology. The proposed learning recovery plan includes workshops for professional development, individualized coaching and support, access to technology resources, curriculum integration, formative assessment and feedback, data-driven decision making, collaborative learning communities, parental engagement, and ongoing support and evaluation. These measures aim to improve teachers' technological literacy and ability to use technology effectively in reading comprehension instruction. A study found that teachers with the highest educational attainment are most likely to incorporate gadgets into their teaching methods for reading comprehension. Teaching reading comprehension strategies, such as skimming, can enhance vocabulary, fluency, critical thinking, information processing, and contextual comprehension. A significant association exists between the advantages of teaching reading comprehension and instructors' technological proficiency. Recommendations include hosting conferences, training sessions, ensuring teachers have necessary tools, teaching specific reading comprehension techniques, recognizing each student's unique learning style, implementing technological standards, rewarding teachers who excel, setting aside money for professional development programs, and prioritizing integrating technology into education.

KEYWORDS: *Reading Comprehension, Use of Gadget, Knowledge level of teachers*

I. INTRODUCTION

Quality of life is linked to literacy levels and workplace success. Educating children to comprehend and challenge their learning is crucial. Poor reading comprehension limits abilities, leading to worry and despair. Students with poor reading comprehension often face failure in educational settings, requiring help for integration.

To comprehend, apply, and integrate the information we read, we must employ all our brains. The process of deciphering the meaning of written words and symbols is known as interpretation. Reading serves as a vehicle for the spread of ideas and information in the broadest sense possible. Panerio cites Aracelo's study that shows that individuals read for as much as 85% of their free time (2018). A street sign, an advertisement in a cookbook, or the dosage of medicine all carry the same message.

People who like reading are more likely to excel academically and grow personally. The authenticity of the DAracelo'selo (1994) study stated by Panerio (1994) cannot be questioned, according to an article published in the Philippine Star in 2017. (2018). People read everything, whether it is a street sign advertisement or a recipe in a cookbook. Academic achievement and growth can only be achieved if you are hungry in your drive to read. It has been reported that many Filipino youngsters are unable or unwilling to learn to read, as per an article in The Philippine Star from 2017. Reading is often taken for granted in today's fast-paced and technologically advanced environment. "Ino children are unable or unwilling to read. Reading is often taken for granted in today's fast-paced and technologically evolved environment."

Claessen and colleagues (2020) claim that there are "reading issues" all across the globe. PISA 2018 found that fifteen-year-old Filipino pupils underperformed their classmates in reading, except for the Philippines. According to the Dominican Republic, the national average reading score was 340 points. No other nation had a worse score than these two. It is comparable to Panama's math and science scores of 353 and 357 points, respectively, for students in the Philippines. For both math and science, the Dominican Republic was humiliated.

The research gap in this area includes a need for studies on the use of gadgets and other technologies for reading instruction and how they may impact reading comprehension and other learning outcomes. This is the focus of your study on the benefits and drawbacks of using gadgets for reading teachers and how they can be used as a basis for a learning recovery plan.

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The macro-skill of reading is necessary for pupils to succeed in their literacy and academic pursuits. You must develop this skill to be a successful student. Reading and comprehension difficulties contribute to low academic achievement in all subjects. Teachers can improve students' reading comprehension skills. Third-graders struggle to catch up with peers, leading to irritability, quietness, and negative schooling opinions. Improving reading skills can help students improve academic performance.

Bloom's Taxonomy was a widely used framework for classifying and organizing learning objectives into different levels of complexity. The taxonomy consists of six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Each level represents a different type of learning outcome and represents a higher level of cognitive complexity.

In the context of this study on the use of gadgets for reading teachers, the researcher used Bloom's Taxonomy as a theoretical framework to understand how the use of these technologies may impact the learning outcomes of students. For example, consider how the use of gadgets might facilitate the recall of information (Remembering), the comprehension and interpretation of a text (Understanding), the application of reading strategies in a new context (Applying), or the analysis and evaluation of text (Analyzing and Evaluating).

Overall, using Bloom's Taxonomy as a theoretical framework can provide a useful structure for thinking about the benefits and drawbacks of using gadgets for reading teachers, and can help you develop a learning recovery plan based on a clear understanding of the types of learning outcomes you hope to achieve.

The study examined the benefits and drawbacks of using gadgets in reading at Bacnit Integrated School. It involved selected teachers and used a descriptive survey research methodology. The research aimed to design a learning environment that promotes effective teaching, student collaboration, and self-regulation of learning. It also highlighted the importance of developing post-pandemic pedagogy to ensure high-quality education and address challenges faced by students.

