



KINDERGARTEN TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS, EXTENT OF USE, AND IMPLEMENTATION CHALLENGES OF THE INTERACTIVE READ-ALOUD STRATEGY IN ENHANCING READING COMPREHENSION

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ABSTRACT

The study examined the perceived effectiveness, Extent of use, and implementation challenges of the Interactive Read-Aloud (IRA) Strategy to improve reading comprehension of kindergarten students of selected private schools in Calamba City, Laguna. It also explored if there is a significant difference in teachers' responses according to profile variables and if there is a significant relationship between perceived effectiveness and the Extent of use. The study utilized a descriptive-correlational method of research using survey questionnaires, and data gathered from 100 kindergarten teacher-respondents were used in assessing perceived effectiveness on comprehension skills, vocabulary skills, students' active participation, and students' higher-order thinking skills. The Extent of use was gauged on the basis of frequency of implementation, interactive questioning, incorporation of comprehension activities, and teacher-learner interaction and facilitation. Results revealed that teachers found IRA to be highly effective ($M=3.60$), a very high Extent of its use ($M=3.61$), but encountered challenges relating to available learning materials, classroom Management, and curriculum demands ($M=3.60$). There were no statistically significant differences found in the respondents' perceived effectiveness, Extent of use, and implementation challenges when grouped according to profile variables, and the relationship between perceived effectiveness and Extent of use was very weakly positive and statistically insignificant ($r=.071$, $p=.483$). The researcher, therefore, recommended the completion of Story Talk: A Practical Guide to the Interactive Read-Aloud Strategy in Enhancing Reading Comprehension to support teachers in planning and implementing the IRA. This study highlights the great potential of IRA as an approach to literacy and the need to address its implementation challenges.

KEYWORDS: Interactive Read-Aloud Strategy, reading comprehension, kindergarten teachers, early literacy, implementation challenges, Story Talk

I. INTRODUCTION

1.1. Background of the Study

The first years of education will affect their future language and literacy skills. In kindergarten, children will be able to comprehend the stories, acquire vocabulary, share their thoughts, and listen to and read what they have been told and seen. All this can be done either through in- or out-reading, but also while reading stories collectively with the teachers. The Interactive Read-Aloud (IRA) is an educational initiative that aims to help improve children's linguistic and narrative skills. This consists of teachers telling stories, expanding on the story, answering questions, and allowing listeners to draw their own conclusions. A research study by Van der Wilt et al. (2022) explores collaborative reading and the impact it has on early years' education. Christ et al. (2023) have researched read-alouds in early years' schools.

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reading practices after professional development, which consisted of practice and side-by-side modeling within the classroom. This seems to open possibilities to assist teachers in modifying their training practices.

The policy system in the Philippines, mandated by Republic Act No. 10533 (Enhanced Basic Education Act of 2013), demands strengthening basic education and equipping learners with competency. In line with these concerns, efficient early literacy instruction can help ensure that learners from kindergarten learn to acquire the foundational skills needed for subsequent learning success. Nonetheless, teachers exhibited differences in their knowledge of use, experience, and experience in Interactive Read-Aloud. They also encounter difficulties in their preparation, Management, and learners' engagement. Lastly, having found individual and contextual challenges, these issues need to be further explored, especially in private kindergarten schools where there seems to be a paucity of local evidence.

Previous studies about interactive reading practices and their effectiveness for children's learning have been conducted. However, more research studies need to be done to investigate the kindergarten teachers' perceptions, the Extent of use, and the implementation challenges of the Interactive Read-Aloud Strategy in the Philippine setting. Hence, this research study will focus on kindergarten teachers' perceptions, the Extent of



use, and the implementation challenges of the Interactive Read-Aloud Strategy in the improvement of reading comprehension in private schools in Calamba City, Laguna. This study will also provide a better understanding of teachers' needs and experiences and of how to improve literacy instruction and professional learning. In the end, the insights gained from this study could contribute to the development of effective early literacy practices that will lead to quality education, which is SDG 4.

1.2 Statement of the Problem

This study aims to determine the kindergarten teachers' perceptions of the effectiveness, extent of use, and implementation challenges of the Interactive Read Aloud Strategy in enhancing reading comprehension in private schools in Calamba City, Laguna.

