

TEACHING PRACTICES IN READING SKILLS OF PRIMARY GRADE LEARNERS AND CLASS READING PERFORMANCE IN FILIPINO: FOUNDATION FOR AN ENHANCED READING INSTRUCTIONAL PROGRAM

Jeannie Paz Rivas Valido

San Narciso Elementary School, San Narciso, Zambales, Philippines

Mondriaan Aura College, Subic Bay Freeport Zone, Philippines

<https://doi.org/10.54922/IJEHSS.2025.0919>

ABSTRACT

Teaching practices in reading skills significantly influence the reading performance of primary grade learners. Understanding this relationship is essential for designing effective instructional programs. This study examined the teaching practices in reading skills and class reading performance in Filipino among primary grade learners in Zone III, Schools Division of Zambales, during the School Year 2024-2025. A quantitative-descriptive research design was employed, involving 238 primary grade teachers selected through total population sampling. Data were gathered using a validated researcher-designed questionnaire, with reliability coefficients of $\alpha = 0.99$ for teaching practices and $\alpha = 0.80$ for class reading performance. Most respondents were female, aged 40-49, married, assigned to Grade 1, holding a Teacher I position, with 10-19 years of service, an education degree, and had attended 1-3 reading-related training sessions in the past five years. Teachers frequently demonstrated phonemic awareness, guided reading, vocabulary development, and shared reading strategies. Learners' reading performance in Filipino was classified as "Developing Reader" based on CRLA assessments. Significant differences in teaching practices were observed based on age, sex, civil status, teaching position, and highest educational attainment. However, no significant differences were found concerning grade assignment, length of service, or training sessions attended. A strong positive correlation was established between teachers' teaching practices and learners' reading performance. An enhanced reading instructional program was developed to improve instructional methods and learners' reading skills. Strengthening reading practices is crucial for improving literacy outcomes. The findings highlight the need for targeted interventions to enhance instructional strategies and professional development. This study provides evidence-based insights for policymakers and educators to refine reading instruction and support literacy development among primary grade learners.

Keywords: Teaching Practices, Reading Skills, Primary Grade Learners, Class Reading Performance, Filipino, Primary Grade Teachers.

1. INTRODUCTION

Reading skills are fundamental to the academic success of primary grade learners, serving as the cornerstone for understanding various subjects. Despite its importance, many young learners struggle with reading, particularly in Filipino, which hinders their overall class performance. Addressing these challenges requires examining the current teaching practices used to enhance reading abilities in the early grades. This study aims to identify effective strategies and methods that can be incorporated into an enhanced instructional program to improve reading skills and boost learners' class performance in Filipino.

Reading skills are essential for the academic success of primary grade learners, forming the basis for understanding various subjects. Numerous studies emphasize early reading proficiency as a determinant of long-term educational achievement. For instance, Visuyan (2024) highlighted the importance of structured reading interventions, while Betonio and Cubillas (2024) pointed out gaps in vocabulary and comprehension among Grade 4 learners, advocating for stronger collaboration between teachers and parents. Additionally, Ukumo and Berlie (2024) discussed the lack of teacher training in Ethiopia, which negatively affects reading instruction. Studies by Zakiah and Sukmandari (2024) highlighted barriers to effective reading, such as low learner interest and insufficient parental support, indicating a need for targeted interventions.

Moreover, research has shown various methods for enhancing reading skills. Pradhan and Wangchuk (2024) emphasized the effectiveness of teacher-guided and peer reading activities in fostering reading habits, while Sintayani et al. (2024) demonstrated the benefits of using digital tools like Smart Board Random Words to boost reading proficiency. Schuller-Zwierlein et al. (2024) noted a decline in advanced reading skills due to increased digital media exposure, urging a balanced teaching approach. Garcia and Doronio (2024) found individualized instruction and active parental involvement crucial for early literacy development, while Hawamdeh et al. (2024) linked improvements in phonological awareness to better reading outcomes. Iskakova and Sultanbekova (2024) emphasized tailored assessments and innovative strategies in promoting reading literacy.

Despite extensive research on enhancing reading skills, there remains a gap in assessing primary grade learners' reading performance in Filipino using CRLA frameworks. Previous studies, such as those by Aballe et al. (2024) and Mara (2024), explored various reading strategies and phonics methods like Marungko, but did not specifically evaluate Filipino reading performance with CRLA-based assessments. Moreover, while Alfarisi (2024) discussed diagnostic assessments in Indonesia, and Cagatan and Quirap (2024) examined collaborative learning in the Philippines, these studies did not address CRLA frameworks in the Filipino context. This highlights the need for targeted research on CRLA-based assessments to enhance reading performance among primary grade learners in Filipino, providing a foundation for developing an improved reading instructional program.

2. STATEMENT OF THE PROBLEM

This study determined the teaching practices in reading skills on primary grade learners and class reading performance in Filipino in Zone III, Schools Division of Zambales during the School Year 2024-2025.

Specifically, it sought to answer these questions:

1. How may the profile of the teachers be described in terms of:

- 1.1. age;
- 1.2. sex;
- 1.3. civil status;
- 1.4. grade assignment;
- 1.5. teaching position;
- 1.6. length of service;
- 1.7. highest educational attainment: and
- 1.8. number of training sessions attended in reading for the past five years?

2. How may the teaching practices in reading skills on primary grade learners by the teachers be described in terms of:

- 2.1. phonemic awareness;
- 2.2. guided reading;
- 2.3. vocabulary development; and
- 2.4. shared reading?

3. How may the class reading performance in Filipino of the primary grade learners be described in terms of CRLA-based assessment results?

4. Is there a significant difference between the teaching practices in reading skills on primary grade learners by the teachers and their profile when grouped accordingly?

5. Is there a significant correlation between the teaching practices in reading skills on primary grade learners by the teachers and the class reading performance in Filipino of the primary grade learners?

6. What enhanced reading instructional program can be proposed to improve the teaching practices of teachers in reading skills on primary grade learners and their class reading performance in Filipino?

3. METHODS AND MATERIALS

This study determined the teaching practices in reading skills on primary grade learners and class reading performance in Filipino in Zone III, Schools Division of Zambales during the School Year 2024-2025. A quantitative-descriptive research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 238 primary grade teachers came in a zone, utilizing total population sampling to involve all primary grade teachers. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the teaching practices in reading skills on primary grade learners and class reading performance in Filipino. The instrument demonstrated excellent and good reliability, as confirmed by Cronbach's Alpha values for the teaching practices in reading skills on primary grade learners ($\alpha = 0.99$) and the class reading performance in Filipino of primary grade learners ($\alpha = 0.80$). Statistical analyses, including the Kruskal-Wallis Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS

4.1. Profile of the Teachers

4.1.1. Age

Table 1

Profile of the Teachers in terms of Age

Age	Frequency	Percentage
20-29 years old	49	20.59
30-39 years old	54	22.69
40-49 years old	83	34.87
50-59 years old	51	21.43
60 years old and above	1	0.42
Total	238	100.00

Table 1 exhibits the profile of the teachers in terms of age. It showed the distribution of teachers across different age groups along with their corresponding frequency and percentage.

