

TEACHING PRACTICES FOR FULL REFRESHER READERS BY PRIMARY GRADE TEACHERS: FOUNDATION FOR ENHANCED READING PROGRAM

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ABSTRACT

This study determined the teaching practices for full refresher readers among 105 primary grade teachers in Palauig District, Schools Division of Zambales during the School Year 2023-2024. Utilizing a quantitative-descriptive research approach, the study employed a validated questionnaire for data collection. Results indicated that a majority of primary grade teachers fell within the age bracket of 30-39 years old, with a significant portion being female. Additionally, most primary grade teachers held the position of Teacher I, had less than nine years of service, and held MA degrees. Various teaching practices were employed by primary grade teachers to enhance the reading skills of full refresher readers, including instruction on reading materials, reading strategies, individualized reading, and collaborative reading. Full refresher readers exhibited light refresher reading levels in both Filipino and English reading results, based on class CRLA-based reading levels. A significant difference was observed in the teaching practices for full refresher readers among primary grade teachers across all dimensions—reading materials, reading strategies, individualized reading, and collaborative reading—based on age and length of service profiles. A positively high and significant correlation was found between the teaching practices for full refresher readers among primary grade teachers and the class CRLA-based reading levels of full refresher readers in terms of Filipino and English reading results. Thus, there is a need for an enhanced program for teaching practices aimed at improving the reading levels of full refresher readers, tailored specifically for primary grade teachers.

Keywords: Teaching Practices, Full Refresher Readers, Primary Grade Teachers, Enhanced Reading Program.

1. INTRODUCTION

Enhancing teaching practices for full refresher readers in primary grades is crucial for building a solid foundation for academic success. This research addresses diverse learning needs, aiming to prevent long-term literacy challenges and align with educational goals. By empowering teachers with effective strategies, they contribute to inclusive classrooms and promote equity in education. The focus on creating a research-informed foundation also supports the development of comprehensive reading program.

The literature on teaching practices for full refresher readers by primary grade teachers underscores the critical importance of targeted and evidence-based instructional approaches. Wint (2023) highlights the ongoing struggle in Florida, where literacy coaching programs have yet to significantly elevate the reading achievements of full refresher readers, who continue to perform below proficient levels according to the NAEP. This suggests that literacy coaching must incorporate more specialized strategies tailored to the unique needs of these readers. Similarly, LaVigne-Jones (2023) stresses the necessity of implementing evidence-based instructional

practices to bridge the racial and ethnic achievement gaps among eighth-grade full refresher readers, particularly during their transition from elementary to middle school. The study points to a significant relationship between teachers' professional training, classroom practices, and reading outcomes, emphasizing the pivotal role of teacher quality and targeted interventions in improving literacy.

Research also highlights the multifaceted nature of teaching practices for full refresher readers, especially those who are English language learners (ELLs). Gonzalez (2021) identifies strategies such as higher-level questioning and collaborative reading comprehension support as effective in addressing the diverse needs of ELLs. This is echoed by Grote-Garcia and Ortlieb (2024), who stress the importance of focusing on dyslexia, early literacy, phonics, and social justice in literacy education. Sullivan (2023) adds that effective small group instructional practices, particularly in phonemic awareness and phonics, are crucial for full refresher readers, highlighting the necessity of explicit and targeted instruction. The global perspective provided by Dogar and Shah (2023) reveals that reading fluency is often neglected due to exam-driven teaching practices, further emphasizing the need for a shift in instructional focus to improve reading skills.

In addition to these targeted instructional strategies, the integration of technology and collaborative efforts has shown promise in enhancing reading outcomes for full refresher readers. Studies by Gerundio (2023) and Mize et al. (2024) demonstrate that ICT-based interventions and mentoring programs that include reading fluency instruction and resilience-building activities can significantly improve motivation, engagement, and reading skills among learners. This is supported by collaborative reading initiatives, as highlighted by Deng et al. (2024), which contribute to the development of genre awareness and academic literacy skills. The need for a well-defined scope and sequence for reading support, as emphasized by Phan (2023), further underscores the importance of structured and personalized instructional frameworks. Collectively, these findings advocate for a comprehensive and adaptive approach to teaching full refresher readers, addressing their unique challenges and promoting improved literacy outcomes across diverse educational contexts.

The research gap that prompted the conduct of the study on teaching practices for full refresher readers by primary grade teachers revolves around the persistent struggles faced by these learners and the inadequacy of existing instructional strategies. Despite various efforts, full refresher readers continue to perform below proficient levels, pointing to a critical need for more specialized and evidence-based approaches. Additionally, the unique challenges of ELLs and the neglect of essential skills such as reading fluency further emphasize this gap. The abrupt shift to online learning post-pandemic has also created new challenges, revealing the need for adaptive strategies and targeted interventions. Addressing these gaps necessitates a comprehensive, inclusive, and personalized approach to teaching full refresher readers, leveraging technology, collaborative efforts, and professional development to enhance reading outcomes.

2. STATEMENT OF THE PROBLEM

This study determined the teaching practices for full refresher readers of primary grade teachers at Palauig District, Schools Division of Zambales during the School Year 2023-2024.

Specifically, it aimed to answer these questions:

1. How may the profile of primary grade teachers be described in terms of:
 - 1.1. age;
 - 1.2. sex;

- 1.3. teaching position;
- 1.4. length of service; and
- 1.5. highest educational attainment?
2. How may the teaching practices for full refresher readers of primary grade teachers be described in terms of:
 - 2.1. reading materials;
 - 2.2. teaching strategies;
 - 2.3. individualized reading; and
 - 2.4. collaborative reading?
3. How may the class CRLA-based reading levels of full refresher readers be described in terms of:
 - 3.1. Filipino reading test; and
 - 3.2. English reading test?
4. Is there a significant difference between the teaching practices for full refresher readers of primary grade teachers when grouped according to their profile?
5. Is there a significant correlation between the teaching practices for full refresher readers of primary grade teachers and the class CRLA-based reading levels of full refresher readers?
6. What enhancement program can be proposed for teaching practices of primary grade teachers towards the improvement of reading levels of full refresher readers?

3. METHODS AND MATERIALS

This study determined the teaching practices for full refresher readers of primary grade teachers at Palauig District, Schools Division of Zambales, during the School Year 2023-2024. Utilizing a quantitative-descriptive method, data were collected, classified, summarized, and presented using percentages and means. The respondents comprised 105 primary grade teachers, selected via total population sampling to ensure unbiased representation and validity. A researcher-designed questionnaire served as the primary data collection instrument, consisting of three distinct sections: the profile of primary grade teachers, the teaching practices for full refresher readers of primary grade teachers, and the class Comprehensive Rapid Literacy Assessment (CRLA)-based reading levels of full refresher readers. Internal consistency was confirmed through Cronbach's Alpha scores, indicating excellent reliability across dimensions. Non-parametric testing, specifically the Kruskal-Wallis Test and Spearman's Rho Correlation Coefficient, were employed due to the non-normal distribution of data, revealing significant findings across various dimensions.