Specifically, it seeks to answer the following questions:

1. What is the profile of the kindergarten teacher-respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. highest educational attainment;
 - 1.4. years of teaching experience; and
 - 1.5. relevant trainings and seminars attended related to reading instruction?
2. What are the kindergarten teachers' perceptions of the effectiveness of the Interactive Read-Aloud Strategy in enhancing reading comprehension in terms of:
 - 2.1. comprehension skills;
 - 2.2. vocabulary skills;
 - 2.3. active participation; and
 - 2.4. higher-order thinking skills?
3. To what extent do kindergarten teachers use the Interactive Read-Aloud Strategy in enhancing reading comprehension in terms of:
 - 3.1. frequency of strategy implementation;
 - 3.2. interactive questioning techniques;
 - 3.3. integration of reading comprehension activities; and
 - 3.4. teacher-learner interaction and facilitation?
4. What implementation challenges do kindergarten teachers encounter in using the Interactive Read-Aloud Strategy to enhance reading comprehension in terms of:
 - 4.1. availability of learning materials;
 - 4.2. classroom management; and
 - 4.3. curriculum demands?
5. Is there a significant difference in the teachers' perceptions of effectiveness, extent of use, and implementation challenges when grouped according to their profile variables?
6. Is there a significant relationship between the teachers' perceptions of effectiveness and their extent of use of the Interactive Read-Aloud Strategy?

1.3 Hypotheses

The study test the following null hypotheses:

1. H_{01} : There is no significant difference in the teachers' perceptions of effectiveness, extent of use, and implementation challenges when grouped according to their profile variables.

2. H_{02} : There is no significant relationship between the teachers' perceptions of effectiveness and their extent of use of the Interactive Read-Aloud Strategy.

1.4 Purpose of the Study

This study aimed to know the perceptions of the kindergarten teachers on the effectiveness, Extent of use, and implementation problems of the Interactive Read-Aloud Strategy in improving reading comprehension skills among learners in private schools in Calamba City, Laguna. The specific objectives of the study were to describe the profile of the kindergarten teacher respondents with regard to age, gender, highest educational attainment, years of teaching experience, and attended trainings/seminars relevant to reading instructions.

Moreover, it determined teachers' perception of the effectiveness of the Interactive Read-Aloud Strategy in developing learners' comprehension skills, vocabulary skills, participation, and higher-order thinking skills. Moreover, it described the Extent of the use of the strategy in terms of the frequency of use of the strategy, interactive questions posed, activities for reading comprehension, and interaction between the teacher and the learners. In addition, it determined the problems encountered by the teachers regarding the use of the strategy as a result of learning material insufficiency, classroom Management, and curricular requirements.

The study examined whether there were any significant differences in teachers' perceptions of the effectiveness, Extent of use, and implementation issues of the Interactive Read-Aloud Strategy across teachers' profile variables. It also looked at whether there was a significant relationship between teachers' perception of the strategy's effectiveness and its Extent of use.

These results imply a possible improvement of insight into kindergarten teachers' instructional practices and experiences in implementing the Interactive Read-Aloud Strategy. These results may provide a foundation for improving instruction in reading, assessment of teachers' professional development needs, and help school administrators to create proper support systems for early literacy instruction. These results may lead to improving instructional practices that support kindergarten students' development of reading comprehension skills.

1.5 Scope and Delimitations

This study explored the kindergarten teachers' perspectives on the effectiveness, utilization, and difficulties in the implementation of the Interactive Read-Aloud Strategy on the reading comprehension of selected private schools in Calamba City, Laguna, SY 2026-2027. By a descriptive quantitative method through a researcher-made questionnaire as the instrument, data were obtained only from the kindergarten teachers who used the strategy.

The study examined the profile of teachers in terms of age, sex, highest educational attainment, years of teaching experience, training, and seminars attended related to reading. It also investigated the Extent of use and the perception of teacher effectiveness about comprehension skills, vocabulary skills, active participation, and higher-order thinking skills. The study further determined the Extent of implementation regarding implementation frequency, interactive questioning,



integration of reading comprehension activities, teacher-learner interaction and facilitation, problem/solution. Implementation challenges about learning materials, classroom Management, and curriculum demands. It also examined the differences in responses of teachers based on their profile variables and the relationship between teachers' perception of effectiveness and the extent of use.

This study was limited to a phenomenological approach to the exploration of teachers' self-reports and experiences. The study did not include kindergarten children as participants, was not based on classroom observations, interviews, standardized reading assessments, nor on experimental and longitudinal research. The study did not determine the actual effect of the Interactive Read-Aloud Strategy on preschool-aged children's reading comprehension and did not determine cause and effect. The study also did not include public schools, children of other grade levels, or preschool children who received other types of literacy instruction. The study did not account for family or demographic variables or other child attributes.