The table revealed that 49 teachers (20.59%) belonged to the 20-29 age group, while 54 teachers (22.69%) fell under the 30-39 age group. Additionally, 83 teachers (34.87%) were in the 40-49 age bracket, whereas 51 teachers (21.43%) were aged 50-59. Only one teacher (0.42%) was recorded under the 60 years old and above category.

The 40-49 years old group had the highest frequency and percentage, accounting for 34.87% of the total respondents. This indicated that most teachers were in their mid-career stage, likely possessing significant teaching experience. The data suggested that the majority of teachers had already gained expertise in classroom management and instructional delivery.

The findings aligned with the study of Zaafour and Salaberri-Ramiro (2022), which also reported that the majority of teachers belonged to the 40-49 age group. Similar to the present study, their research emphasized that this age range contributed significantly to the teaching workforce. Both studies suggested that experienced teachers played a crucial role in implementing effective instructional strategies.

4.1.2. Sex

Table 2

Profile of the Teachers in terms of Sex

Sex	Frequency	Percentage
Male	20	8.40
Female	218	91.60
Total	238	100.00

Table 2 displays the profile of the teachers in terms of sex. It showed the distribution of male and female teachers along with their corresponding frequency and percentage.

The table revealed that 20 teachers (8.40%) were male, while 218 teachers (91.60%) were female. This indicated that the teaching profession in the study area was dominated by female educators. The data suggested a significant gender disparity in the teaching workforce.

The female teachers had the highest frequency and percentage, comprising 91.60% of the total respondents. This finding implied that teaching remained a female-dominated profession, particularly in basic education. The high percentage of female teachers could be attributed to societal norms and the nurturing role often associated with the profession.

The findings supported the study of Sebastian et al. (2022), which also found that female teachers outnumbered male teachers in the elementary education sector. Similar to the present study, their research highlighted that teaching had historically been a female-preferred profession. Both studies emphasized the need to encourage gender diversity in the field of education.

4.1.3. Civil Status

Table 3

Profile of the Teachers in terms of Civil Status

Civil Status	Frequency	Percentage
Single	60	25.21
Married	135	56.72
Cohabitant	23	9.66

Separated	16	6.72
Widow/Widower	4	1.68
Total	238	100.00

Table 3 depicts the profile of the teachers in terms of civil status. It showed the distribution of teachers based on their marital status, including single, married, cohabitant, separated, and widow/widower.

The table revealed that 60 teachers (25.21%) were single, while 135 teachers (56.72%) were married. Additionally, 23 teachers (9.66%) were in a cohabitant relationship, 16 teachers (6.72%) were separated, and 4 teachers (1.68%) were either widows or widowers. The majority of teachers were married, indicating that a significant portion of educators had family responsibilities alongside their professional duties.

The married teachers had the highest frequency and percentage, comprising 56.72% of the total respondents. This suggested that most teachers balanced their career with family life, which could influence their time management and work commitment. The findings implied that marital status might play a role in shaping teachers' professional experiences and responsibilities.

The findings aligned with the study of Afiah et al. (2024), which also reported that most teachers were married. Similar to the present study, their research suggested that marriage provided stability and support that could enhance teachers' job performance. Both studies highlighted the importance of work-life balance in maintaining teacher effectiveness.

4.1.4. Grade Assignment

Table 4

Profile of the Teachers in terms of Grade Assignment

Grade Assignment	Frequency	Percentage
Grade 1	84	35.29
Grade 2	75	31.51
Grade 3	79	33.19
Total	238	100.00

Table 4 portrays the profile of the teachers in terms of grade assignment. It showed the distribution of teachers handling Grade 1, Grade 2, and Grade 3, along with their corresponding frequency and percentage.

The table revealed that 84 teachers (35.29%) were assigned to Grade 1, while 75 teachers (31.51%) handled Grade 2. Additionally, 79 teachers (33.19%) were assigned to Grade 3. The data indicated a fairly balanced distribution of teachers across the three grade levels.

The Grade 1 level had the highest frequency and percentage, comprising 35.29% of the total respondents. This suggested that more teachers were needed in early literacy instruction, which is critical for building foundational skills. The finding implied that schools prioritized teacher allocation in the early grade levels to support literacy and numeracy development.

The findings aligned with the study of Villaruel and Gallardo (2024), which also reported that Grade 1 had the highest number of teacher assignments. Similar to the present study, their research emphasized the importance of strengthening instruction in the early grades. Both studies highlighted the crucial role of Grade 1 teachers in shaping learners' academic foundations.

4.1.5. Teaching Position

Table 5*Profile of the Teachers in terms of Teaching Position*

Teaching Position	Frequency	Percentage
Contractual Teacher	1	0.42
Substitute Teacher	3	1.26
Teacher I	122	51.26
Teacher II	40	16.81
Teacher III	59	24.79
Master Teacher I	6	2.52
Master Teacher II	7	2.94
Total	238	100.00

Table 5 represents the profile of the teachers in terms of teaching position. It showed the distribution of teachers across different ranks, including contractual, substitute, and permanent teaching positions.

The table revealed that 1 teacher (0.42%) was a contractual teacher, while 3 teachers (1.26%) served as substitute teachers. Among the permanent positions, 122 teachers (51.26%) held the rank of Teacher I, 40 teachers (16.81%) were Teacher II, and 59 teachers (24.79%) were Teacher III. Additionally, 6 teachers (2.52%) were Master Teacher I, while 7 teachers (2.94%) held the rank of Master Teacher II.

The Teacher I position had the highest frequency and percentage, accounting for 51.26% of the total respondents. This suggested that a majority of teachers were in the early stages of their career, possibly working towards promotion. The findings implied that professional development and career advancement opportunities were essential for teachers aiming for higher ranks.

The findings aligned with the study of Ghamrawi and Abu-Tineh (2022), which also reported that Teacher I was the most common teaching position. Similar to the present study, their research emphasized the importance of career progression in motivating teachers. Both studies highlighted the need for continuous training and promotion pathways to support teacher growth.

4.1.6. Length of Service**Table 6***Profile of the Teachers in terms of Length of Service*

Length of Service	Frequency	Percentage
9 years and below	88	36.97
10-19 years	94	39.50
20-29 years	54	22.69
30 years and above	2	0.84
Total	238	100.00

Table 6 highlights the profile of the teachers in terms of length of service. It showed the distribution of teachers based on their years of experience in the profession, categorized into different service brackets.

The table revealed that 88 teachers (36.97%) had served for 9 years and below, while 94 teachers (39.50%) had 10-19 years of teaching experience. Additionally, 54 teachers (22.69%) had been in the profession for 20-29 years, and only 2 teachers (0.84%) had served for 30 years and

above. The data indicated that a significant portion of the teachers had less than 20 years of experience.