4. RESULTS AND DISCUSSIONS

4.1. Profile of the Primary Grade Teachers

Table 1 breaks down the primary grade teachers' age profile, illustrating the distribution through frequency and percentage. The table reveals that 40 primary grade teachers (38.10%) were in the 30-39 years old age bracket, 35 primary grade teachers (33.33%) were in the 20-29 years old age bracket, 18 primary grade teachers (17.14%) were in the 40-49 years old age bracket, and 12 primary grade teachers (11.43%) were in the 50-59 years old age bracket. The mean age of primary grade teachers was 35.17 or 35 years old, falling within the 30-39 years old age bracket.

Table 1. Frequency and Percentage Distribution of the Profile of Primary Grade Teacher in terms of Age

Age	Frequency	Percentage
50-59 years old	12	11.43
40-49 years old	18	17.14
30-39 years old	40	38.10
20-29 years old	35	33.33
Total	105	100.00
Mean	35.17 years old	

The present study parallels Marcelino's (2023) research, focusing on a specific age group within the teacher population in Zambales. It aims to provide insights into the characteristics and behaviors of primary grade teachers aged 30 to 39 years old.

Table 2 encapsulates the distribution of the sex profile among primary grade teachers, presenting both frequency and percentage distribution. The table indicates that the majority of the primary grade teachers (89.52%) were female, while a minority (10.48%) were male.

Table 2. Frequency and Percentage Distribution of the Profile of Primary Grade Teacher in terms of Sex

Sex	Frequency	Percentage
Male	11	10.48
Female	94	89.52
Total	105	100.00

Similarly, Albarda's (2022) study in Zambales revealed a notable gender distribution among primary grade teachers, with a predominant representation of female teachers. This suggests the need for exploration of gender-related aspects within the educational context during the specified time frame.

Table 3 details the distribution of primary grade teachers' teaching position profiles, including both frequency and percentage. According to the table, 42 primary grade teachers (40%) held Teacher I positions, 36 primary grade teachers (34.29%) held Teacher III positions, 23 primary grade teachers (21.90%) held Teacher II positions, and 4 primary grade teachers (3.81%) held Master Teacher I positions.

Table 3. Frequency and Percentage Distribution of the Profile of Primary Grade Teachers in terms of Teaching Position

Teaching Position	Frequency	Percentage
Master Teacher I	4	3.81
Teacher III	36	34.29
Teacher II	23	21.90
Teacher I	42	40.00
Total	105	100.00

Furthermore, Aque's (2023) research in Zambales highlighted a significant association between primary grade teachers and their teaching positions. It offers insights into the educational challenges faced by teachers regarding ranking, promotion, or reclassification in the province.

In terms of the length of service, Table 4 displays the frequency and distribution of primary grade teachers' profiles. It is observed that 42 primary grade teachers (40%) had 9 years and below length of service, 40 primary grade teachers (38.10%) had 10-19 years length of service, 17 primary grade teachers (16.19%) had 20-29 years length of service, and 6 primary grade teachers

(5.71%) had 30-39 years length of service. The mean length of service of primary grade teachers was 13.26, falling within the bracket of 10-19 years.

Table 4. Frequency and Percentage Distribution of the Profile of Primary Grade Teachers in terms of Length of Service

Length of Service	Frequency	Percentage
30-39 years	6	5.71
20-29 years	17	16.19
10-19 years	40	38.10
9 years and below	42	40.00
Total	105	100.00
Mean	13.26 years	

Moreover, Falsario's (2020) study in Zambales uncovered a prevalent pattern among primary grade teachers, indicating that the majority had served for 9 years or less. This suggests there are ample opportunities for them to learn and master their duties and responsibilities as teachers in public schools.

In Table 5, the highest educational attainment of the primary grade teachers is outlined, illustrating the frequency and percentage distribution. The data in the table shows that 42 primary grade teachers (40%) were MA graduates, 35 primary grade teachers (33.33%) had their MA units, 26 primary grade teachers (24.76%) were college graduates, and 2 primary grade teachers (1.90%) had EdD/PhD units.

Table 5. Frequency and Percentage Distribution of the Profile of Primary Grade Teachers in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
with EdD/PhD units	2	1.90
MA Graduate	42	40.00
with MA units	35	33.33
College Graduate	26	24.76
Total	105	100.00

Additionally, Francisco's (2023) research in Zambales affirmed that a significant portion of primary grade teachers held master's degrees. This suggests the need to explore the role and impact of teachers with varying educational backgrounds on learners' reading levels.

4.2. Teaching Practices for Full Refresher Readers of Primary Grade Teachers

In Table 6, the mean ratings and interpretations of primary grade teachers' teaching practices for full refresher readers in terms of reading materials are provided. The table indicates that primary grade teachers practiced their teaching for full refresher readers by choosing reading materials that matched the reading abilities of the full refresher readers in their class ($\mu = 3.10$), including interesting and diverse texts to make a meaningful connection between full refresher readers and the materials ($\mu = 3.04$), letting their learners pick texts they liked, promoting a positive attitude toward reading ($\mu = 3.01$), keeping the classroom library up-to-date with inclusive materials that represent different perspectives ($\mu = 3.08$), teaching specific strategies for understanding different types of texts, like summarizing and asking questions ($\mu = 3.10$), breaking down complex texts into smaller parts and gradually increasing difficulty as learners improved (μ

= 3.04), using multimedia resources to support different learning styles and boost comprehension ($\mu = 3.06$), staying informed about effective practices in choosing and using reading materials through collaboration and professional development ($\mu = 3.03$), creating a supportive environment where full refresher readers discuss and share their thoughts about the reading materials ($\mu = 3.01$), and checking if the chosen reading materials were effective through assessments, adjusting their teaching to help their full refresher readers improve ($\mu = 3.07$). Overall, the general mean rating for reading materials was 3.05, interpreted as practiced.