Thus, the implications of the findings were confined to the participating teachers and to the private schools in Calamba City, Laguna, where the study was conducted, and might not be applicable to other learning settings. The results should be seen as displays of teachers' perceived practices, challenges, and perceptions, not as indicators of the learners' literacy

II. REVIEW OF RELATED LITERATURES AND STUDIES

2.1 Review of Empirical Studies

The teacher reads aloud, and the children engage in higher levels of thinking, making predictions, responding, discussing, and building meaning. Unlike the traditional method of read-aloud that implies passive children can listen without participation, IRA guides children in ways that they can be actively involved. Watts and Gandy (2024) stress that children's reactions and conversation are central in meaning construction; therefore, the quality of interaction needs to be attended to during read-aloud. This view justifies the interpretation of IRA as a dialogic approach to literacy instruction where children's thoughts contribute to classroom learning.

IRA also offers chances for literacy learning via texts selected carefully by the teacher. Young et al (2023) give an example of the use of expository texts for – Interactive Read Aloud and state that expository texts are most probably going to be useful in providing background knowledge, teaching vocabulary, and demonstrating text features. The article contributes to wider usage of IRA not only in terms of stories but also shows how texts can be selected in accordance with instructional goals. However, due to its general nature related to the elementary grades, the article should be used cautiously in regard to kindergarten learners.

Preparation/Planning is essential to the enactment of the IRA. Venegas and Guanzon (2023) argue that there is variation in how teachers enact IRA, and that inadequate preparation might hinder IRA effectiveness as a teaching strategy. They introduce a planning guide created to help teachers coordinate read-aloud experiences with literacy goals. Another study

exploring the practice of Finnish teachers and preschools is presented by Tjäre and Heikkilä (2023). They looked at the planning strategies of Finnish teachers based on teachers' self-reports and their conceptions of interaction. It was found that when preparing for a read-aloud, teachers think of children's needs and interests, and book attributes, but some did not read the books prior to reading to the children, and some did not have a plan for the story. It was also found that teachers view interaction as significant, although they feel tensions between interaction and the school-readiness standards.

Additionally, research indicates that within practices, the successful implementation of IRA won't be an automatic outcome. Teachers will need to make decisions regarding text selection, designing prompts, eliciting ideas from children, and responding to these ideas. The collective evidence of the research done by Watts and Gandy (2024), Venegas and Guanzon (2023), and Tjäre and Heikkilä (2023) points towards interaction and planning as key components of practice. This is pertinent to my research for different questions, including teachers' perceptions, Extent of use of IRA, and challenges to implementation, rather than child learning outcomes.

Potential direct evidence with regard to kindergarten teachers' perceptions is reported in the research by Alsultan (2024), who applied a mixed-method study in Saudi Arabia. The quantitative part consisted of a survey of 269 kindergarten teachers, while the qualitative part comprised interviews with eight experienced teachers. A large proportion of the surveyed teachers (84%) reported using the IRA in their classrooms. The majority of the survey respondents found the IRA to be helpful for the children's comprehension, language development and engagement. However interviewees shared some challenges (lack of access to children's books, lack of guidelines and training, lack of parental support). This thesis is highly relevant to the present study as it is concerned with teachers' perceptions of IRA and implementation challenges. However, the context (Saudi Arabia) should not be generalized and applied to private-school teachers in the Philippines.

Ceyhan and Yıldız (2021) investigated second graders' reading comprehension, motivation, and fluency after IRA. The experimental design of the study offers some evidence of the possible learner effects of IRA, a consideration relevant to the pedagogical pertinence of the strategy. However, the study does not provide evidence of effects for kindergartners and does not clarify kindergarten teachers' views on using IRA.

Further research and literature comments can be found below that provide some guidance on what (potentially) is, or could, happen in practice. Venegas and Guanzon (2023) based their study on observing six primary teachers and consequently developed a planning tool to accommodate a variety of implementations. Tjäre and Heikkilä (2023), on the other hand, used data from a questionnaire completed by 47 pre-primary teachers and had group discussions with nine teachers. Their data produced evidence on how planning was happening during the read-aloud, and this varied from systematic to weak planning. These pieces of evidence have helped inform the reasoning behind actions.