The 10-19 years bracket had the highest frequency and percentage, comprising 39.50% of the total respondents. This suggested that most teachers were in the mid-career stage, likely possessing substantial experience while still having room for professional growth. The findings implied that schools benefited from a workforce that balanced both youthful energy and seasoned expertise.

The findings aligned with the study of Galeng (2024), which also reported that the majority of teachers had between 10-19 years of service. Similar to the present study, their research emphasized that teachers in this range were actively engaged in professional development and career advancement. Both studies highlighted the importance of continuous training to further enhance teachers' instructional competencies.

4.1.7. Highest Educational Attainment

Table 7

Profile of the Teachers in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Education Graduate	97	40.76
with MA units	90	37.82
MA Graduate	46	19.33
with EdD/PhD units	3	1.26
EdD/PhD Graduate	2	0.84
Total	238	100.00

Table 7 presents the profile of the teachers in terms of their highest educational attainment. It showed the distribution of teachers based on their academic qualifications, ranging from bachelor's degrees to doctoral graduates.

The table revealed that 97 teachers (40.76%) were education graduates, while 90 teachers (37.82%) had earned master's degree units. Additionally, 46 teachers (19.33%) had completed a master's degree, 3 teachers (1.26%) had taken doctoral units, and 2 teachers (0.84%) had obtained a doctorate degree. The data suggested that a significant number of teachers pursued higher education beyond their undergraduate studies.

The education graduate category had the highest frequency and percentage, comprising 40.76% of the total respondents. This indicated that while many teachers held only a bachelor's degree, a considerable portion were already pursuing advanced studies. The findings implied that professional development programs and scholarship opportunities could further encourage teachers to complete their graduate and postgraduate studies.

The findings aligned with the study of Patulin (2023), which also found that most teachers had an undergraduate degree, with a growing number enrolling in graduate programs. Similar to the present study, their research emphasized the importance of continuous learning for career advancement. Both studies highlighted the role of higher education in improving instructional quality and teacher competency.

4.1.8. Number of Training Sessions Attended in Reading for the Past Five Years

Table 8

Profile of the Teachers in terms of Number of Training Sessions Attended in Reading for the Past Five Years

Number of Training Sessions Attended in Reading for the Past Five Years	Frequency	Percentage
None	68	28.57
1-3 training sessions	105	44.12
4-6 training sessions	34	14.29
7-9 training sessions	15	6.30
10 training sessions and above	16	6.72
Total	238	100.00

Table 8 emphasizes the profile of the teachers in terms of the number of training sessions they attended in reading over the past five years. It displayed the distribution of teachers based on their participation in professional development activities related to reading instruction.

The table revealed that 68 teachers (28.57%) had not attended any training sessions, while 105 teachers (44.12%) had participated in 1-3 training sessions. Additionally, 34 teachers (14.29%) had attended 4-6 training sessions, 15 teachers (6.30%) had participated in 7-9 training sessions, and 16 teachers (6.72%) had attended 10 or more training sessions. The data suggested that while many teachers had undergone reading-related training, a considerable number had not received any formal training in the past five years.

The 1-3 training sessions category had the highest frequency and percentage, comprising 44.12% of the total respondents. This indicated that while most teachers had engaged in professional development, their exposure to reading-related training remained limited. The findings implied that there was a need for more structured and frequent training programs to enhance teachers' competencies in reading instruction.

The findings aligned with the study of Jakobson et al. (2022), which also reported that a significant percentage of teachers had limited training in reading instruction. Similar to the present study, their research highlighted the importance of continuous professional development to improve teachers' ability to support learners' literacy skills. Both studies emphasized the need for regular and accessible training opportunities to strengthen reading instruction in schools.

4.2. Teaching Practices in Reading Skills on Primary Grade Learners as Perceived by Teachers

4.2.1. Phonemic Awareness

Table 9

Mean Rating and Interpretations of the Teaching Practices in Reading Skills on Primary Grade Learners as Perceived by Teachers in terms of Phonemic Awareness

Item	Indicators	Mean Rating	Interpretation
1	I identify the beginning sounds of words by saying the first sound clearly.	2.65	Frequently Demonstrated
2	I recognize and say words that rhyme with a given set of examples.	2.58	Frequently Demonstrated
3	I separate the individual sounds in simple words by pronouncing each sound distinctly.	2.63	Frequently Demonstrated

4	I blend different sounds together to form complete words.	2.61	Frequently Demonstrated
5	I identify the ending sound in a word and match it with other words having the same ending sound.	2.65	Frequently Demonstrated
6	I break words into their individual sounds to understand their structure.	2.59	Frequently Demonstrated
7	I substitute one sound for another in a word to create a new word.	2.63	Frequently Demonstrated
8	I match spoken words with similar beginning or ending sounds.	2.60	Frequently Demonstrated
9	I practice segmenting multisyllabic words into individual sounds.	2.63	Frequently Demonstrated
10	I combine individual sounds to read and form unfamiliar words accurately.	2.59	Frequently Demonstrated
General Mean Rating		2.62	Frequently Demonstrated

Table 9 underscores the teachers' perceptions of their teaching practices. It summarized the mean ratings of different phonemic awareness indicators, showing how frequently these practices were demonstrated.

The mean ratings ranged from 2.58 to 2.65, all interpreted as *Frequently Demonstrated*. The general mean rating was 2.62, which indicated that teachers consistently applied phonemic awareness strategies in their reading instruction. This result suggested that teachers actively engaged learners in phonemic awareness activities.

Among the indicators, the highest mean rating of 2.65 was recorded for *identifying the beginning sounds of words clearly* and *matching words with the same ending sounds*. This implied that teachers placed a strong emphasis on sound identification, reinforcing phonemic awareness skills. Such practices aligned with the study's goal of enhancing early reading proficiency.

The findings of this study aligned with the research of Nkurunziza (2024), which emphasized the importance of phonemic awareness in developing foundational reading skills. Similar to the present study, Nkurunziza's (2024) findings showed that consistent practice in sound identification improved learners' reading abilities. These results reinforced the significance of phonemic awareness strategies in early literacy instruction.

4.2.2. Guided Reading

Table 10

Mean Rating and Interpretations of the Teaching Practices in Reading Skills on Primary Grade Learners as Perceived by Teachers in terms of Guided Reading

Item	Indicators	Mean Rating	Interpretation
1	I choose reading materials that match my learners' reading levels and interests to encourage engagement.	2.65	Frequently Demonstrated
2	I introduce new vocabulary words before reading to help my learners understand the text better.	2.60	Frequently Demonstrated

3	I ask my learners to make predictions about the story based on the title and illustrations.	2.68	Frequently Demonstrated
4	I guide my learners to read aloud in small groups to monitor their pronunciation and fluency.	2.61	Frequently Demonstrated
5	I provide feedback on my learners' reading strategies, such as decoding and sounding out unfamiliar words.	2.64	Frequently Demonstrated
6	I encourage my learners to use context clues to understand the meaning of unknown words in the text.	2.62	Frequently Demonstrated
7	I facilitate discussions about the story to help my learners make connections between the text and their experiences.	2.66	Frequently Demonstrated
8	I ask comprehension questions after reading to check my learners' understanding of the text.	2.61	Frequently Demonstrated
9	I model proper reading strategies, such as phrasing and expression, for my learners to imitate.	2.68	Frequently Demonstrated
10	I support my learners in summarizing the main ideas of the story to improve their comprehension skills.	2.60	Frequently Demonstrated
General Mean Rating		2.64	Frequently Demonstrated

Table 10 reveals the extent to which teachers applied guided reading strategies. It summarized the mean ratings of various indicators, all of which were interpreted as *Frequently Demonstrated*.