Table 6. Mean Ratings and Interpretations of the Teaching Practices for Full Refresher Readers of Primary Grade Teachers in terms of Reading Materials

Item	Indicators	Mean Rating	Interpretation
1	I choose reading materials that match the reading abilities of the full refresher readers in my class.	3.10	Practiced
2	I include interesting and diverse texts to make a meaningful connection between full refresher readers and the materials.	3.04	Practiced
3	I let my learners pick texts they like, promoting a positive attitude toward reading.	3.01	Practiced
4	I keep the classroom library up-to-date with inclusive materials that represent different perspectives.	3.08	Practiced
5	I teach specific strategies for understanding different types of texts, like summarizing and asking questions.	3.10	Practiced
6	I break down complex texts into smaller parts and gradually increase difficulty as learners improve.	3.04	Practiced
7	I use multimedia resources to support different learning styles and boost comprehension.	3.06	Practiced
8	I stay informed about effective practices in choosing and using reading materials through collaboration and professional development.	3.03	Practiced
9	I create a supportive environment where full refresher readers can discuss and share their thoughts about the reading materials.	3.01	Practiced

10	I check if the chosen reading materials are effective through assessments, adjusting my teaching to help my full refresher readers improve.	3.07	Practiced
General Mean Rating		3.05	Practiced

The present study was similar to the studies of Yakin et al. (2024), Wright et al. (2023), Diaz et al. (2024) in connection with the exploration of effective teaching practices and materials for literacy instruction. Just as the research at Madrasah Ibtidaiyah Negeri 02 Situbondo emphasizes the integration of local stories into teaching materials and the use of technology like the Canva application, the studies discussed also examine the alignment of instructional practices with educational policies and the impact of instructional methods on learners' learning outcomes. Additionally, the studies highlight the importance of adapting teaching approaches, whether in response to cultural contexts, technological advancements, or changing educational landscapes, to effectively support learners' literacy development.

The mean ratings and interpretations of primary grade teachers' teaching practices for full refresher readers in terms of reading strategies are displayed in Table 7. The data suggests that primary grade teachers practiced their teaching for full refresher readers by adjusting their teaching methods to meet the unique needs of full refresher readers in their primary grade class ($\mu = 3.07$), regularly checking each learner's reading level and adapting their teaching to provide targeted help ($\mu = 3.03$), using different approaches like visuals, hands-on activities, and sound to make reading lessons engaging for full refresher readers ($\mu = 3.04$), breaking down complex reading skills into smaller steps, giving clear guidance to help full refresher readers master each part ($\mu = 3.06$), creating flexible groups, allowing peers to work together and providing extra help where needed for full refresher readers ($\mu = 3.07$), maintaining a positive environment, using motivation and praise to boost the confidence of full refresher readers during reading activities ($\mu = 3.06$), using technology effectively, incorporating apps or online resources to support the individual learning needs of full refresher readers ($\mu = 3.02$), collaborating with other teachers to gather diverse insights and improve their teaching strategies for supporting full refresher readers ($\mu = 2.99$), giving full refresher readers plenty of chances to practice on their own and with guidance ($\mu = 3.04$), and assessing and adjusting their teaching methods based on observations and feedback to meet the changing needs of full refresher readers ($\mu = 3.05$). Overall, the general mean rating for reading strategies was 3.04, interpreted as practiced.

Table 7. Mean Ratings and Interpretations of the Teaching Practices for Full Refresher Readers of Primary Grade Teachers in terms of Reading Strategies

Item	Indicators	Mean Rating	Interpretation
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1	I adjust my teaching methods to meet the unique needs of full refresher readers in my primary grade class.	3.07	Practiced
2	I regularly check each learner's reading level and adapt my teaching to provide targeted help.	3.03	Practiced
3	I use different approaches like visuals, hands-on activities, and sound to make reading lessons engaging for full refresher readers.	3.04	Practiced
4	I break down complex reading skills into smaller steps, giving clear guidance to help full refresher readers master each part.	3.06	Practiced
5	I create flexible groups, allowing peers to work together and providing extra help where needed for full refresher readers.	3.07	Practiced
6	I maintain a positive environment, using motivation and praise to boost the confidence of full refresher readers during reading activities.	3.06	Practiced
7	I use technology effectively, incorporating apps or online resources to support the individual learning needs of full refresher readers.	3.02	Practiced
8	I collaborate with other teachers to gather diverse insights and improve my teaching strategies for supporting full refresher readers.	2.99	Practiced
9	I give full refresher readers plenty of chances to practice on their own and with guidance.	3.04	Practiced
10	I assess and adjust my teaching methods based on observations and feedback to meet the changing needs of full refresher readers.	3.05	Practiced
General Mean Rating		3.04	Practiced

The present study was aligned to the studies of Nel (2024), Amjadi and Talebi (2021), and Ukumo and Berlie (2024) in relation with the exploration of effective reading strategies and their instruction. Just as the present study investigates pre-service teachers' perceptions of teaching reading comprehension strategies within a mixed reality simulation environment, Nel (2024) explores the efficacy of teaching reading comprehension strategies through a simulation-based

approach. Similarly, Amjadi and Talebi (2021) examine the implementation of Collaborative Strategic Reading (CSR) and Extended CSR (ECSR) to teach reading strategies, emphasizing the importance of incorporating social-emotional learning skills into reading instruction. Furthermore, Ukumo and Berlie (2024) investigate Ethiopian primary school English teachers' practice of teaching early grade reading, highlighting the need for systematic and explicit training in literacy instruction strategies. These studies collectively underscore the importance of preparing teachers to effectively teach reading strategies to enhance learners' reading comprehension skills.

Table 8 outlines the mean ratings and interpretations concerning the teaching practices for full refresher readers of primary grade teachers in terms of individualized reading. It is evident from the table that primary grade teachers practiced their teaching for full refresher readers by understanding each full refresher reader's strengths and challenges, adapting their teaching to meet their unique needs ($\mu = 3.04$), creating personalized reading plans for learners, adjusting the pace based on their progress ($\mu = 3.07$), offering one-on-one support during reading activities, addressing specific difficulties and reinforcing areas needing extra help ($\mu = 3.00$), using assessments to pinpoint individual reading needs, and customizing interventions accordingly ($\mu = 3.02$). Additionally, they let learners choose materials they like, encouraging ownership and motivation in their learning ($\mu = 3.09$), communicated with parents to collaborate on strategies supporting full refresher readers at home ($\mu = 3.02$), used flexible grouping to provide targeted instruction for specific reading needs ($\mu = 3.00$), incorporated adaptive technology for personalized learning experiences ($\mu = 3.03$), adjusted the challenge levels based on ongoing observations, ensuring appropriate support ($\mu = 3.02$), and created a supportive environment where full refresher readers felt comfortable expressing their needs, promoting trust in the personalized approach to reading ($\mu = 3.03$). Overall, the general mean rating for individualized reading was 3.03, interpreted as practiced.