Two recent literature reviews highlight the wider field of read-aloud practice. Nirwana et al. (2025) reviewed studies examining a range of reading-aloud practices in English as a Foreign Language, and Nurniati et al. (2025) published a



systematic review of read-aloud approaches to fostering literacy in primary-school children. These reviews raise the wider potential of reading-aloud activities to foster literacy-related skills, but also the potential for an instructional approach and context to influence the effects of read-aloud activities. As their reviews are both broader than the kindergartens IRA, they should be referenced as auxiliary literature rather than as direct evidence in relation to private-school kindergartens teachers.

2.2 Theoretical Framework

This study is based on Vygotsky's Sociocultural Theory of Learning, which states that social interaction, speech, and participatory help are the most probable factors to enhance learning. A pivotal idea of the social interaction theory, the Zone of Proximal Development (ZPD), highlights the importance of scaffolding and teacher intervention to accomplish a task that would be otherwise unmanageable for the students.

In this study, the researchers use the theory to explain how the teacher–learner interaction took place during the IRA activities. This theory explains how IRA teachers enabled their students to build both vocabulary and reading comprehension by asking questions, offering feedback, and by being engaged in a conversation. This theory also provides a way to look at how IRA teachers have experienced and implemented IRA.

2.3 Research Gap and Justification

Earlier literature has discussed the impact of the Interactive Read-Aloud (IRA) strategy on the reading comprehension skills of learners and its effects on their literacy (Ceyhan & Yıldız, 2021; Shoukat et al., 2024). Other researchers have delved into the views of teachers regarding IRA, planning for IRA, and its challenges (Alsultan, 2024; Tjāru & Heikkilä, 2023; Venegas & Guanzon, 2023). Nevertheless, no prior literature has covered the views of kindergarten teachers about the perceived effectiveness, Extent of use, and challenges to implement the IRA strategy in private schools in the Philippines. There is no evidence in the cited literature regarding the application of the three aspects in the Philippine setting.

Thus, the present study was designed to bridge the existing gap and cover the three aspects of IRA among kindergarten teachers of private schools. In addition, the results of this study can be used to improve the professional growth of teachers, plan lessons, and distribute resources to enhance literacy teaching. This research is also aimed at contributing to Sustainable Development Goal 4 (Quality Education).

III. RESEARCH METHODOLOGY

3.1 Research Design

The study used the descriptive-quantitative approach to determine the kindergarten teachers' perception on the effectiveness, usage, and implementation difficulties of the IRA Strategy among selected private schools in Calamba City, Laguna. The descriptive quantitative design describes the phenomena using numerical data without manipulating variables and creating cause and effect (Slater & Hasson, 2025). The descriptive-quantitative design was suitable for the study since it provided information from questionnaire responses of the subjects.

The study determined the perceived effectiveness in terms of comprehension skills, vocabulary skills, active participation, and higher-order thinking skills; usage in terms of implementation frequency, interactive questioning, comprehension activities, and teacher-student interaction; and implementation difficulties in terms of learning materials, classroom management, and curricular requirements.

3.2 Variables and Operational Definitions

This study involved three essential variables, which include: effectiveness perception, frequency of usage, and implementation problems related to the IRA Strategy. The concept of effectiveness perception was defined in terms of the IRA strategy effectiveness perception in relation to students' achievements in reading (including comprehension and vocabulary); classroom participation; and higher-order thinking skills. The concept of frequency of usage was determined in terms of the frequency of use of the IRA strategy by teachers, as well as methods of its implementation.

3.3 Population and Sampling

The targeted population included kindergarten teachers who work at chosen private elementary schools within Calamba City, Laguna. The final population and sample size would be determined using the list of private schools that have kindergarten programs and the number of teachers working at those schools. If all possible teachers were available, then total enumeration would be used; otherwise, probability sampling would be considered depending on the known population and sampling frame.

3.4 Research Locale

The study was conducted at selected private elementary schools in Calamba City, Laguna, that taught kindergarten. The reason behind this is that kindergarten teachers have direct involvement in early literacy teaching and have experience in the application of the IRA Strategy.

3.5 Research Instrument

Data were gathered by using a researcher-created questionnaire that was designed in accordance with the aims of this study. The questionnaire has four parts: 1) demographic variables for the respondents, such as age, gender, highest level of education, years of teaching, and education received; 2) effectiveness of IRA; 3) use of IRA; 4) barriers to IRA. The last three parts referred to the indicators mentioned in the study. Profile data were gathered using a checklist format, while other parts utilized four-point Likert-type scales with their interpretation.