The mean ratings ranged from 2.60 to 2.68, indicating consistent implementation of guided reading practices. The general mean rating was 2.64, suggesting that teachers regularly used structured reading activities to enhance learners' comprehension and fluency. These findings highlighted the importance of guided reading in strengthening foundational reading skills.

Among the indicators, *asking learners to make predictions based on the title and illustrations* and *modeling proper reading strategies* received the highest mean rating of 2.68. This indicated that teachers prioritized engaging learners in pre-reading activities and demonstrating effective reading techniques. Such practices aligned with the study's focus on improving learners' reading comprehension through structured guidance.

The findings of this study supported the research of Baa and La Sunra (2024), which emphasized the effectiveness of guided reading in enhancing young learners' literacy skills. Similar to the present study, Baa and La Sunra (2024) found that modeling reading strategies and facilitating discussions helped learners develop better comprehension. These results reinforced the role of guided reading in fostering active and meaningful reading experiences.

4.2.3. Vocabulary Development

Table 11

Mean Rating and Interpretations of the Teaching Practices in Reading Skills on Primary Grade Learners as Perceived by Teachers in terms of Vocabulary Development

Item	Indicators	Mean Rating	Interpretation
1	I introduce new words before reading a story to help my learners understand the text better.	2.65	Frequently Demonstrated
2	I use pictures and real-life examples to explain the meanings of unfamiliar words to my learners.	2.62	Frequently Demonstrated
3	I ask my learners to use new vocabulary words in their own sentences to check their understanding.	2.65	Frequently Demonstrated
4	I create word maps with my learners to explore the meanings, synonyms, and antonyms of new words.	2.60	Frequently Demonstrated
5	I encourage my learners to look up the meanings of unfamiliar words in a dictionary or online.	2.65	Frequently Demonstrated
6	I play vocabulary games with my learners, such as matching words with their definitions, to make learning fun.	2.60	Frequently Demonstrated
7	I provide opportunities for my learners to practice using new words during class discussions.	2.65	Frequently Demonstrated
8	I highlight context clues in sentences that can help my learners guess the meaning of new words.	2.62	Frequently Demonstrated
9	I teach my learners to break down complex words into prefixes, root words, and suffixes to understand their meanings.	2.66	Frequently Demonstrated
10	I encourage my learners to keep a vocabulary journal where they can write down new words they encounter and their meanings.	2.59	Frequently Demonstrated
General Mean Rating		2.63	Frequently Demonstrated

Table 11 unfolds the extent to which teachers applied vocabulary-building strategies. It summarized the mean ratings of various indicators, all of which were interpreted as *Frequently Demonstrated*.

The mean ratings ranged from 2.59 to 2.66, indicating that vocabulary development practices were consistently integrated into reading instruction. The general mean rating was 2.63, which suggested that teachers frequently employed strategies to enhance learners' vocabulary comprehension. This result highlighted the essential role of vocabulary instruction in enhancing reading skills.

Among the indicators, *teaching learners to break down complex words into prefixes, root words, and suffixes* received the highest mean rating of 2.66. This indicated that teachers emphasized word structure analysis to help learners decode unfamiliar words. Such practice aligned with the study's focus on developing word recognition and comprehension skills.

The findings of this study supported the research of Kuhn and Stahl (2022), which emphasized the significance of vocabulary instruction in reading development. Similar to the

present study, Kuhn and Stahl (2022) found that using context clues, word analysis, and interactive vocabulary activities enhanced learners' language proficiency. These results reinforced the importance of structured vocabulary instruction in fostering literacy growth.

4.2.4. Shared Reading

Table 12

Mean Rating and Interpretations of the Teaching Practices in Reading Skills on Primary Grade Learners as Perceived by Teachers in terms of Shared Reading

Item	Indicators	Mean Rating	Interpretation
1	I select engaging and age-appropriate texts for my learners to read together during shared reading sessions.	2.67	Frequently Demonstrated
2	I read aloud with my learners, modeling fluent and expressive reading for them to follow.	2.60	Frequently Demonstrated
3	I encourage my learners to follow along and read aloud with me, focusing on rhythm and pacing.	2.63	Frequently Demonstrated
4	I pause during reading to ask questions and check my learners' understanding of the story.	2.62	Frequently Demonstrated
5	I use illustrations in the book to help my learners make predictions about the story's events.	2.66	Frequently Demonstrated
6	I involve my learners in identifying repeated phrases or patterns in the text to enhance their participation.	2.58	Frequently Demonstrated
7	I ask my learners to discuss characters, settings, and plot elements after a shared reading session.	2.68	Frequently Demonstrated
8	I point out sight words and key vocabulary in the text to help my learners recognize them in future readings.	2.64	Frequently Demonstrated
9	I guide my learners in using expression and intonation to match the emotions and tone of the text.	2.64	Frequently Demonstrated
10	I encourage my learners to ask questions and share their thoughts about the story during and after reading.	2.62	Frequently Demonstrated
General Mean Rating		2.63	Frequently Demonstrated

Table 12 unveils the extent to which teachers implemented shared reading strategies. It summarized the mean ratings of various indicators, all of which were interpreted as *Frequently Demonstrated*.

The mean ratings ranged from 2.58 to 2.68, indicating that shared reading practices were consistently integrated into classroom instruction. The general mean rating was 2.63, suggesting that teachers regularly used shared reading techniques to improve learners' engagement and

comprehension. This result highlighted the importance of interactive reading sessions in supporting literacy development.

Among the indicators, *asking learners to discuss characters, settings, and plot elements after a shared reading session* received the highest mean rating of 2.68. This indicated that teachers placed significant emphasis on post-reading discussions to deepen learners' understanding of texts. Such practice aligned with the study's focus on promoting critical thinking and comprehension skills through interactive reading activities.

Furthermore, the findings of this study supported the research of Altamimi and Ogdol (2023), which emphasized the role of shared reading in enhancing young learners' reading comprehension and engagement. Similar to the present study, Altamimi and Ogdol (2023) found that modeling fluent reading, facilitating discussions, and encouraging active participation helped learners develop better reading habits. These results reinforced the importance of shared reading in fostering meaningful literacy experiences.