1.1 Statement of the Problem

1. What is the demographic profile of the respondents in terms of position, highest educational attainment, number of students handling, and device ownership?
2. What is the level of teachers' knowledge in using gadgets in teaching reading comprehension?
3. What are the benefits of teaching reading comprehension in terms of oral reading, oral communication, reading techniques, literal comprehension, and Experiential comprehension.
4. Is there a significant relationship between the level of teachers' knowledge in using gadgets in teaching reading comprehension when grouped according to their profile?
5. Is there a significant relationship between the benefits of teaching reading comprehension to the level of teachers' knowledge in using gadgets in teaching reading comprehension?
6. Based on the result of the study, learning recovery plan might be proposed?

2. REVIEW OF RELATED LITERATURE

Strategy-Based Reading Comprehension

Comprehension-focused reading programs may help students learn more effectively. Teaching kids decoding skills, vocabulary, and active comprehension tactics and encouraging them to test their knowledge while reading are all ways instructors may help students increase reading comprehension, according to a study by Pressley (2018). Establishing a good reading program by including various factors is possible. Decoding and strategy are often taught together. Teachers who help their kids develop a passion for reading are the ones to watch out for (Harvey et al.; A., 2017).

David Pearson offers some suggestions to improve one's reading comprehension (Duke & Pearson, 2019). Researchers must first identify and examine effective readers to get insight into these patterns. Studying what makes a good reader is the subject of this investigation. Solid readers can read successfully because they have good reading habits and employ efficient reading techniques (Frey, 2018). The next stage for researchers is to uncover the reading methods that assist readers to become well-rounded and actively participate in the reading experience. Reading requires higher-level thinking, which includes finding connections to prior information, gauging comprehension levels, asking questions, inferring, and more (Taylor et al., 2019). Teaching higher-level thinking skills may be as simple as having a teacher read a chapter aloud to her class and then asking them to imagine what they just heard. The next phase was for students to transform their drawings into full-color paintings. The seven tactics promoted by literacy advocates like Stephanie Harvey are part of higher-level thinking.

Reading Comprehension

According to this study, the brain's metabolic activity is highest in areas responsible for emotional processing and long-term memory preservation. Reading alone has been endorsed by Nunan and Carter (2018a). To grasp a writer's message, one must perceive the future or the past. Authors, even if they do not want to be known, are like everyone else when reading and responding to a piece of literature. When students engage in activities such as active learning, they are taught how to predict what they will learn and make inferences about what they have previously learned. The idea that reading is a "habit that requires continual assumptions that are subsequently rejected or proven, means that one does not read all the phrases in the same manner but relies on several words–or "cues"–to gain a sense of what sort of phrase is likely to follow," as defined by this definition. Paran (2019) disagrees with Goodman's description of reading as a "discipline that involves ongoing assumptions that are eventually rejected or proven." Without literacy, a child is in danger of developing mental, behavioral, and cognitive issues. Learning to read becomes increasingly

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challenging as children go through elementary school if they need to be given appropriate help in the beginning.

Approaches to Comprehension

Drawings like this one help some of the finest readers understand a piece of writing content. Students must be taught comprehension skills to become more engaged and purposeful readers (Hock, 2017). According to recent research, allowing readers to use these strategies may improve their understanding of a piece of writing. Once students see instructors using these techniques correctly, they may practice independently (Pinto, 2019). What do you think of the author's manner of writing? Self-disciplined and self-motivated learners are commonly seen among skilled readers. He enjoys reading for enjoyment and has no desire to learn anything new from it. When a reader begins reading a book, they must select what they want to gain from it in terms of substance and meaning. Metacognitive techniques are more likely used by people who excel in understanding than those who struggle with reading comprehension (Chen, 2019).

Reading for Academic Purposes

For the sake of this definition, "reading for pleasure" refers to doing something just because you like it, as opposed to doing something because you are required to do so. Readers can read for pleasure whenever and wherever they choose (Clark & Rumbold, 2018). In a study by Clark and Rumbold (2018), they discovered that pleasure reading began to drop between the ages of 13 and 14. According to Creel, students' reluctance to read the literature they have chosen for themselves may stem from their dissatisfaction with the prescribed reading (2019). Recreational reading harms students' educational outcomes. Even if you have a good command of the English language, it is more vital to develop the habit of reading for pleasure or education than it is to master the language. As of 2018, "Strauss (Strauss). Reading on one's own may help a kid build a strong foundation in the English language and expand their knowledge base (Strauss, 2018). Comprehension and grammar are helpful, but scores in other classes are just as essential. Students' success in the sciences, mathematics, and history relied heavily on their ability to comprehend and apply what they read.