Content validation of the questionnaire was done by experts from the fields of early childhood education, literacy teaching, and educational research. Their comments helped in improving the items. Pilot testing was supposed to determine the internal consistency using Cronbach's alpha with a .70 threshold to indicate acceptable reliability. However, the final manuscript must include the number of validators, pilot testers, and their reliability results per scale, but such data were not included in the original text.



3.6 Data Collection Procedures

The researcher obtained the necessary approval of the Schools Division Office of Calamba City and the administrations of the private schools involved. The questionnaire, including the instructions, was distributed to the kindergarten teachers who qualified for the study.

3.7 Ethical Considerations

Ethical considerations such as voluntary participation, informed consent, confidentiality, and proper handling of information/data were observed throughout the study. The respondents were briefed about the nature of the study as well as their rights to either reject or leave the study without any form of punishment. Personal identifiers were maintained confidentially, while the information/data gathered was used only for the purpose of conducting research. The manner of handling, storage, and protection of personal information/data followed the provisions of the Philippine Data Privacy Act of 2012 (RA No. 10173).

3.8 Data Management and Data Analysis Procedures

Responses to the questionnaires were checked, encoded, cleaned, and structured for analysis using the SPSS program. The frequencies and percentages provided a summary of the profiles of the respondents. The means and the weighted means provided a summary of the perceived effectiveness, Extent of use, and implementation challenges. The independent-samples t-test and the one-way ANOVA were identified as statistical tests that will be performed to find out the difference between the groups of respondent profiles, while Pearson's product-moment correlation is used to correlate the perceived effectiveness and Extent of use. The level of significance is at $\alpha = .05$.

IV. RESULTS AND DISCUSSION

Question 1. What is the profile of the kindergarten teacher-respondents in terms of age, sex, highest educational attainment, years of teaching experience, and relevant trainings and seminars attended related to reading instruction?

Table 1
Profile of the Kindergarten Teacher-Respondents (N = 100)

Profile Variable	Category	Frequency	Percentage
Age	21–25 years	7	7%
	26–30 years	16	16%
	31–35 years	17	17%
	36–40 years	19	19%
	41–45 years	18	18%
	46–50 years	12	12%
	51 years and above	11	11%
Sex	Male	13	13%
	Female	87	87%
Highest Educational Attainment	Bachelor's degree	18	18%
	Master's degree units	25	25%
	Master's degree graduate	34	34%
	Doctoral degree units	12	12%
	Doctoral degree graduate	11	11%
Teaching Experience	1–3 years	7	7%
	4–6 years	16	16%
	7–10 years	17	17%
	11–13 years	19	19%
	14–16 years	18	18%
	17 years and above	23	23%
Relevant Trainings/Seminars Attended	Below 5	5	5%
	6–10	19	19%
	11–15	40	40%
	16–20	36	36%

Table 1 shows that most respondents were female (87%), aged 36–40 (19%), and master's degree graduates (34%). The largest group had 17 years or more of teaching experience (23%), while most had attended 11–15 relevant trainings or seminars (40%). Overall, the respondents varied in age, educational attainment, teaching experience, and professional development participation.

The professional backgrounds of educators may shed light on their beliefs toward the IRA Strategy. An implementation of the IRA Strategy is very likely to require careful planning and

preparation, based on literature studies (Venegas & Guanzon, 2023). Several studies showed that teachers' professional training with classroom modeling procedures would be a means to scaffold and approach the target language in the interactive book reading activities (McMahon-Morin et al., 2025). Yigit-Gencten et al. (2024) emphasized the importance of teacher-mediated interaction in preschool read-alouds. Ceyhan and Yıldız (2021), on the other hand, provided evidence regarding the enhancement of second graders' reading comprehension, motivation, and fluency after receiving IRA lessons. However,



these findings needed to be maintained in their respective educational contexts rather than the professional practice of the interviewees.

Question 2. What are the kindergarten teachers' perceptions of the effectiveness of the Interactive Read-Aloud Strategy in enhancing reading comprehension in terms of comprehension skills, vocabulary skills, active participation, and higher-order thinking skills?