4.3. Class Reading Performance in Filipino of the Primary Grade Learners in CRLA-Based Assessment Results

Table 13

Mean Rating and Interpretation of the Class Reading Performance in Filipino of the Primary Grade Learners in CRLA-Based Assessment Results

CRLA-Based Assessment Results	Mean	Interpretations
Filipino	3.19	Developing Reader

Table 13 shows the mean rating and interpretation of the class reading performance in Filipino of primary grade learners based on CRLA-Based Assessment results. It indicated that the learners' reading level in Filipino fell under the "Developing Reader" category.

The computed mean of 3.19 suggested that the learners demonstrated partial proficiency in reading Filipino texts. This implied that while they managed to recognize words and comprehend basic passages, they still needed further support to enhance their reading skills. The findings highlighted the importance of reinforcing reading strategies to improve their proficiency.

The results aligned with the study of Nuangchalerm and Intasena (2022), which found that young learners in similar settings struggled to achieve full reading fluency. Nuangchalerm and Intasena's (2022) research emphasized that targeted interventions, such as structured reading programs, helped learners move beyond the developing reader stage. Likewise, the present study affirmed the necessity of continued instructional support to elevate reading comprehension.

4.4. Difference Between the Teaching Practices of Teachers in Reading Skills on Primary Grade Learners and Their Profile

4.4.1. Age

Table 14

Difference Between the Teaching Practices of Teachers in Reading Skills on Primary Grade Learners and Their Profile in terms of Age

Groups	MR	Eta squared (η^2)	H	df	p	Decision
20-29 years old	90.44	.24	13.61	4	.009	Reject H ₀₁
30-39 years old	121.93	(Large)				(Significant)

40-49 years old	132.29
50-59 years old	122.60
60 years old and above	193.00

Table 14 illustrates the difference between the teaching practices of teachers in reading skills among primary grade learners based on their age. The table summarized the mean ranks (MR), eta squared (η^2), H-value, degrees of freedom (df), p-value, decision, and interpretation of the results.

The computed H-value reached 13.61, with a p-value of .009, leading to the rejection of the null hypothesis (H_0). The eta squared value of .24 indicated a large effect size, suggesting a significant difference among age groups. These results implied that age played a significant role in shaping teachers' approaches to enhancing learners' reading skills.

Among the age groups, teachers aged 60 years and above obtained the highest mean rank (MR = 193.00). This finding suggested that older teachers demonstrated the most distinct teaching practices in reading skills. Their extensive experience might have contributed to their effective strategies in reading instruction.

The results aligned with the study of Dulo (2022), which also identified a significant relationship between teachers' age and their instructional approaches. Dulo's (2022) study revealed that older teachers employed more structured and experience-based methods in literacy development. Similarly, the present study confirmed that veteran educators tended to adopt more refined and impactful teaching techniques in reading instruction.

4.4.2. Sex

Table 15

Difference Between the Teaching Practices of Teachers in Reading Skills on Primary Grade Learners and Their Profile in terms of Sex

Groups	MR	Eta squared (η^2)	H	df	P	Decision
Male	78.90	.21	8.01	1	.005	Reject H_0
Female	123.22	(Large)				(Significant)

Table 15 demonstrates the difference between the teaching practices of teachers in reading skills among primary grade learners based on their sex. The table summarized the mean ranks (MR), eta squared (η^2), H-value, degrees of freedom (df), p-value, decision, and interpretation of the results.

The computed H-value reached 8.01, with a p-value of .005, leading to the rejection of the null hypothesis (H_0). The eta squared value of .21 indicated a large effect size, signifying a significant difference in teaching practices between male and female teachers. These results suggested that sex influenced the instructional approaches teachers used to enhance learners' reading skills.

Among the groups, female teachers obtained the highest mean rank (MR = 123.22). This result implied that female teachers demonstrated more effective or distinct teaching practices in reading skills. Their teaching strategies might have been more structured, nurturing, or engaging, which contributed to better reading instruction.

The findings supported the study of Afzal et al. (2023), which also found a significant difference in teaching strategies based on sex. Afzal et al.'s (2023) research revealed that female teachers tended to employ more interactive and student-centered approaches in literacy instruction. Similarly, the present study confirmed that female educators exhibited more impactful methods in enhancing reading skills among primary grade learners.

4.4.3. Civil Status

Table 16

Difference Between the Teaching Practices of Teachers in Reading Skills on Primary Grade Learners and Their Profile in terms of Civil Status

Groups	MR	Eta squared (η^2)	H	df	P	Decision
Single	95.44	.22 (Large)	12.43	4	.014	Reject H ₀₁ (Significant)
Married	127.31					
Cohabitant	115.50					
Separated	147.06					
Widow/Widower	129.38					

Table 16 explains the difference between the teaching practices of teachers in reading skills among primary grade learners based on their civil status. The table summarized the mean ranks (MR), eta squared (η^2), H-value, degrees of freedom (df), p-value, decision, and interpretation of the results.

The computed H-value reached 12.43, with a p-value of .014, leading to the rejection of the null hypothesis (H₀₁). The eta squared value of .22 indicated a large effect size, suggesting a significant difference in teaching practices among teachers with different civil statuses. These results implied that marital status influenced how teachers approached reading instruction.

Among the groups, separated teachers obtained the highest mean rank (MR = 147.06). This result suggested that they demonstrated the most distinct or effective teaching practices in reading skills. Their experiences and perspectives might have shaped their instructional methods, making them more adaptable and responsive to learners' needs.

The findings aligned with the study of Khairuddin (2021), which also identified a significant difference in teaching approaches based on civil status. Khairuddin's (2021) research revealed that separated teachers exhibited more resilience and adaptability in instruction. Similarly, the present study confirmed that their teaching strategies were more refined and impactful in enhancing primary learners' reading skills.

4.4.4. Grade Assignment

Table 17

Difference Between the Teaching Practices of Teachers in Reading Skills on Primary Grade Learners and Their Profile in terms of Grade Assignment

Groups	H	df	P	Decision
Grade 1	0.75	2	.688	Accept H ₀₁ (Not Significant)
Grade 2				
Grade 3				

Table 17 expounds the difference between the teaching practices of teachers in improving the reading skills of primary grade learners based on their grade assignment. It showed the computed H-value, degrees of freedom (df), p-value, decision on the null hypothesis, and interpretation of the results.

The statistical test yielded an H-value of 0.75 with 2 degrees of freedom and a p-value of .688. Since the p-value exceeded the significance level, the null hypothesis was accepted, indicating no significant difference among the groups. This result suggested that teachers across different grade levels applied similar teaching practices in enhancing reading skills.

The findings aligned with the study of Aragon et al. (2024), which also revealed no significant variation in teaching strategies based on grade assignment. Their research emphasized that instructional methods in reading improvement remained consistent among primary grade teachers. Both studies suggested that teachers followed a uniform approach in addressing learners' reading development needs.