II. RESEARCH METHODOLOGY

Research Design

Descriptive research is a systematic method of examining a question or issue by assessing outcomes rather than predicting or determining cause and effect. It involves thorough observation, extensive documentation, data acquisition, evaluation, categorization, and interpretation.

Population and Sampling

In quantitative research, the population and sample approaches are used to conduct this study, which is what we are doing here. "All the units or singles in participation or interest that do not have valid statistics for all of the population's members," according to Hanlon and Larget (2018). To conclude the study, the total remuneration of Bacnit Integrated School teachers was polled.

Respondents of the Study

The respondents of the study are the 200 teachers teaching reading comprehension. The researcher purposively takes the total remuneration of respondents from the Grade 3 teachers. The criteria to be used in choosing the grade level and their teaching modality.

Research Instrument

This study used a self-made questionnaire checklist to collect data on the benefits and drawbacks of using gadgets in teaching reading comprehension among Grade Three pupils at Bacnit Integrated School. The checklist included questions about respondents' position, sex, educational attainment, device ownership, teachers' knowledge, and benefits of using gadgets in teaching reading comprehension. The results were analyzed using a 4-point Likert scale.

Validation of the Instrument

To ensure that the elements included in the research instrument were genuine, the researcher was enlisted with the assistance of specialists who offered ideas and feedback on the instrument. The thesis adviser, statistician, dean, and other professorial speakers were presented with this. Their ideas and recommendations were considered as part of the study instrument's finalization.

Data Gathering Procedure

The researcher developed a self-made questionnaire checklist and Google Forms, tested for reliability, and distributed it to selected teachers. Data was collected, analyzed, and summarized. The findings were summarized, and modifications were made. The manuscript was submitted for final defense, incorporating feedback from the oral examination committee.

Statistical Treatment

The study used statistical tools like frequency, rank distribution, percentages, Weighted Mean, Standard Deviation, Rank Distribution, and Correlation Analysis to analyze respondent profiles, assess teachers' proficiency in incorporating technology for reading comprehension instruction, and investigate the correlation between these factors.

Ethical Consideration

The researcher ensured the security and safety of information in a study, adhering to ethical standards. The study was approved by the Schools Division Superintendent and school heads, with informed consent forms distributed. Data collection was respectful, non-invasive, and sensitive to cultural contexts. The results were honest and transparent.

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III. RESULTS AND DISCUSSION

Demographic Profile of the respondents in terms of position, highest educational attainment, number of students handling, and device ownership.

Table 1 Demographic Profile of the Respondents in Terms of Position Title

	Frequency	Percent	Rank
Teacher I	81	40.5	1
Teacher II	54	27.0	2
Teacher III	45	22.5	3
Master Teacher I	16	8.0	4
Master Teacher II	4	2.0	5
Total	**200**	**100.0**	

Table 1 demonstrates the respondents' demographic Profile based on their position title. It shows that respondents in Teacher I position have the highest frequency, with 81, or 40.5% of all respondents. With 54 respondents, or 27.0% of the total, is Teacher II comes second. A frequency of 45 or 22.5% of the respondents are respondents are in Teaching III position, placing them in rank 3. A frequency of 16 or 8.0% of the respondents is in Master Teacher I position, placing them in rank 4. Lastly, Respondents with Master Teacher II position come in last and have the lowest frequency of 4 or 2.0%.

Table 2. Demographic Profile of the Respondents in Terms of Highest Educational Attainment

	Frequency	Percent	Rank
Bachelor's Degree	15	7.5	4
with MA units	105	52.5	1
Master's Degree	61	30.5	2
with Doctorate units	16	8.0	3
Doctorate Degree	3	1.5	5
Total	**200**	**100.0**	

Table 2 demonstrates the respondents' demographic Profile based on their highest level of education. It shows that respondents with MA Units have the highest frequency, with 105, or 52.5% of all respondents. With 61 respondents, or 30.5% of the total, having a master's degree comes second. A frequency of 16 or 8% of the respondents are respondents with doctoral units, placing them in rank 3. A frequency of 15 or 7.5% of all respondents have bachelor's degrees, placing them in rank 4 of all respondents. Respondents holding doctoral degrees come in last and have the lowest frequency of 3 (or 1.5%).