Table 8. Mean Ratings and Interpretations of the Teaching Practices for Full Refresher Readers of Primary Grade Teachers in terms of Individualized Reading

Item	Indicators	Mean Rating	Interpretation
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1	I understand each full refresher reader's strengths and challenges, adapting my teaching to meet their unique needs.	3.04	Practiced
2	I create personalized reading plans for learners, adjusting the pace based on their progress.	3.07	Practiced
3	I offer one-on-one support during reading activities, addressing specific difficulties and reinforcing areas needing extra help.	3.00	Practiced
4	I use assessments to pinpoint individual reading needs, customizing interventions accordingly.	3.02	Practiced
5	I let learners choose materials they like, encouraging ownership and motivation in their learning.	3.09	Practiced
6	I communicate with parents to collaborate on strategies supporting full refresher readers at home.	3.02	Practiced
7	I use flexible grouping to provide targeted instruction for specific reading needs.	3.00	Practiced
8	I incorporate adaptive technology for personalized learning experiences.	3.03	Practiced
9	I adjust the challenge level based on ongoing observations, ensuring appropriate support.	3.02	Practiced
10	I create a supportive environment where full refresher readers feel comfortable expressing their needs, promoting trust in the personalized approach to reading.	3.03	Practiced
General Mean Rating		3.03	Practiced

The present study was parallel to the studies of Batilaran et al. (2024), Lammert and Brice (2024), and Odegaard et al. (2022) in terms with the exploration of individualized reading interventions and their implications for teaching practices. Just as Batilaran et al. (2024) provide a comprehensive examination of individualized reading program and their theoretical foundations, instructional strategies, and effectiveness, Lammert and Brice (2024) investigate the impact of interactions with reading interventionists on preservice teachers' views of effective reading instruction and self-efficacy. Additionally, Odegaard et al. (2022) explore physiotherapy teachers' attitudes toward digital education and their views on prerequisites for a digital transformation of teaching and learning, highlighting the importance of integrating technology into established

teaching practices. Together, these studies underscore the significance of personalized support, guided instruction, and technology integration in promoting effective individualized instruction to enhance learner learning outcomes.

The mean ratings and interpretations of the teaching practices for full refresher readers of primary grade teachers in terms of collaborative reading are presented in Table 9. The table reveals that primary grade teachers practiced their teaching for full refresher readers by promoting collaborative reading through various strategies. Specifically, they facilitated shared thoughts and discussions in groups ($\mu = 3.10$), created projects to encourage shared learning experiences ($\mu = 3.06$), paired learners for peer-to-peer reading partnerships ($\mu = 2.98$), encouraged collaborative problem-solving ($\mu = 3.06$), utilized cooperative learning strategies such as group discussions ($\mu = 3.09$), fostered a classroom culture of sharing and community ($\mu = 3.02$), incorporated technology tools to facilitate group activities ($\mu = 3.06$), promoted inclusive turn-taking during reading aloud ($\mu = 3.03$), organized book clubs for collaborative exploration of texts ($\mu = 2.99$), and collaborated with colleagues, specialists, and parents to support full refresher readers ($\mu = 3.06$). Overall, the general mean rating for collaborative reading was 3.04, interpreted as practiced.

Table 9. Mean Ratings and Interpretations of the Teaching Practices for Full Refresher Readers of Primary Grade Teachers in terms of Collaborative Reading

Item	Indicators	Mean Rating	Interpretation
1	I promote collaborative reading by having learners share thoughts and discuss materials in groups.	3.10	Practiced
2	I create projects where learners work together, fostering shared learning experiences.	3.06	Practiced
3	I pair learners for peer-to-peer reading partnerships to support each other's understanding.	2.98	Practiced
4	I encourage collaborative problem-solving, prompting learners to work together to overcome challenges.	3.06	Practiced
5	I use cooperative learning strategies, like group discussions, to create an interactive reading environment.	3.09	Practiced
6	I establish a classroom culture where learners feel comfortable sharing interpretations, fostering a sense of community.	3.02	Practiced
7	I incorporate technology tools that facilitate group discussions or collaborative projects related to reading.	3.06	Practiced

8	I encourage inclusive turn-taking during reading aloud, promoting shared participation.	3.03	Practiced
9	I organize book clubs for learners to collaboratively explore and analyze texts.	2.99	Practiced
10	I collaborate with colleagues, specialists, and parents to provide a network of support for full refresher readers, ensuring a cohesive reading program.	3.06	Practiced
General Mean Rating		3.04	Practiced

The present study was akin to the studies of Yosief et al. (2022), Alzubi et al. (2024), and Laurillard (2024) in cognizant with the exploration of collaborative reading practices and their implications for teaching effectiveness. Just as Yosief et al. (2022) illuminate the benefits of teacher collaboration through collaborative action research (CAR) in improving professional effectiveness, Alzubi et al. (2024) investigate EFL teachers' perceptions of implementing collaborative learning, highlighting the challenges and solutions in fostering collaborative reading environments. Additionally, Laurillard (2024) emphasizes the importance of collaborative learning design as a solution to optimize the potential of digital technologies in education, underscoring the role of collaboration in enhancing teaching practices and learner learning outcomes. Together, these studies underscore the significance of collaborative reading approaches in promoting effective teaching practices and professional development among teachers.

The summary of primary grade teachers' teaching practices for full refresher readers is detailed in Table 10. It can be seen from the table that the primary grade teachers practiced teaching for full refresher readers in terms of reading materials, reading strategies, individualized reading, and collaborative reading ($\mu = 3.05, 3.04, 3.03, 3.04$, respectively). The overall mean rating was 3.04, interpreted as practiced.

Table 10. Summary on the Teaching Practices for Full Refresher Readers of Primary Grade Teachers

Item	Dimensions	Mean Rating	Interpretation
1	Reading Materials	3.05	Practiced
2	Reading Strategies	3.04	Practiced
3	Individualized Reading	3.03	Practiced
4	Collaborative Reading	3.04	Practiced
Overall Mean Rating		3.04	Practiced

The present study was related to the studies of Er (2021), Prediger and Buro (2021), and Main (2024) by focusing on the influence of leadership and instructional practices on teacher professional development and learner outcomes. Just as Er (2021) explores the impact of principal learning-centered leadership on teacher practices through teacher beliefs and professional learning, Prediger and Buro (2021) propose a conceptual framework for inclusive teaching practices and identify diverse strategies employed by teachers to address learners' abilities in subject matter classrooms. Additionally, Main (2024) examines the responses of middle grades teachers to

emergency remote teaching during the COVID-19 pandemic, highlighting the adoption of learner-centered pedagogies and differentiated instructional practices. Together, these studies underscore the significance of leadership, instructional practices, and professional development in promoting effective teaching practices and enhancing learner learning outcomes.

4.3. Class CRLA-Based Reading Levels of Full Refresher Readers

Table 11 provided the class CRLA-based reading levels of full refresher readers in terms of Filipino reading result, presenting frequency and percentage distribution. The data in the table reveals that 38 full refresher readers (36.19%) exhibited moderate refresher, 35 full refresher readers (33.33%) displayed light refresher, and 32 full refresher readers (30.48%) demonstrated grade ready. The mean Filipino reading result was 2.94, interpreted as light refresher.