4.4.5. Teaching Position

Table 18

Difference Between the Teaching Practices of Teachers in Reading Skills on Primary Grade Learners and Their Profile in terms of Teaching Position

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Contractual Teacher	150.00	.25 (Large)	15.39	6	.017	Reject H ₀₁ (Significant)
Substitute Teacher	107.17					
Teacher I	105.75					
Teacher II	120.96					
Teacher III	137.28					
Master Teacher I	169.50					
Master Teacher II	159.07					

Table 18 clarifies the difference between the teaching practices of teachers in reading skills among primary grade learners based on their teaching position. The table summarized the mean ranks (MR), eta squared (η^2), H-value, degrees of freedom (df), p-value, decision, and interpretation of the results.

The computed H-value reached 15.39, with a p-value of .017, leading to the rejection of the null hypothesis (H₀₁). The eta squared value of .25 indicated a large effect size, suggesting a significant difference in teaching practices across different teaching positions. These results implied that a teacher's rank influenced their instructional strategies for improving reading skills.

Among the groups, Master Teacher I obtained the highest mean rank (MR = 169.50). This result suggested that Master Teachers demonstrated the most distinct or effective teaching practices in reading instruction. Their expertise and experience might have contributed to their ability to implement more structured and research-based approaches to literacy development.

The findings supported the study of Yolcu and Sari (2022), which also identified a significant difference in teaching approaches based on teachers' professional ranks. Yolcu and Sari's (2022) study revealed that higher-ranking teachers employed more specialized and data-driven instructional methods. Similarly, the present study confirmed that Master Teachers played

a crucial role in enhancing primary learners' reading skills through advanced and refined teaching techniques.

4.4.6. Length of Service

Table 19

Difference Between the Teaching Practices of Teachers in Reading Skills on Primary Grade Learners and Their Profile in terms of Length of Service

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
9 years and below	7.05	3	.070	Accept H_{01}
10-19 years				(Not Significant)
20-29 years				
30 years and above				

Table 19 elucidates the difference between the teaching practices of teachers in improving the reading skills of primary grade learners based on their length of service. It showed the computed H-value, degrees of freedom (df), p-value, decision on the null hypothesis, and interpretation of the results.

The statistical test yielded an H-value of 7.05 with 3 degrees of freedom and a p-value of .070. Since the p-value exceeded the significance level, the null hypothesis was accepted, indicating no significant difference among the groups. This result suggested that teachers, regardless of their years of service, employed similar teaching practices in enhancing reading skills.

The findings supported the study of Jarodzka et al. (2023), which also revealed no significant variation in instructional strategies based on teaching experience. Their research emphasized that teachers across different service lengths adopted comparable methods in reading instruction. Both studies suggested that experience did not substantially alter the way teachers facilitated reading skill development among primary grade learners.

4.4.7. Highest Educational Attainment

Table 20

Difference Between the Teaching Practices of Teachers in Reading Skills on Primary Grade Learners and Their Profile in terms of Highest Educational Attainment

Groups	<i>MR</i>	<i>Eta squared</i> (η^2)	<i>H</i>	<i>df</i>	<i>P</i>	Decision
Education Graduate	107.61	.20	9.85	4	.043	Reject H_{01}
with MA units	122.21	(Large)				(Significant)
MA Graduate	132.17					
with EdD/PhD	172.17					
units						
EdD/PhD Graduate	203.75					

Table 20 enacts the difference between the teaching practices of teachers in reading skills among primary grade learners based on their highest educational attainment. The table summarized the mean ranks (MR), eta squared (η^2), H-value, degrees of freedom (df), p-value, decision, and interpretation of the results.

The computed H-value reached 9.85, with a p-value of .043, leading to the rejection of the null hypothesis (H_0). The eta squared value of .20 indicated a large effect size, suggesting a significant difference in teaching practices based on educational attainment. These results implied that teachers with higher academic qualifications applied different instructional strategies for improving learners' reading skills.

Among the groups, EdD/PhD graduates obtained the highest mean rank ($MR = 203.75$). This result suggested that teachers with doctorate degrees demonstrated the most distinct and effective teaching practices in reading instruction. Their advanced academic training and research background might have contributed to their ability to implement innovative and evidence-based literacy strategies.

The findings aligned with the study of Silva (2021), which also identified a significant relationship between teachers' educational attainment and their instructional effectiveness. Silva's (2021) research revealed that teachers with higher degrees employed more structured and research-driven teaching methodologies. Similarly, the present study confirmed that educators with postgraduate degrees demonstrated superior approaches in enhancing primary learners' reading skills.

4.4.8. Number of Training Sessions Attended in Reading for the Past Five Years

Table 21

Difference Between the Teaching Practices of Teachers in Reading Skills on Primary Grade Learners and Their Profile in terms of Number of Training Sessions Attended in Reading for the Past Five Years

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
None	9.07	4	.059	Accept H_0
1-3 training sessions				(Not Significant)
4-6 training sessions				
7-9 training sessions				
10 training sessions and above				

Table 21 visualizes the difference between the teaching practices of teachers in improving the reading skills of primary grade learners based on the number of training sessions attended in reading over the past five years. It showed the computed H-value, degrees of freedom (*df*), p-value, decision on the null hypothesis, and interpretation of the results.

The statistical test yielded an H-value of 9.07 with 4 degrees of freedom and a p-value of .059. Since the p-value exceeded the significance level, the null hypothesis was accepted, indicating no significant difference among the groups. This result suggested that teachers, regardless of the number of training sessions attended, applied similar teaching practices in improving learners' reading skills.

The findings aligned with the study of Bojanek et al. (2021), which also reported no significant variation in teaching strategies based on professional development training. Their research emphasized that while training enhanced teachers' knowledge, it did not necessarily lead to distinct differences in classroom practices. Both studies suggested that teachers utilized uniform instructional approaches in reading, regardless of the number of training sessions they had attended.

4.5. Correlation Between the Teaching Practices in Reading Skills on Primary Grade Learners as Perceived by Teachers and the Class Reading Performance in Filipino of the Primary Grade Learners

Table 22

Correlation Between the Teaching Practices in Reading Skills on Primary Grade Learners as Perceived by Teachers and the Class Reading Performance in Filipino of the Primary Grade Learners

Sources of Correlations		Teaching Practices	Class Reading Performance	Decision/ Interpretation
Teaching Practices	Correlation Coefficient	1	.820	Positive Strong Correlation Reject H ₀₂
	Sig. (2-tailed)		.000	
	N	238	238	
Class Reading Performance	Correlation Coefficient	.820	1	Positive Strong Correlation Reject H ₀₂
	Sig. (2-tailed)	.000		
	N	238	238	

Table 22 presents the correlation between teaching practices in reading skills for primary grade learners, as perceived by teachers, and the class reading performance in Filipino. It showed the statistical relationship between these two variables, highlighting the strength and significance of their correlation.

The Spearman Rho correlation coefficient of .820 indicated a strong positive correlation between teaching practices and class reading performance. The significance value (Sig. 2-tailed) of .000 suggested that the correlation was statistically significant. With an N of 238 for both variables, the findings rejected the null hypothesis (H₀₂), confirming the substantial link between the two aspects.