Table 2

Composite table on the kindergarten teachers' perceptions of the effectiveness of the Interactive Read-Aloud Strategy in enhancing reading comprehension

	M	SD	VI
Comprehension Skills	3.65	0.11	VE
Vocabulary Skills	3.62	0.07	VE
Active Participation	3.59	0.07	VE
Higher-Order Thinking Skills	3.55	0.07	VE
Effectiveness of the Interactive Read-Aloud Strategy in Enhancing Reading Comprehension	3.60	0.06	VE

Note: M = Mean, SD = Standard Deviation, (VI) Verbal Interpretation scale: 3.26 - 4.00 = Very Effective (VE), 2.51 - 3.25 = Effective (E), 1.76 - 2.50 = Less Effective (LE), and 1.00 - 1.75 = Not Effective (NE)

Table 2 shows the Interactive Read-Aloud Strategy was rated as very effective as a reading comprehension strategy with a grand mean of 3.60 (SD = 0.06). Comprehension skills earned the highest mean of 3.65, while vocabulary skills received a mean of 3.62, active participation was rated a 3.59 mean, and higher-order thinking skills had the lowest mean of 3.55. While all four areas were rated as very effective, higher-order thinking skills had the lowest mean.

Similar results were also found by Ceyhan and Yıldız (2021) regarding reading comprehension, motivation, and fluency of the students after being exposed to interactive read-aloud. Young et al. (2023) also stated that ILA may help in improving

vocabulary, background knowledge, engagement, and depth of understanding of expository texts. These studies provide support for using interactive read-aloud across different student populations and contexts, but do not establish the efficacy of IRA among the kindergarten participants of this study.

Question 3. To what extent do kindergarten teachers use the Interactive Read-Aloud Strategy in enhancing reading comprehension in terms of frequency of strategy implementation, interactive questioning techniques, integration of reading comprehension activities, and teacher-learner interaction and facilitation?

Table 3

Composite table on the extent to which kindergarten teachers use the Interactive Read-Aloud Strategy to enhance reading comprehension

	M	SD	VI
Frequency of Strategy Implementation	3.63	0.15	VHE
Interactive Questioning Techniques	3.60	0.08	VHE
Integration of Reading Comprehension Activities	3.58	0.07	VHE
Teacher-Learner Interaction and Facilitation	3.62	0.09	VHE
Teachers' Extent of Use of Interactive Read-Aloud Strategy	3.61	0.08	VHE

Note: M = Mean, SD = Standard Deviation, (VI) Verbal Interpretation scale: 3.26 - 4.00 = Very High Extent (VHE), 2.51 - 3.25 = High Extent (HE), 1.76 - 2.50 = Low Extent (LE), and 1.00 - 1.75 = Very Low Extent (VLE)

Table 3 shows that the Kindergarten teachers indicated they applied the IRA Strategy to an extremely high degree, using the overall means of 3.61 (SD = 0.08). According to these teachers, the Strategy was used at the highest possible level of use: "Frequency of Strategy (M = 3.63), Teacher-Learner Interaction/Facilitation (M = 3.62), Interactive Questioning Techniques (M = 3.60), and Reading Comprehension activities (M = 3.58). These levels indicate a high frequency of the strategy being used in the highest form, which is again being promoted by the level of the four dimensions; the use of reading comprehension activities is slightly lower than the rest.

The results correspond with those of Venegas and Guanzon (2023), who argued that planning and preparation are key factors for the proper implementation of IRA. Young et al. (2023) further pointed to the ability of interactive read-alouds

to foster vocabulary development and the growth of background knowledge and enhance learners' motivation. Watts and Gandy (2024) further investigated the diversity of learners' reactions in interactive read-aloud activities, stressing the need for active participation of the learners. Nevertheless, the current results only reflect the amount of IRA activities used by teachers and do not prove any changes in learners' reading comprehension.

Question 4. What implementation challenges do kindergarten teachers encounter in using the Interactive Read-Aloud Strategy to enhance reading comprehension in terms of availability of learning materials, classroom management, and curriculum demands?



Table 4

Composite table on the implementation challenges kindergarten teachers encounter in using the Interactive Read-Aloud Strategy to enhance reading comprehension

	M	SD	VI
Availability of Learning Materials	3.63	0.14	VH
Classroom Management	3.59	0.08	VH
Curriculum Demands	3.58	0.06	VH
Implementation Challenges on the Use of Interactive Read-Aloud Strategy	3.60	0.08	VH

Note: M = Mean, SD = Standard Deviation, (VI) Verbal Interpretation scale: 3.26 - 4.00 = Very High (VH), 2.51 – 3.25 = High (H), 1.76 – 2.50 = Low (L), and 1.00 - 1.75 = Very Low (VL)

Table 4 reveals that kindergarten teachers faced great difficulties in implementing the IRA Strategy. The IRA Implementation Challenge had a mean score of 3.60 (SD=0.08). The data revealed that the availability of learning materials had the highest mean score of 3.63; classroom Management had the second highest mean score of 3.59, and curriculum demands had the lowest mean score of 3.58 of all the challenges associated with the IRA Strategy.