Table 11. Frequency and Percentage Distribution of the Class CRLA-Based Reading Levels of Full Refresher Readers in terms of Filipino Reading Result

Class CRLA-Based Reading Levels	Frequency	Percentage
Grade Ready	32	30.48
Light Refresher	35	33.33
Moderate Refresher	38	36.19
Total	105	100.00
Mean	2.94	
Interpretation	Light Refresher	

The present study was similar to the studies of Cassion and Pagdato (2023), Gonzales et al. (2024), and Saro et al. (2024) in connection with the examination of reading proficiency and literacy levels among Filipino learners. Cassion and Pagdato (2023) investigated effective reading approaches to alleviate frustration rates in Filipino and English literacy levels among Key Stage 2 learners, highlighting the importance of intensive reading techniques. Similarly, Gonzales et al. (2024) explored digital reading habits among preservice elementary language teachers, reflecting on the impact of technology on literacy rates. Furthermore, Saro et al. (2024) delved into the reading proficiency levels of Grade 10 learners, emphasizing tailored interventions like Catch-Up Friday sessions to enhance reading skills among learners. Together, these studies underscore the multifaceted nature of literacy development and the importance of implementing effective strategies to improve reading proficiency among Filipino learners.

Turning to the English reading result, Table 12 presents the frequency and percentage distribution of the class CRLA-based reading levels of full refresher readers. It is notable that 43 full refresher readers (40.95%) achieved moderate refresher, 35 full refresher readers (33.33%) attained light refresher, and 27 full refresher readers reached grade ready. The mean English reading result was 2.85, interpreted as light refresher.

Table 12. Frequency and Percentage Distribution of the Class CRLA-Based Reading Levels of Full Refresher Readers in terms of English Reading Results

Class CRLA-Based Reading Levels	Frequency	Percentage
Grade Ready	27	25.71
Light Refresher	35	33.33
Moderate Refresher	43	40.95
Total	105	100.00
Mean	2.85	
Interpretation	Light Refresher	

The present study was parallel to the studies of Holston (2024), Li et al. (2021), and Capin et al. (2023) in relation with the emphasis on improving English reading outcomes among learners, particularly focusing on effective instructional strategies and teacher preparation. Holston (2024) highlights the importance of state literacy strategies that prioritize teacher effectiveness to strengthen learner reading outcomes. Similarly, Li et al. (2021) conducted a meta-analysis of reading interventions for English learners, identifying effective instructional strategies such as scaffolding and interactive read aloud to improve reading comprehension. Additionally, Capin et al. (2023) investigated the reading profiles of Spanish-speaking emergent bilinguals with below-grade-level reading comprehension, emphasizing the need for tailored interventions to address word reading difficulties and enhance reading comprehension. Together, these studies underscore the significance of implementing evidence-based practices and policies to enhance English reading results among diverse learner populations.

In Table 13, the distribution of class CRLA-based reading levels of full refresher readers is depicted. The table shows that in both dimensions, Filipino reading result and English reading result ($\mu = 2.94, 2.85$, respectively), light refresher reading levels were observed. The overall mean rating was 2.90, indicating light refresher reading levels.

Table 13. Summary on the Class CRLA-Based Reading Levels of Full Refresher Readers

Class CRLA-Based Reading Levels	Mean	Interpretation
Filipino Reading Result	2.94	Light Refresher
English Reading Result	2.85	Light Refresher
Overall Mean	2.90	Light Refresher

The present study was aligned to the studies of Manguilimotan et al. (2024), Samia (2024), and Evasco (2024) in terms with the CRLA-based reading levels of full refresher readers. Manguilimotan et al. (2024) investigated the factors affecting the reading comprehension skills of Grade 3 learners, revealing instructional reading levels among respondents. Similarly, Samia (2024) explored grade school pupils' reading performance levels in Filipino and numerical literacy pre- and during the pandemic, indicating changes in reading profiles and numerical literacy levels among pupils. Additionally, Evasco (2024) evaluated the effect of Project 4Ps on reading performance, demonstrating significant improvements in learners' scores and positive evaluations from teacher-respondents regarding reading remedial sessions. These studies collectively

underscore the importance of understanding reading performance levels and implementing effective interventions to enhance reading skills among learners.

4.4. Difference between the Teaching Practices for Full Refresher Readers of Primary Grade Teachers and their Profile

In Table 14, the results of a Kruskal-Wallis Test are displayed, examining the difference between the teaching practices for full refresher readers of primary grade teachers and their age profile. The computed asymptotic significant values for dimensions of teaching practices for full refresher readers of primary grade teachers, including reading materials, reading strategies, individualized reading, and collaborative reading (ASig. = 0.011, 0.007, 0.005, 0.011, respectively), all fall below the 0.05 significance threshold. Therefore, the null hypothesis is rejected, indicating a notable difference between primary grade teachers' age profile and the overall teaching practices for full refresher readers of primary grade teachers, with an overall computed value of ASig. = 0.010.

Table 14. Difference between the Teaching Practices for Full Refresher Readers of Primary Grade Teachers and their Profile in terms of Age

Teaching Practices for Full Refresher Readers	H-value	df	Asymp. Sig.	Decision
Reading Materials	11.158	3	.011	Reject H ₀₁ Significant
Reading Strategies	12.129	3	.007	Reject H ₀₁ Significant
Individualized Reading	12.733	3	.005	Reject H ₀₁ Significant
Collaborative Reading	11.222	3	.011	Reject H ₀₁ Significant
Overall	11.425	3	.010	Reject H₀₁ Significant

The present study was similar to the studies of Martins et al. (2024), Tajik et al. (2022), and Mauer and Swanson (2024) in connection with the impact of age on teaching practices for full refresher readers of primary grade teachers. Martins et al. (2024) examined the effectiveness of a group mentoring program for fifth-grade learners during their school transition, considering age as a covariate. Similarly, Tajik et al. (2022) investigated graduate learners' experiences with English medium instruction in Kazakhstan, capturing diverse age profiles among respondents and their coping strategies with academic reading and writing challenges. Moreover, Mauer and Swanson (2024) proposed a cross-age tutoring program to support elementary learners, emphasizing the need for innovative approaches in literacy instruction, especially for learners with disabilities, which may vary based on age. Together, these studies underscore the importance of considering age-related factors in designing effective teaching practices to support diverse learners in their academic journey.