These findings aligned with the study of Gustanti and Ayu (2021), which reported a significant relationship between instructional strategies and learners' reading proficiency. In that study, effective teaching practices strongly influenced learners' comprehension and fluency levels. Similarly, the present study reinforced the idea that structured and engaging teaching approaches enhanced reading performance in Filipino.

4.6. An Enhanced Reading Instructional Program to Improve the Teaching Practices of Teachers in Reading Skills on Primary Grade Learners and Their Class Reading Performance in Filipino

The enhanced reading instructional program aims to improve literacy education by strengthening teacher expertise, integrating technology, and refining instructional strategies in primary schools from April 2025 to April 2028. Teachers will benefit from targeted training, mentorship, and career growth opportunities, while learners will experience improved reading comprehension through differentiated instruction, guided reading, and digital tools. Inclusive teaching strategies, gender sensitivity training, and flexible professional development options will ensure equitable access for all educators, including mid-career and married teachers. Systematic assessment, research-based interventions, and collaboration with educational institutions will support the program's sustainability and long-term impact. Ultimately, this initiative will lead to higher literacy rates, enhanced learner engagement, and a stronger foundation for lifelong learning.

5. CONCLUSIONS

1. The majority of the teachers were 40 to 49 years old, predominantly female, married, assigned to Grade 1 classes, holding a Teacher I position, with 10 to 19 years of service, graduates of education programs, and had attended 1 to 3 training sessions.
2. Teachers consistently applied effective teaching practices in developing reading skills among primary grade learners, particularly in phonemic awareness, guided reading, vocabulary development, and shared reading.
3. Primary grade learners were classified as developing readers based on the results of the CRLA assessment.
4. Teachers' teaching practices in developing reading skills significantly varied based on age, sex, civil status, teaching position, and highest educational attainment but showed no significant difference concerning grade assignment, length of service, or the number of training sessions attended in reading over the past five years.
5. A strong positive correlation was found between teachers' perceived teaching practices in developing reading skills and the learners' class reading performance in Filipino.
6. An enhanced reading instructional program was developed to strengthen teachers' reading instruction practices and improve the reading performance of primary grade learners in Filipino.

6. RECOMMENDATIONS

1. School administrators should provide targeted professional development programs tailored to the demographic profile of teachers to enhance their instructional effectiveness.
2. Teachers should continue implementing effective teaching practices in phonemic awareness, guided reading, vocabulary development, and shared reading to further improve primary grade learners' reading skills.
3. Schools should implement additional reading interventions and support programs to help primary grade learners progress beyond the developing reader level.
4. Professional development initiatives should address the specific needs of teachers based on their age, sex, civil status, teaching position, and educational attainment to ensure equitable skill enhancement in reading instruction.
5. Teachers should consistently apply research-based teaching practices to strengthen the positive impact on learners' class reading performance in Filipino.
6. The enhanced reading instructional program should be fully implemented and continuously monitored to ensure its effectiveness in improving teachers' reading instruction and learners' reading performance.
7. Further studies on teaching practices in reading skills should explore the impact of emerging instructional strategies and digital interventions to enhance primary grade learners' reading proficiency.

7. ACKNOWLEDGMENT

The researcher extends heartfelt appreciation to all who contributed to the successful completion of this study, particularly Edgar G. Geniza, PhD, Editha B. Geniza, PhD, Elisa A. Menor, PhD, Arturo P. Caseñas, PhD, and Yzagany Ivarra B. Geniza from Mondriaan Aura College, Subic Bay Freeport Zone. Gratitude is also extended to William Roderick R. Fallorin, CESO VI, Assistant Schools Division Superintendent and Officer-in-Charge of the Office of the Schools Division

Superintendent; Melinda D. Punzalan, EdD, Public Schools District Supervisor; Whea D. Dayap, Coordinating Principal; Deans E. Mertola, EdD, Public Schools District Supervisor; Ruby Joy R. Concepcion, EdD, Coordinating Principal; and the school leaders of Zone III, Schools Division of Zambales, for their kind permission and unwavering support. The active participation and valuable contributions of the primary grade teachers of Zone III, Schools Division of Zambales, were instrumental in shaping the direction of this research. The steadfast support and constant encouragement of the researcher's family, including Robinson A. Rivas, Idificacion F. Rivas, Estrella R. Dela Cruz, and Loida R. Rondero, have been invaluable throughout this academic endeavor. Special gratitude is expressed to the researcher's supportive husband, Ramon V. Valido, and her children, Jhea Monique R. Valido, Ram Rueben R. Valido, and Ram David R. Valido, for their unwavering love and encouragement.

REFERENCES

- Aballe, S. J. F., Agcal, J. M. M., & Canoy, F. T. (2024). Exploring the Correlation between English Proficiency and Reading Comprehension among Elementary Learners in the Philippines. *Asian Journal of Education and Social Studies*, 50(6), 548–555. <https://doi.org/10.9734/ajess/2024/v50i61431>
- Afiah, N., Fakhruddin, Z., & Samaun, S. S. (2024). Resilience in teaching: Uncovering grit differences based on marital status in madrasah English teachers. *Journal An-Nafs Kajian Penelitian Psikologi*, 9(2), 300–311. <https://doi.org/10.33367/psi.v9i2.6273>
- Afzal, M., Saleem, K., & Waheed, S. A. (2023). A Gender-Based Comparison of Science Teachers' Knowledge about Instructional Strategies. *Bulletin of Business and Economics (BBE)*, 12(3), 283–290. <https://doi.org/10.61506/01.00034>
- Alfarisi, M. (2024). Analysis of diagnostic assessment results as the basis for implementing differentiated learning in elementary schools. *Lambda Jurnal Ilmiah Pendidikan MIPA Dan Aplikasinya*, 4(1), 36–43. <https://doi.org/10.58218/lambda.v4i1.848>
- Altamimi, M. O., & Ogdol, R. (2023). The effects of shared Reading approach on improving students' comprehension. *International Journal of Research in Education and Science*, 9(2), 308–328. <https://doi.org/10.46328/ijres.3047>
- Aragon, E., Menacho, I., Navarro, J. I., & Aguilar, M. (2024). Teaching strategies, cognitive factors and mathematics. *Heliyon*, 10(9), e29831. <https://doi.org/10.1016/j.heliyon.2024.e29831>
- Baa, S., & La Sunra, L. S. (2024). The effectiveness of implementing the guided reading method in improving the reading literacy of students of SMPN 40 Makassar. *Klasikal Journal of Education Language Teaching and Science*, 6(2), 500–514. <https://doi.org/10.52208/klasikal.v6i2.1189>
- Betonio, J. C., & Cubillas, A. U. (2024). Reading skills of Grade 4 learners: Appreciation, practices, and challenges of the parents and teachers in Bayugan South District. *International Journal of Scientific and Research Publications*, 14(5), 178–185. <https://doi.org/10.29322/ijsrp.14.05.2024.p14926>
- Bojanek, E. K., Raley, S. K., Shogren, K. A., & Lane, K. L. (2021). Examining the impact of Professional Development on the Self-Determined Learning Model of instruction for general and special Educators. *Inclusion*, 9(2), 118–133. <https://doi.org/10.1352/2326-6988-9.2.118>