Table 3 Demographic Profile of the Respondents in Terms of Number of Students Handling

	Frequency	Percent	Rank
less than 20	4	2.0	5
21-30	13	6.5	4
31-40	47	23.5	2
41-50	119	59.5	1
more than 50	17	8.5	3
Total	**200**	**100.0**	

Table 3 demonstrates the respondents' demographic Profile regarding the number of students they manage. It demonstrates that the majority of respondents, or 119, which is more than half of all respondents, or 59.5%, handle students in the range of 41 to 50, followed by respondents managing students in the range of 31 to 40, accounting for 47, or 23.5%, of the total respondents. The third-place ranking has a frequency of 17 or 8.5% of all responders and is in the range of more than 50. Respondents managing students in the 13 or 6.5% range make up rank 4. Respondents working with students under 20 are in last place, accounting for only 2% of all respondents with a frequency of 4.

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Table 4 Demographic Profile of the Respondents in Terms of Device Ownership

	Frequency	Percent	Rank
no device	8	4.0	4
one (1) device	104	52.0	1
two (2) devices	78	39.0	2
three (3) or more devices	10	5.0	3
Total	**200**	**100.0**	

Table 4 demonstrates the Respondents' demographic Profile in terms of device ownership. It demonstrates that 104, or 52%, of the respondents have just one (1) gadget. Rank 2 respondents have a 78 or 39% frequency and have two devices. Respondents who have three or more devices are in rank four and make up 10% of all respondents. 4% of respondents, or 8 respondents, have no device, placing them last.

Teachers' knowledge level in using gadgets to teach reading comprehension.

Table 5 Level of Teachers' Knowledge in Using Gadgets in Teaching Reading Comprehension

	Mean	Std. Deviation	VI	Rank
1. Incorporate gadgets into my teaching methods for reading comprehension.	3.19	0.60	Manifested	1
2. Have confidence and effectively use gadgets to teach reading comprehension.	3.08	0.59	Manifested	5
3. Provide students with personalized learning experiences using gadgets in teaching reading comprehension	3.10	0.55	Manifested	4
4. Use online reading resources.	3.18	0.53	Manifested	2
5. Engage students in collaborative reading activities using gadgets.	3.17	0.57	Manifested	3
Teaching Reading Comprehension	**3.14**	**0.32**	**Manifested**	

Legend: 3.26-4.00 "Highly Manifested" 2.51-3.25 "Manifested" 1.76-2.50 "Slightly Manifested" 1.00-1.75 "Not Manifested"

Table 5 demonstrates the Level of Teachers' Knowledge in Using Technology to Teach Reading Comprehension. It demonstrates that with a weighted mean of 3.19, number 1, "Incorporate gadgets into my teaching methods for reading comprehension," has the highest ranking. With a weighted mean of 3.18, "Use online reading resources" is ranked second at number 4. The third-ranked item is number 5, "Involve students in group reading activities using technology, " with a 3.17 weighted mean. With a weighted mean of 3.10, "Provide students with personalized learning experiences using gadgets in teaching reading comprehension" is ranked third. Finally, number two comes in at number five with a weighted mean of 3.08 and the statement "Have confidence and the ability to effectively use gadgets in teaching reading comprehension." All declarations are verbally understood to be "Manifested."

As seen by the overall weighted mean of 3.14, respondents believed that teachers' knowledge of using gadgets to teach reading comprehension was "Manifested" as a whole.

It implies that depending on the extent of teachers' expertise in using technology in the classroom, including gadgets in reading comprehension instruction might be crucial. With gadgets like tablets, smartphones, or interactive whiteboards, teachers may give students a better learning experience.

The findings are supported by the study of Iyare et.al (2018) stated that devices frequently have interactive capabilities that let students engage in active learning. Teachers can employ programs or applications that offer tests, competitions, or group projects to make reading comprehension more exciting and entertaining.

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Benefits of teaching reading comprehension in terms of oral reading, oral communication, reading techniques, literal comprehension, and experiential comprehension.

Table 6 Respondents' Assessment on the Benefits of Teaching Reading Comprehension in Terms of Oral Reading

	Mean	Std. Deviation	VI	Rank
1. comfortable and confident when reading aloud.	3.17	0.47	Evident	1
2. regularly practice oral reading in class.	3.07	0.49	Evident	5
3. have a variety of texts available to them for oral reading practice	3.07	0.54	Evident	4
4. are motivated to improve their oral reading fluency.	3.08	0.51	Evident	3
5. set goals and monitor progress.	3.16	0.54	Evident	2
Oral Reading	**3.11**	**0.33**	**Evident**	

Legend: *3.26-4.00 "Highly Evident" 2.51-3.25 "Evident" 1.76-2.50 "Slightly Evident" 1.00-1.75 "Not Evident"*