In Table 15, the results of a Kruskal-Wallis Test are presented to examine the difference between the teaching practices for full refresher readers of primary grade teachers and their sex profile. The computed asymptotic significant values for dimensions of reading materials, reading strategies, individualized reading, and collaborative reading (ASig. = 0.479, 0.708, 0.338, 0.686,

respectively) all exceed the 0.05 significance threshold. Therefore, the null hypothesis is accepted, indicating no notable difference between primary grade teachers' sex profile and the overall teaching practices for full refresher readers, with an overall computed value of ASig. = 0.529.

Table 15. Difference between the Teaching Practices for Full Refresher Readers of Primary Grade Teachers and their Profile in terms of Sex

Teaching Practices for Full Refresher Readers	H-value	df	Asymp. Sig.	Decision
Reading Materials	.500	1	.479	Accept H ₀₁ Not Significant
Reading Strategies	.141	1	.708	Accept H ₀₁ Not Significant
Individualized Reading	.917	1	.338	Accept H ₀₁ Not Significant
Collaborative Reading	.164	1	.686	Accept H ₀₁ Not Significant
Overall	.397	1	.529	Accept H₀₁ Not Significant

The present study was aligned to the studies of Wright et al. (2024), Mechler et al. (2021), and Moreira and Talanquer (2023) in relation with the intersectionality of teaching practices for full refresher readers of primary grade teachers and their gender and sexual identity. Wright et al. (2024) investigated the impact of an intervention on pre-service science teachers' attitudes towards gender and sexual diversity-inclusive science teaching, highlighting the importance of teacher education programs in promoting inclusive practices. Similarly, Mechler et al. (2021) explored food insecurity among diverse learners in higher education institutions, including data on gender identity and sexual orientation, emphasizing the role of higher education in ensuring learners' basic needs and implications for educational equity. Moreover, Moreira and Talanquer (2023) examined differences in the relationships that chemistry instructors sought to build with intention in their classes, underscoring the importance of analyzing intentional teaching practices to better understand their impact on learner performance and support teacher reflection. Together, these studies underscore the significance of promoting inclusive teaching practices that consider the diverse identities and needs of both learners and teachers.

In Table 16, a Kruskal-Wallis Test is presented to examine the difference between the teaching practices for full refresher readers of primary grade teachers and their teaching position. The computed asymptotic significant values for dimensions of reading materials, reading strategies, individualized reading, and collaborative reading (ASig. = 0.224, 0.194, 0.145, 0.274, respectively) all exceed the 0.05 significance threshold. Consequently, the null hypothesis is accepted, indicating no notable difference between primary grade teachers' teaching position profile and the overall teaching practices for full refresher readers, with an overall computed value of ASig. = 0.272.

Table 16. Difference between the Teaching Practices for Full Refresher Readers of Primary Grade Teachers and their Profile in terms of Teaching Position

Teaching Practices for Full Refresher Readers	H-value	df	Asymp. Sig.	Decision
Reading Materials	4.373	3	.224	Accept H ₀₁ Not Significant
Reading Strategies	4.715	3	.194	Accept H ₀₁ Not Significant
Individualized Reading	5.393	3	.145	Accept H ₀₁ Not Significant
Collaborative Reading	3.888	3	.274	Accept H ₀₁ Not Significant
Overall	3.908	3	.272	Accept H₀₁ Not Significant

The present study was parallel to the studies of Moura et al. (2024), Willet (2023), and Nieminen (2022) in cognizant with the challenges faced by teachers, particularly Preservice Teachers (PSTs) and Early Career Teachers (ECTs), in their teaching positions and professional development. Moura et al. (2024) examined how positioning PSTs as practitioner researchers within a learning community can facilitate their enactment of Assessment for Learning (AfL) during school placements, highlighting the need for support in embedding assessment practices. Similarly, Willet (2023) explored how ECTs expand their professional learning networks (PLNs) through social media to navigate early career challenges, emphasizing the importance of seeking support for instructional practice amidst conflicting teaching beliefs. Furthermore, Nieminen (2022) proposed a critical socio-political approach to inclusive assessment, advocating for Assessment for Inclusion (AfI) to promote the inclusion of marginalized learners in academic communities, underscoring the significance of rethinking assessment practices to foster accessibility and celebrate human diversity. Together, these studies shed light on the complexities of teaching positions and underscore the importance of ongoing support and inclusive practices for teachers' professional growth and learner success.

In Table 17, the results of a Kruskal-Wallis Test are displayed, investigating the difference between the teaching practices for full refresher readers of primary grade teachers and their length of service profile. The computed asymptotic significant values for dimensions of reading materials, reading strategies, individualized reading, and collaborative reading (ASig. = 0.049, 0.029, 0.017, 0.048, respectively) all fall below the 0.05 significance threshold. Consequently, the null hypothesis is rejected, indicating a notable difference between primary grade teachers' length of service profile and the overall teaching practices for full refresher readers, with an overall computed value of ASig. = 0.044.

Table 17. Difference between the Teaching Practices for Full Refresher Readers of Primary Grade Teachers and their Profile in terms of Length of Service

Teaching Practices for Full Refresher Readers	H-value	df	Asymp. Sig.	Decision
Reading Materials	7.602	3	.049	Reject H ₀₁ Significant
Reading Strategies	9.000	3	.029	Reject H ₀₁ Significant
Individualized Reading	10.162	3	.017	Reject H ₀₁ Significant
Collaborative Reading	7.916	3	.048	Reject H ₀₁ Significant
Overall	6.123	3	.044	Reject H₀₁ Significant

The present study was tantamount to the studies of Lannin et al. (2023), Anderhag et al. (2023), and Bai et al. (2022) in terms with the teaching practices for full refresher readers of primary grade teachers and their length of service. Lannin et al. (2023) investigated how middle school teachers scaffolded instruction to support learners, including those with learning disabilities, in reading complex STEM texts, highlighting the importance of teacher expertise and experience in facilitating learners' sense-making of scientific phenomena. Similarly, Anderhag et al. (2023) explored the strategies employed by lower secondary school learners when programming robots in technology education classes, emphasizing the role of teachers in guiding learners through new and challenging tasks, especially in emerging fields such as programming. Furthermore, Bai et al. (2022) examined the relationships between struggling writers' motivation and their use of self-regulated learning strategies and writing competence in an English as a foreign language context, underscoring the significance of teacher support and guidance in fostering learners' motivation and self-regulation, particularly among those facing challenges in writing. These studies collectively emphasize the pivotal role of experienced teachers in effectively implementing instructional strategies and supporting learner learning across diverse educational contexts.

In Table 18, the results of a Kruskal-Wallis Test are presented, examining the difference between the teaching practices for full refresher readers of primary grade teachers and their highest educational attainment. The computed asymptotic significant values for the dimensions of reading materials, reading strategies, individualized reading, and collaborative reading (ASig. = 0.133, 0.157, 0.060, 0.231, respectively) all exceed the 0.05 significance threshold. Consequently, the null hypothesis is accepted, indicating that there is no significant difference between the highest educational attainment profile of primary grade teachers and the overall teaching practices for full refresher readers, with an overall computed value of ASig. = 0.215.