Likewise, recent research by Alsultan (2024) indicates that the obstacles faced by kindergarten teachers in IRA involve limited access to age-appropriate books, low levels of implementation support, and a lack of teachers' training. Tjāru and Heikkilä

(2023) have identified issues with the process of read-aloud planning and the impact of interaction and school-readiness expectations on the success of IRA. Venegas and Guanzon (2023) have noted the importance of adequate planning and preparation for the successful implementation of IRA. Their research calls for more adequate provision of resources, teacher capacity building, and institutional support.

Question 5. Is there a significant difference in the kindergarten teachers' perceptions of effectiveness, extent of use, and implementation challenges when grouped according to their profile variables?

Table 5.1

Significant difference in the teachers' perceptions of effectiveness of the Interactive Read-Aloud Strategy in Enhancing Reading Comprehension when grouped according to their profile variables

	Mean Square	F	Sig.	Decision	Remarks
Age	2.100	0.647	0.784	Accept	Not Significant
Sex	0.089	0.756	0.682	Accept	Not Significant
Highest Educational Attainment	1.382	0.932	0.514	Accept	Not Significant
Years of Teaching Experience:	1.656	0.619	0.808	Accept	Not Significant
Trainings/Seminar Attended Related to Reading Instruction:	0.523	0.670	0.763	Accept	Not Significant

Table 5.1 shows that teachers' perceptions of the IRA Strategy were not significantly attributed to their age ($p = 0.784$), sex ($p = 0.682$), highest level of education attained ($p = 0.514$), working experience ($p = 0.808$), or whether they ever attended training seminars ($p = 0.763$). Since the P-values for the independent variables are greater than 0.05, the null hypothesis would probably be retained. This means that differences in the

profile of the response variables would not influence teachers' perceptions. Schwab et al. (2023) similarly found no significant differences in read-aloud frequency according to teachers' age and educational level. However, gender-related differences were reported, providing only partial support for the present findings.

Table 5.2

Significant difference in the teachers' perceptions of the teachers' Extent of Use of Interactive Read-Aloud Strategy when grouped according to their profile variables

	Mean Square	F	Sig.	Decision	Remarks
Age	2.356	0.731	0.718	Accept	Not Significant
Sex	0.092	0.782	0.667	Accept	Not Significant
Highest Educational Attainment	1.024	0.668	0.777	Accept	Not Significant
Years of Teaching Experience:	2.345	0.905	0.546	Accept	Not Significant
Trainings/Seminar Attended Related to Reading Instruction:	0.747	0.992	0.463	Accept	Not Significant

Table 5.2, the result shows that there was no significant difference in the amount of teachers' utilization of the IRA Strategy by age ($p = 0.718$), sex ($p = 0.667$), highest level of educational achievement ($p = 0.777$), years of teaching experience ($p = 0.546$), and trainings and seminars attended (p

$= 0.463$). Since all the p-values are above 0.05, which is the level of significance, it means the null hypotheses were not rejected. This provides evidence that teachers' reports of the amount of IRA Strategy used in teaching were similar across profile variables. Schwab et al. (2023) found no significant



differences in read-aloud frequency according to age and educational level, although gender was significantly related to

frequency of use. Their findings therefore provide partial support for the present results.

Table 5.3

Significant difference in the teachers' perceptions of the implementation challenges in the Use of the interactive read-aloud strategy when grouped according to their profile variables

	Mean Square	F	Sig.	Decision	Remarks
Age	1.550	0.476	0.870	Accept	Not Significant
Sex	0.064	0.539	0.824	Accept	Not Significant
Highest Educational Attainment	0.481	0.309	0.961	Accept	Not Significant
Years of Teaching Experience:	1.408	0.529	0.832	Accept	Not Significant
Trainings/Seminar Attended Related to Reading Instruction:	0.394	0.503	0.851	Accept	Not Significant

Table 5.3 shows there is evidence that we do not have statistically significant differences between the groups in terms of teachers' perceptions on the implementation challenge of using IRA Strategy along their profile variables like age ($p = 0.870$), sex ($p = 0.824$), educational background ($p = 0.961$), teaching experience ($p = 0.832$) and attended training and seminars ($p = 0.851$). Since the p -values in all cases are bigger than 0.05, the null hypotheses are not rejected, and thus, there are no statistically significant differences at the 0.05 level of significance between the groups of teachers' perceptions on the implementation challenge of using the IRA Strategy along their

profiles. Although Venegas and Guanzon (2023) did not examine demographic differences in implementation challenges, they observed variations in IRA implementation and emphasized the importance of planning and preparation. Their study provides relevant context but does not directly confirm the present findings.