Table 6 reveals the Respondents' Assessment of the Benefits of Teaching Reading Comprehension in Terms of Oral Reading. It demonstrates that response option 1, "comfortable and confident when reading aloud," receives the most excellent weighted mean of 3.17 and a verbal interpretation of "Evident". Set goals and track progress is ranked second, with a verbal interpretation of "Evident" and a weighted mean of 5. Number 4 comes in third place and is ranked as "are motivated to improve their oral reading fluency" with a weighted mean of 3.08 and is also translated as "Evident." With a weighted mean of 3.07, rank 4 is ranked third for "have a variety of texts available to them for oral reading practice" and is denoted as "Evident." Number 2 is ranked last and is translated as "Evident"; it has a weighted mean of 3.07 and is listed as "regularly practice oral reading in class."

The overall weighted mean of 3.11 indicates that respondents generally rated the benefits of teaching reading comprehension in terms of oral reading as "Evident."

Introducing students to reading comprehension through oral reading improves their vocabulary development, fluency, active comprehension monitoring, practice with expressive reading, and confidence.

The findings are reinforced by an article by Moody (2020), who claims that consistent practice of reading aloud boosts pupils' confidence in their reading ability. Their confidence grows as students become more skilled and at ease with oral reading. Feeling confident in their reading ability favors students' overall academic performance and willingness to participate in class discussions and share opinions.

Table 7 Respondents' Assessment on the Benefits of Teaching Reading Comprehension in Terms of Oral Communication

	Mean	Std. Deviation	VI	Rank
1. Comfortable Speaking in front of a group.	3.22	0.57	Evident	1
2. Use Appropriate Language and tone when communicating orally	3.17	0.50	Evident	3
3. Can Listen Actively and respond appropriately to others when communicating	3.08	0.53	Evident	5
4. Confident in my ability to communicate orally in professional settings.	3.10	0.54	Evident	4
5. I effectively use nonverbal communication (e.g., gestures, eye contact, posture) to enhance my message.	3.20	0.54	Evident	2
Oral Communication	**3.15**	**0.33**	**Evident**	

Legend: *3.26-4.00 "Highly Evident" 2.51-3.25 "Evident" 1.76-2.50 "Slightly Evident" 1.00-1.75 "Not Evident"*

Table 7 displays the Respondents' Assessment of the Oral Communication Benefits of Teaching Reading Comprehension. Statement number 1, "comfortable speaking in front of a group," appears to rank first with the highest obtained weighted mean of 3.22, followed by statement number 5, "effectively use nonverbal communication (e.g., gestures, eye contact, posture) to enhance my message" with a weighted mean of 3.20. With a weighted mean of 3.17, statement number 2, "Use appropriate language and tone when communicating orally," is ranked third. With a weighted mean of 3.10, the fourth statement—"confident in my ability to communicate orally in professional settings"—ranked fourth. With a weighted mean of 3.08, statement number three, "can listen actively and respond appropriately to others when communicating," comes in last place. Verbally, "Evident" denotes every claim at positions 1 through 5.

The derived weighted mean of 3.15 supports the respondents' overall assessment of the benefits of teaching reading comprehension regarding oral communication as being "Evident." It implies that teaching reading comprehension can significantly improve students' oral communication abilities by cultivating active listening, increasing critical thinking, extending vocabulary, improving

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articulation, boosting public speaking confidence, and improving general communication fluency.

The study by Sardón Ari et al. (2023), which found a high positive link between students' reading habits and oral expressive skills, supports the findings. According to their research, regular reading comprehension exercises help children express themselves more confidently and clearly, which strengthens the connection between oral fluency and literacy development.

Table 8 Respondents' Assessment on the Benefits of Teaching Reading Comprehension in Terms of Reading Technique

	Mean	Std. Deviation	VI	Rank
1. use skimming to understand the main idea of a text quickly.	3.18	0.52	Evident	1
2. use active reading strategies, such as note-taking or highlighting, to better understand a text.	3.12	0.53	Evident	3
3. I can connect a text with my experiences or prior knowledge.	3.10	0.59	Evident	4
4. can analyze a text for its literary elements, such as plot, character, and theme.	2.99	0.57	Evident	5
5. use context clues to infer the meaning of unfamiliar words while reading.	3.14	0.51	Evident	2
Reading Techniques	**3.11**	**0.37**	**Evident**	

Legend: *3.26-4.00 "Highly Evident" 2.51-3.25 "Evident" 1.76-2.50 "Slightly Evident" 1.00-1.75 "Not Evident"*