Table 18. Difference between the Teaching Practices for Full Refresher Readers of Primary Grade Teachers and their Profile in terms of Highest Educational Attainment

Teaching Practices for Full Refresher Readers	H-value	df	Asymp. Sig.	Decision
Reading Materials	.133	3	.133	Accept H ₀₁ Not Significant
Reading Strategies	.157	3	.157	Accept H ₀₁ Not Significant
Individualized Reading	.060	3	.060	Accept H ₀₁ Not Significant
Collaborative Reading	.231	3	.231	Accept H ₀₁ Not Significant
Overall	.215	3	.215	Accept H₀₁ Not Significant

The present study was related to the studies of Mathias et al. (2023), Jamil et al. (2024), and Rodrigues and De Lima (2021) in cognizant with the teaching practices for full refresher readers of primary grade teachers and their highest educational attainment. Mathias et al. (2023) addressed the challenges in teaching mathematics to undergraduate learners with varying levels of motivation and mathematics anxiety, highlighting the effectiveness of a collaborative teaching intervention between specialists in mathematics and Earth Sciences. Similarly, Jamil et al. (2024) investigated gender differences in academic achievement among elementary school learners, emphasizing the importance of understanding motivational and self-regulatory factors that influence academic performance. Additionally, Rodrigues and De Lima (2021) explored school leaders' instructional leadership practices and their perceived impact on learner outcomes, underscoring the significance of effective leadership in improving learner achievement. These studies collectively underscore the importance of tailored teaching approaches, consideration of motivational factors, and effective leadership practices in enhancing educational outcomes for diverse learner populations.

4.5. Correlation between the Teaching Practices for Full Refresher Readers of Primary Grade Teachers and the Class CRLA-Based Reading Levels of Full Refresher Readers

In Table 19, the correlation between the teaching practices for full refresher readers of primary grade teachers and the class CRLA-based reading levels of full refresher readers, specifically in terms of Filipino reading result, was examined using Spearman's Rho Correlation Coefficient. The teaching practices for full refresher readers of primary grade teachers, including reading materials, reading strategies, individualized reading, and collaborative reading, demonstrated a positive and high correlation with the class CRLA-based reading levels of full refresher readers in terms of Filipino reading result ($r_s = 0.565, 0.520, 0.512, 0.528$, respectively). The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) were all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively high significant correlation ($r_s = 0.547, \alpha = 0.000$) between the teaching practices for full refresher readers of primary grade teachers and the class CRLA-based reading levels of full refresher readers in terms of Filipino reading result.

Table 19. Correlation between the Teaching Practices for Full Refresher Readers of Primary Grade Teachers and the Class CRLA-Based Reading Levels of Full Refresher Readers in terms of Filipino Reading Result

Teaching Practices for Full Refresher Readers	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Reading Materials	.565	Positive High Correlation	.000	Reject Ho ₂ Significant
Reading Strategies	.520	Positive High Correlation	.000	Reject Ho ₂ Significant
Individualized Reading	.532	Positive High Correlation	.000	Reject Ho ₂ Significant
Collaborative Reading	.528	Positive High Correlation	.000	Reject Ho ₂ Significant
Overall	.547	Positive High Correlation	.000	Reject Ho₂ Significant

The present study was similar to the studies of Abergos et al. (2024), Golo and Tado (2024), and Taganas and Jancinal (2024) in terms with the teaching practices for full refresher readers of primary grade teachers and the class CRLA-based reading levels of full refresher readers in terms of Filipino reading result. Abergos et al. (2024) investigated the effectiveness of remedial reading in improving the reading comprehension levels of struggling readers, highlighting the importance of targeted interventions. Similarly, Golo and Tado (2024) explored the implementation of a reading intervention program, ELECTRA, emphasizing the challenges and benefits encountered in supporting struggling readers. Additionally, Taganas and Jancinal (2024) delved into the lived experiences of reading coordinators in handling struggling readers, revealing coping mechanisms and inferences for teaching practice, underscoring the importance of an inclusive and supportive approach to address diverse challenges in reading instruction. These studies collectively emphasize the significance of tailored interventions, collaborative efforts, and supportive environments in improving Filipino reading outcomes for struggling readers.

In Table 20, the correlation between the teaching practices for full refresher readers of primary grade teachers and the class CRLA-based reading levels of full refresher readers, specifically in terms of English reading results, was analyzed using Spearman's Rho Correlation Coefficient. The teaching practices for full refresher readers of primary grade teachers, including reading materials, reading strategies, individualized reading, and collaborative reading, demonstrated a positive and high correlation with the class CRLA-based reading levels of full refresher readers in terms of English reading result ($r_s = 0.544, 0.517, 0.540, 0.512$, respectively). The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) were all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively high significant correlation ($r_s = 0.531, \alpha = 0.000$) between the teaching practices for full refresher readers of primary grade teachers and the class CRLA-based reading levels of full refresher readers in terms of English reading result.

Table 20. Correlation between the Teaching Practices for Full Refresher Readers of Primary Grade Teachers and the Class CRLA-Based Reading Levels of Full Refresher Readers in terms of English Reading Result

Teaching Practices for Full Refresher Readers	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Reading Materials	.544	Positive High Correlation	.000	Reject Ho ₂ Significant
Reading Strategies	.517	Positive High Correlation	.000	Reject Ho ₂ Significant
Individualized Reading	.540	Positive High Correlation	.000	Reject Ho ₂ Significant
Collaborative Reading	.512	Positive High Correlation	.000	Reject Ho ₂ Significant
Overall	.531	Positive High Correlation	.000	Reject Ho₂ Significant

The present study was parallel to the studies of Pettaway (2024), Safeek and Hock (2024), and Razkane and Diouny (2022) in relation with the teaching practices for full refresher readers of primary grade teachers and the class CRLA-based reading levels of full refresher readers in terms of English reading result. Pettaway (2024) aimed to improve Star Reading proficiency scores among at-risk learners by incorporating vocabulary strategies and fostering positive learner-teacher relationships. Safeek and Hock (2024) investigated the impact of positive feedback practices on struggling readers, highlighting the importance of effective feedback and a supportive environment. Similarly, Razkane and Diouny (2022) explored the effect of metacognitive reading strategy intervention in English on improving reading comprehension achievements in French, suggesting the transferability of skills across languages. These studies collectively underscored the significance of tailored instructional strategies and supportive environments in enhancing English reading outcomes for diverse learner groups.