Question 6. Is there a significant relationship between the kindergarten teachers' perceptions of effectiveness and their extent of use of the Interactive Read-Aloud Strategy?

Table 6

Significant relationship between the teachers' perceptions of effectiveness and their extent of use of the Interactive Read-Aloud Strategy

		Teachers' Extent of Use of Interactive Read-Aloud Strategy
Effectiveness of the Interactive Read-Aloud Strategy in Enhancing Reading Comprehension	Pearson Correlation	0.071
	Sig. (2-tailed)	0.483
	N	100

Table 6 shows that a weak positive linear correlation exists between teachers' views of the efficacy of the IRA Strategy and the teachers' self-reported use of the strategy: ($r = 0.071$), ($p = 0.483$), ($N = 100$). Since the p -value exceeds 0.05, we conclude that this is probably not a statistically significant correlation. Therefore, the null hypothesis has not been rejected, and there is insufficient evidence to suggest a statistically significant correlation between teachers' efficacy beliefs and use of the IRA Strategy. However, past studies highlight the importance of intentional instruction. Christ et al. (2023) propose that the number of teacher-child conversational turns during kindergarten read-alouds might be related to children's later comprehension responses. Likewise, Venegas and Guanzon's (2023) results imply that sufficient forethought and planning may be important for the successful implementation of Interactive Read-Alouds (IRA). Ceyhan and Yıldız (2021) also found gains in reading comprehension, motivation, and fluency following IRA lessons. All the findings from these studies indicate that the IRA approach is effective; however, there are no solid grounds to make a statement regarding the relationship between the effectiveness of teachers and their utilization. From this point of view, school administration can still definitely improve this process.

V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The study revealed that the majority of kindergarten teachers who responded to the survey were females aged 36-40, with teaching experience, having a master's degree, and having attended 11-20 trainings relevant to teaching. The teachers perceived the IRA strategy to be very effective ($M=3.60$) and used it to a very high Extent ($M=3.61$). At the same time, they identified the availability of learning materials, classroom Management, and curriculum demands as implementation challenges ($M=3.60$). There were no significant differences in terms of the perception of effectiveness, the Extent of use, and the implementation challenges among different groups of teachers classified on the basis of their profile variables ($p>.05$). In addition, there was a very weak positive relationship between the perception of effectiveness and the Extent of use, which was statistically insignificant ($r=.071$, $p=.483$).

Conclusions

Based on the findings of the study, kindergarten teachers in selected private schools in Calamba City, Laguna, believe the IRA strategy to be very effective and apply it to a great Extent in order to aid the development of learners' reading



comprehension, vocabulary, participation, and higher-order thinking skills. Nonetheless, some challenges exist in terms of learning material accessibility, classroom Management, and curriculum. No significant difference was noted in teachers' perception of the effectiveness, Extent of use, and challenges of implementing the strategy based on teachers' profiles. In addition, a very low correlation was noted between teachers' perception of effectiveness and the Extent of use, which was insignificant as well.

Recommendations

In the future, further investigation on the IRA approach can be done through larger sample sizes with diverse settings, as well as other research methodologies that may involve experiments and longitudinal studies to prove the possible effects that the IRA strategy can have on the reading comprehension ability of kindergarten students. Educational institutions should focus on making effective implementation of IRA through the help of professional development programs for teachers, mentoring, and proper instructional materials. Teachers, school administrators, and parents should also work together in the implementation process of IRA in kindergarten.

Practical Output

Practical output of the study – **Story Talk: A Practical Guide to the Interactive Read-Aloud Strategy in Enhancing Reading Comprehension** is a practical tool to assist teachers in systematically implementing interactive read-aloud in their kindergartens. This guideline considers the problems that can arise in the process of implementing the strategy, such as instructional material-related issues, classroom management, and curriculum-related problems. The guideline covers the pre-reading, while reading, and post-reading strategies, instructional materials, solving implementation problems, and ways of monitoring and evaluating the progress of students. The guideline is designed to be used by kindergarten teachers, school administrators, reading specialists, and early childhood education experts. This guideline will help teachers and administrators understand how the Story Talk strategy could be used and will also act as a professional development guideline and an instructional coach.

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