Table 8 demonstrates how the respondents rated the advantages of teaching reading comprehension in terms of reading strategies. It becomes clear that the first statement, "Use skimming to quickly understand the main idea of a text," received the most excellent weighted mean of 3.18 and was vocally evaluated as "Evident." The following statement, number 5, is ranked second with a weighted mean of 3.14 and is translated as "Evident." It says, "Use context clues to infer the meaning of unfamiliar words while reading," with a weighted mean of 3.12 and a verbal interpretation of "Evident," statement number 2, "use active reading strategies, such as note-taking or highlighting to better understand a text," is in rank 3 with a weighted mean of 3.10 and a verbal interpretation of "Evident," statement number 3, "can make connections between a text and my own experiences or prior knowledge," ranks fourth. With the lowest weighted mean of 2.99 and the same linguistic meaning as "Evident," statement number four, "can analyze a text for its literary elements, such as plot, character, and theme," comes in last.

According to the derived overall weighted mean of 3.11, the respondents generally rated the benefits of teaching reading comprehension in terms of reading techniques as "Evident."

It implies that teaching reading comprehension techniques, including skimming, can improve information processing, understanding, vocabulary, fluency, critical thinking, and contextual comprehension, all of which are important for speech communication.

The findings align with Gulo's (2020) study, which indicated that students had a favorable response to the skimming technique, noting its effectiveness in helping them identify main ideas, save time, and enhance their interest in reading.

Table 9 Respondents' Assessment on the Benefits of Teaching Reading Comprehension in Terms of Literal Comprehension

	Mean	Std. Deviation	VI	Rank
1. can recognize the main idea of a passage.	3.08	0.56	Evident	5
2. can identify the supporting details in a passage.	3.10	0.53	Evident	4
3. can connect the sequence of events in a passage.	3.15	0.45	Evident	2
4. can relate the cause-and-effect relationships in a passage.	3.12	0.43	Evident	3
5. can answer factual questions about a passage.	3.23	0.52	Evident	1
Literal Comprehension	**3.14**	**0.32**	**Evident**	

Legend: *3.26-4.00 "Highly Evident" 2.51-3.25 "Evident" 1.76-2.50 "Slightly Evident" 1.00-1.75 "Not Evident"*

Table 9 reveals Respondents' Assessment of the Benefits of Teaching Reading Comprehension in Terms of Literal Comprehension. It demonstrates that claim no. 5, "can answer factual questions about a passage," obtained the highest weighted mean of 3.23 and ranked at the top of the list. "Can connect the sequence of events in a passage" (statement number 3), which is ranked second and has a weighted mean of 3.15, is the following assertion. With a weighted mean of 3.12, statement 4, "can relate the cause-and-effect relationships in a passage," is ranked third. With a weighted mean of 3.10 and a ranking of 4, the second statement—"can identify the supporting details in a passage"—is a strong performer. The last rank, with a weighted mean of 3.08, belongs to assertion number one, "can recognize the main idea of a passage." The word "Evident" is used to denote all claims.

As seen by the calculated overall weighted mean of 3.14, respondents generally rated the benefits of teaching reading

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comprehension in terms of literal comprehension as "Evident."

It implies that in terms of reading techniques, one advantage of teaching reading comprehension is the capacity to respond to factual inquiries about a piece. Students can better grasp written content when taught specific reading strategies, such as locating primary ideas, drawing conclusions, and understanding details. The results are corroborated by Kärbla, Uibu, and Männamaa's (2020) study, which discovered that students can comprehend texts more successfully when they receive explicit training in vocabulary growth and comprehension techniques. Their study found that literal comprehension exercises improve contextual understanding, vocabulary growth, and word recognition all of which improve reading fluency and comprehension in general.

Table 10 Respondents' Assessment on the Benefits of Teaching Reading Comprehension in Terms of Experiential Comprehension

	Mean	Std. Deviation	VI	Rank
1. can relate the content of reading to personal experiences.	3.11	0.46	Evident	5
2. can understand the emotions conveyed in a reading.	3.18	0.52	Evident	3
3. can adopt what they learned from a reading to a real-life situation.	3.14	0.48	Evident	4
4. can apply critical thinking skills to analyze and interpret a reading.	3.27	0.62	Highly Evident	2
5. can use creative thinking skills to generate new ideas or perspectives based on a reading.	3.29	0.63	Highly Evident	1
Experiential Comprehension	**3.20**	**0.35**	**Evident**	