In Table 21, the correlation between the teaching practices for full refresher readers of primary grade teachers and the class CRLA-based reading levels of full refresher readers was determined using Spearman's Rho Correlation Coefficient. The teaching practices for full refresher readers of primary grade teachers, including reading materials, reading strategies, individualized reading, and collaborative reading, demonstrated a positive and high correlation with the class CRLA-based reading levels of full refresher readers ($r_s = 0.565, 0.527, 0.545, 0.529$, respectively). The corresponding significant values ($\alpha = 0.000, 0.000, 0.000, 0.000$, respectively) were all significant at the 5% level, leading to the rejection of the null hypothesis. Overall, there exists a positively high significant correlation ($r_s = 0.548, \alpha = 0.000$) between the teaching practices for full refresher readers of primary grade teachers and the class CRLA-based reading levels of full refresher readers.

Table 21. Correlation between the Teaching Practices for Full Refresher Readers of Primary Grade Teachers and the Class CRLA-Based Reading Levels of Full Refresher Readers

Teaching Practices for Full Refresher Readers	Correlation Coefficient	Interpretation	Sig. (2-tailed)	Decision
Reading Materials	.565	Positive High Correlation	.000	Reject Ho ₂ Significant
Reading Strategies	.527	Positive High Correlation	.000	Reject Ho ₂ Significant
Individualized Reading	.545	Positive High Correlation	.000	Reject Ho ₂ Significant
Collaborative Reading	.529	Positive High Correlation	.000	Reject Ho ₂ Significant
Overall	.548	Positive High Correlation	.000	Reject Ho₂ Significant

The present study was aligned to the studies of Lubaton et al. (2024), Kehoe and McGinty (2023), and Benedict et al. (2024) in connection with the teaching practices for full refresher readers of primary grade teachers and the class CRLA-based reading levels of full refresher readers. Lubaton et al. (2024) investigated the challenges teachers face in promoting learners with low comprehension skills to the next grade level, emphasizing the need for additional support and resources such as tutoring and remedial instruction. Similarly, Kehoe and McGinty (2023) highlighted the importance of recognizing factors beyond comprehension in helping learners advance, suggesting changes in exam administration methods to ensure fairness and accessibility. Additionally, Benedict et al. (2024) explored the relationship between upper elementary learners' learning experiences and special education teachers' reading practices, underscoring the significance of understanding how instructional practices impact learner learning beyond quantitative measures. These studies collectively underscore the multifaceted approach needed to support learners with varying comprehension levels and the importance of effective teaching practices tailored to individual learning needs.

4.6. An Enhanced Reading Program on Teaching Practices for Full Refresher Readers by Primary Grade Teachers

The Enhanced Reading Program for Teaching Practices for Full Refresher Readers by Primary Grade Teachers at Palauig District, Schools Division of Zambales aims to elevate literacy through targeted instructional interventions and comprehensive professional development. This program addresses diverse learner needs by providing personalized support, utilizing evidence-based strategies, and fostering a love for reading with varied materials. It includes advanced training for teachers, enhancing their expertise in effective reading instruction through workshops, peer communities, and online courses. Over three years, stakeholders will implement structured activities like group reading sessions and interactive read-alouds to improve reading skills and comprehension. Success will be measured by improved reading comprehension scores and fluency rates among learners. The program emphasizes individualized reading plans, ensuring personalized growth and progress, and promotes collaborative reading experiences to develop social and cognitive skills. Additionally, assessments, including the CRLA, will inform

instructional planning and monitor progress. By integrating Filipino and English reading proficiency assessments, the program aims for holistic literacy development. Ultimately, this initiative seeks to create a supportive learning environment, empowering both teachers and learners to achieve academic success.

5. CONCLUSIONS

1. The profile of primary grade teachers indicates that a majority of them fall within the age bracket of 30-39 years old, with a significant portion being female. Additionally, a large proportion of primary grade teachers hold the position of Teacher I. Furthermore, it was observed that most primary grade teachers have less than nine years of service and hold MA degrees.
2. Primary grade teachers employ various teaching practices to enhance the reading skills of full refresher readers, including instruction on reading materials, reading strategies, individualized reading, and collaborative reading.
3. Full refresher readers exhibit light refresher reading levels in both Filipino and English reading results, based on class CRLA-based reading levels.
4. A notable difference was observed in the teaching practices for full refresher readers among primary grade teachers across all dimensions—reading materials, reading strategies, individualized reading, and collaborative reading—based on age and length of service. The computed asymptotic significant values fell below the 0.05 level of significance, leading to the rejection of the null hypothesis. Therefore, a significant difference exists between the teaching practices for full refresher readers among primary grade teachers and their age and length of service profile.
5. A positively high and significant correlation was found between the teaching practices for full refresher readers among primary grade teachers across various dimensions—reading materials, reading strategies, individualized reading, and collaborative reading—and the class CRLA-based reading levels of full refresher readers in terms of Filipino and English reading results. The computed significant value reached significance at a 5% level, necessitating the rejection of the null hypothesis. Thus, there is a positively high significant correlation between the teaching practices for full refresher readers among primary grade teachers and the class CRLA-based reading levels of full refresher readers in terms of Filipino and English reading results.
6. An enhanced program for teaching practices aimed at improving the reading levels of full refresher readers has been developed for primary grade teachers.

6. RECOMMENDATIONS

1. Primary grade teachers must adapt their teaching methods to cater to the diverse needs of learners within the age bracket of 30-39 years old, predominantly female, holding Teacher I positions, with less than nine years of service and MA degrees.
2. Primary grade teachers must continue to integrate diverse teaching practices, including instruction on reading materials, reading strategies, individualized reading, and collaborative reading, to effectively enhance the reading skills of full refresher readers.
3. Primary grade teachers must recognize the prevalence of light refresher reading levels among full refresher readers in both Filipino and English reading results, based on class CRLA-based reading levels, and implement targeted interventions to address this issue.
4. Primary grade teachers must acknowledge and adapt their teaching practices based on the significant differences observed in full refresher readers' instruction across dimensions such as

reading materials, reading strategies, individualized reading, and collaborative reading, considering the factors of age and length of service.

5. Primary grade teachers must maintain and strengthen their adoption of effective teaching practices, as evidenced by the positively high and significant correlation found between these practices and the class CRLA-based reading levels of full refresher readers in terms of Filipino and English reading results.

6. Primary grade teachers must engage in professional development programs aimed at enhancing their teaching practices to better support the improvement of reading levels among full refresher readers.

7. Further studies on the specific needs and preferences of full refresher readers within the identified demographic profile of primary grade teachers, including age, sex, position, years of service, educational attainment, and academic performance of learners are recommended to tailor teaching methods more effectively and address potential gaps in instructional strategies.

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