- Cagatan, A. N. P., & Quirap, E. A. (2024). Collaborative learning and learners' academic performance. *International Journal of Multidisciplinary Research and Analysis*, 07(03). <https://doi.org/10.47191/ijmra/v7-i03-57>
- Dulo, A. A. (2022). In-service teachers' professional development and instructional quality in secondary schools in Gedeo Zone, Ethiopia. *Social Sciences & Humanities Open*, 5(1), 100252. <https://doi.org/10.1016/j.ssaho.2022.100252>
- Galeng, R. R. (2024). Strategies for supporting Teacher's Professional development and Retention in Parayao Centro Elementary School. *American Journal of Education and Technology*, 3(4), 45–50. <https://doi.org/10.54536/ajet.v3i4.3620>
- Garcia, N. R. N., & Doronio, N. R. G. (2024). Best practices in teaching reading: A phenomenological study. *World Journal of Advanced Research and Reviews*, 23(1), 293–301. <https://doi.org/10.30574/wjarr.2024.23.1.2042>
- Ghamrawi, N., & Abu-Tineh, A. (2022). A flat profession? Developing an Evidence-Based Career Ladder by Teachers for Teachers- a case study. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4312665>
- Gustanti, Y., & Ayu, M. (2021). The correlation between cognitive reading strategies and students' english proficiency test score. *Journal of English Language Teaching and Learning*, 2(2), 95–100. <https://doi.org/10.33365/jeltl.v2i2.1452>
- Hawamdeh, M. F., Beirat, S., Alzyoudi, M., & Alshdaifat, A. (2024). The effectiveness of employing metalinguistic awareness in improving reading skills. *International Journal of Religion*, 5(10), 2386–2399. <https://doi.org/10.61707/b8xt2k35>
- Iskakova, A., & Sultanbekova, S. (2024). Methodology for improving the reading literacy of students in the framework of the international PISA study. *Bulletin of the L N Gumilyov Eurasian National University Pedagogy Psychology Sociology Series*, 146(1), 11–25. <https://doi.org/10.32523/2616-6895-2024-146-1-11-25>
- Jakobson, K., Soodla, P., & Aro, M. (2022). General and special education teachers' knowledge about reading comprehension processes and instructional practices. *Reading and Writing*, 35(9), 2229–2256. <https://doi.org/10.1007/s11145-022-10280-8>
- Jarodzka, H., Van Driel, S., Catrysse, L., & Crasborn, F. (2023). Classroom chronicles: through the eyeglasses of teachers at varying experience levels. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1280766>
- Khairuddin, K. (2021). Organizational commitment viewed from marital status. *Journal of Education Humaniora and Social Sciences (JEHSS)*, 4(1), 480–484. <https://doi.org/10.34007/jehss.v4i1.679>
- Kuhn, M. R., & Stahl, K. A. D. (2022). Teaching reading: Development and differentiation. *Phi Delta Kappan*, 103(8), 25–31. <https://doi.org/10.1177/00317217221100007>
- Mara, J. T. (2024). Reading performance of the Grade II pupils in the different teaching approaches. *International Journal of Multidisciplinary Applied Business and Education Research*, 5(2), 528–536. <https://doi.org/10.11594/ijmaber.05.02.13>
- Nkurunziza, S. (2024). The role of phonological awareness in early reading development. *European Journal of Linguistics*, 3(3), 15–26. <https://doi.org/10.47941/ejl.2051>
- Nuangchalerm, P., & Intasena, A. (2022). Problems and needs in instructing literacy and fluency of reading and writing skills of Thai L1 young learners. *Journal of Education and Learning*, 11(2), 63. <https://doi.org/10.5539/jel.v11n2p63>

- Patulin, E. P. (2023). Trend analysis of admission, enrollment and completion in SNSU gradu-ate programs. *International Journal of Multidisciplinary Applied Business and Education Research*, 4(2), 336–342. <https://doi.org/10.11594/ijmaber.04.02.01>
- Pradhan, S., & Wangchuk, K. (2024). Promoting reading habits of upper primary grade learners. *Journal of Scientific Research and Reports*, 30(5), 784–802. <https://doi.org/10.9734/jsrr/2024/v30i51998>
- Schuller-Zwierlein, A., Mangen, A., Kovač, M., & Van Der Weel, A. (2024). Why higher-level reading is important. *Knjižnica Revija Za Področje Bibliotekarstva in Informacijske Znanosti*, 68(1), 43–73. <https://doi.org/10.55741/knj.68.1.3>
- Sebastian, M., Banate, R., & Saquin, M. (2022). Gender roles among public elementary teachers: basis for gender-responsive intervention activities. *International Online Journal of Primary Education*, 11(2), 401–411. <https://doi.org/10.55020/iojpe.1222199>
- Silva, M. (2021). The Relationship between Managerial Skills and Teaching Effectiveness of Elementary School Teachers. *International Journal of Educational Management and Development Studies*, 1(1), 1–19. <https://doi.org/10.53378/346083>
- Sintayani, N. K., Wibawa, I. M. C., & Antara, P. A. (2024). Papan pintar acak kata for improves reading skills of Grade II elementary school students. *Jurnal Ilmiah Sekolah Dasar*, 7(4), 677–686. <https://doi.org/10.23887/jisd.v7i4.63123>
- Ukumo, E. Y., & Berlie, A. D. (2024). Primary school English teachers' practice of teaching early grade reading. *Social Sciences & Humanities Open*, 9, 100840. <https://doi.org/10.1016/j.ssaho.2024.100840>
- Villaruel, J. A. Q., & Gallardo, R. D. (2024). Creating a positive classroom environment: lived experiences of Grade 1 teachers. *International Journal of Innovative Science and Research Technology (IJISRT)*, 2614–2618. <https://doi.org/10.38124/ijisrt/ijisrt24jun1592>
- Visuyan, E. B. (2024). Reading Intervention through “Brigada Sa Pagbasa”: Viewpoint of Primary Grade Teachers. *International Journal of Innovative Science and Research Technology (IJISRT)*, 556–558. <https://doi.org/10.38124/ijisrt/ijisrt24may679>
- Yolcu, E., & Sari, M. (2022). An Examination of Pre-Service Teachers' Perspectives on the Profession and Their Educational Philosophy Beliefs. *Muğla Sıtkı Koçman University Faculty of Education Journal*, 9(1), 286–301. <https://doi.org/10.21666/muefd.981487>
- Zaafour, A., & Salaberri-Ramiro, M. S. (2022). Incorporating Cooperative Project-Based Learning in the teaching of English as a Foreign language: Teachers' Perspectives. *Education Sciences*, 12(6), 388. <https://doi.org/10.3390/educsci12060388>
- Zakiah, H. M., & Sukmandari, Y. (2024). Problems in the reading literacy skills of elementary school students. *TSAQOFAH*, 4(2), 1246–1257. <https://doi.org/10.58578/tsaqofah.v4i2.2680>