***Legend**: 3.26-4.00 "Highly Evident" 2.51-3.25 "Evident" 1.76-2.50 "Slightly Evident" 1.00-1.75 "Not Evident"*

Table 10 demonstrates how respondents rated the advantages of teaching reading comprehension in terms of experiential comprehension. It demonstrates that claim number 5, "can use creative thinking skills to generate new ideas or perspectives based on a reading," received the highest weighted mean of 3.29 and was classified as "Highly Evident." The second-ranked statement is number 4, "Can apply critical thinking skills to analyze and interpret a reading," with a weighted mean of 3.27 and the identical verbal interpretation of "Highly Evident." The second statement, "can understand the emotions conveyed in a reading," is ranked third with a weighted mean of 3.18 and is classified as "Evident." With a weighted mean of 3.14 and a verbal interpretation of "Evident," statement number 3 in rank four is the one in which students "can adopt what they learned from a reading to a real-life situation." Can connect reading material to personal experiences, according to the first claim. A weighted mean of 3.11 is the lowest possible, placing it at the bottom of the list.

As seen by the overall weighted mean of 3.20, respondents considered the benefits of teaching reading comprehension in terms of experiential comprehension to be "Evident."

It means that teaching reading comprehension allows students to use their creative thinking skills to generate original thoughts or opinions based on reading, which is advantageous in terms of experiencing comprehension.

Suryandari, Rokhmaniyah, and Wahyudi (2021) complement the findings, discovering that using a Scientific Reading-Based Project (SRBP) model greatly improves students' creative thinking skills. Structured reading activities encourage learners to explore, generate ideas, and analyze critically, resulting in deeper understanding and creative expression in reading assignments.

Significant relationship between the level of teachers' knowledge in using gadgets in teaching reading comprehension when grouped according to their Profile

Table 11 Test of a significant relationship between the level of teachers' knowledge in using gadgets in teaching reading comprehension when grouped according to Profile

		Position Title	Highest Educational Attainment	Number of Students Handling	Gadget Device Ownership
Teachers' Knowledge of using gadgets in Teaching Reading Comprehension	Pearson Correlation	0.057	.156*	0.086	0.096
	Sig. (2-tailed)	0.425	0.027	0.223	0.177
	N	200	200	200	200

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 11 shows the test of a significant relationship between the level of teachers' knowledge in using gadgets in teaching reading comprehension when grouped according to Profile. It shows that between teachers' knowledge of using gadgets in

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teaching reading comprehension and Position Title, the sig-value obtained is 0.057; between teachers' knowledge of using gadgets in teaching reading comprehension and Number of Students Handling, the sig-value obtained is 0.086; between teachers' knowledge of using gadgets in teaching reading comprehension and Gadget Device Ownership, the sig-value obtained is 0.096; all are higher than 0.05 level of significance. Therefore, there is not enough evidence to reject the null hypothesis, and there is no significant relationship between the level of teachers' knowledge in using gadgets in teaching reading comprehension when grouped according to Position Title, Number of Students Handling, and Gadget Device Ownership.

On the other hand, the sig-value obtained between teachers' knowledge of using gadgets in teaching reading comprehension when grouped according to Highest Educational Attainment is 0.027, lower than the 0.05 significance level, which means there is strong evidence to reject the null hypothesis. There is a significant relation between the level of teachers' knowledge in using gadgets in teaching reading comprehension when grouped according to Highest Educational Attainment.

This finding is consistent with Boholano's (2021) observation that teachers with higher educational levels exhibit more proficiency and confidence in incorporating digital resources into classroom instruction. Advanced education exposes instructors to technology-enhanced pedagogical frameworks, thereby improving their digital literacy and instructional efficacy, particularly in reading comprehension.

Significant relationship between the benefits of teaching reading comprehension to the level of teachers' knowledge in using gadgets in teaching reading comprehension.

Table 12 Correlation between the benefits of teaching reading comprehension to the level of teachers' knowledge in using gadgets in teaching reading comprehension

		Benefits in Teaching Reading Comprehension
Teachers' Knowledge of using gadgets in Teaching Reading Comprehension	Pearson Correlation	.152*
	Sig. (2-tailed)	0.032
	N	200

*. Correlation is significant at the 0.05 level (2-tailed).

Table 12 demonstrates the relationship between the advantages of teaching reading comprehension and the expertise of instructors in using technology in reading comprehension instruction. The r-value of 0.152 indicates a weak relationship between the advantages of teaching reading comprehension and the degree of teachers' knowledge in employing technology in teaching reading comprehension. The advantages of teaching reading comprehension grow with teachers' expertise in employing technology. Since the sig-value obtained, which is 0.032, is less than the 0.05 significance level, there is a significant relationship between the advantages of teaching reading comprehension and the amount of teachers' knowledge in employing technology in teaching reading comprehension, proving that there is a statistically significant association between the advantages of teaching reading comprehension and instructors' technological proficiency.

In general, the correlation study reveals a weak positive association between the advantages of teaching reading comprehension and the proficiency of instructors in using technology for reading comprehension instruction. This link is statistically significant at the 0.05 level.

This finding is consistent with Herdina and Budhi Ningrum (2023), who underlined that teachers with better technology competence can more successfully improve students' reading comprehension outcomes by strategically incorporating digital resources into instruction.

Learning recovery plan be developed based on the findings of the study

Here is a suggested learning recovery plan based on the findings that demonstrate a significant relationship between the degree of teachers' knowledge in using technology to teach reading comprehension when grouped according to Highest Educational Attainment and a significant relationship between the advantages of teaching reading comprehension and the amount of teachers' knowledge in using technology:

Workshops for Professional Development

Hold training sessions and workshops for Teachers grouped by their Highest Educational Attainment. These workshops should emphasize improving teachers' technological literacy and ability to use gadgets and technology to teach reading comprehension. A variety of instructional tools, interactive teaching techniques, and methods for incorporating technology into reading instruction should all be covered in the training.

Individualized Coaching and Support

Provide teachers who need more help using technology and gadgets to teach reading comprehension with individualized coaching and support. Peer-to-peer assistance or mentoring programs can help by allowing experienced instructors to mentor and work with their peers.

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Access to Technology Resources

Ensure all teachers can access the necessary tools, including interactive whiteboards, tablets, computers, and educational software. Schools should invest in updating their technology infrastructure and allocating sufficient resources to support effective teaching and learning.

Curriculum Integration

Technology integration into the reading comprehension curriculum will encourage participation and active learning. Create curriculum-aligned interactive digital content, e-books, and online reading resources that accommodate various learning styles.

Formative Assessment and Feedback

Implement formative evaluations to monitor instructors' progress in integrating technology into their reading comprehension instruction. To assist them in developing their abilities and modifying their teaching strategies, provide them with helpful criticism and ongoing support.

Data-Driven Decision Making

Utilize data analytics and insights from platforms for educational technology to pinpoint places where teachers might require additional assistance. Assess the effects of technology integration on reading comprehension outcomes using student performance data and then modify the learning recovery plan as necessary.

Collaborative Learning Communities

Encourage collaborative learning communities among instructors to share best practices, brainstorm ideas, and collaborate on cutting-edge technology integration into reading education.

Parental Engagement:

Parental Involvement: Inform parents of the value of technology integration in enhancing reading comprehension abilities to engage them in the learning recovery process. Give parents information and direction on how to use technology at home to help their children's reading development.

Ongoing Support and Evaluation

Continuous Support and Evaluation: Monitor the efficacy of the learning recovery plan and, in response to input from teachers, students, and other stakeholders, make any necessary revisions. Assure the successful continued deployment of technology in reading comprehension instruction.

IV. CONCLUSION

The study reveals that 81.5% of respondents hold Teacher I designations, with 52.5% having a master's degree. Most teachers manage students aged 41-50, with 52% owning only one device. The study also examines teachers' knowledge level in using gadgets to teach reading comprehension. The benefits of using technology are evident in oral reading, communication, reading techniques, literal comprehension, and experiential comprehension. A significant correlation exists between teachers' expertise and the benefits of using technology.

The study found that teachers with the highest educational attainment have the most significant percentage of responses regarding their position and use of gadgets in teaching reading comprehension. The most significant aspect of teachers' knowledge in using gadgets was the incorporation of tablets, cell phones, or interactive whiteboards. Teaching reading comprehension through oral reading enhances vocabulary growth, fluency, active comprehension monitoring, and confidence. Strategies like skimming can improve vocabulary, fluency, critical thinking, information processing, and contextual comprehension. A significant correlation exists between teachers' expertise in using technology to teach reading comprehension and the advantages of teaching reading comprehension.

The report recommends hosting conferences and workshops to help teachers integrate technology into reading comprehension teaching. Teachers should have necessary tools and develop specialized strategies based on classroom requirements and students' preferred learning styles. Teachers should set an example of fluent oral reading, give students multiple opportunities to practice, teach specific reading comprehension techniques, and adapt education to each student's unique learning style. Technological standards should be implemented, and teachers should be rewarded for their proficiency. The government should allocate funds for professional development programs that use technology to teach reading comprehension, and offer specialist seminars, courses, or online resources. The government should prioritize integrating technology into education to improve reading comprehension and track its effectiveness through regular assessments and feedback.

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