PROFICIENCY IN TEACHING READING OF PRIMARY GRADE TEACHERS OF PRIVATE SCHOOLS IN BAYAMBANG, PANGASINAN

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Abstract

This study sought to determine the level of proficiency in teaching reading of the primary grade teachers of private schools in Bayambang, Pangasinan during the School Year 2025-2026 through a quantitative-descriptive-correlational research design. The data used in this study came from the 56 primary grade teachers and eight school heads which were subjected to frequency count, percentage, weighted mean, the chi-square test of independence, and the t-test. Results showed that: majority of the primary grade teachers are bachelor's degree holders, have been teaching for one to ten years, and have not attended any training related with teaching reading; in general, the primary grade teachers perceived that they have advanced level of proficiency in teaching reading as evidenced by the computed overall weighted mean of 3.76 while the school heads perceived that the primary grade teachers only have intermediate level of proficiency in teaching reading as evidenced by the computed overall weighted mean of 2.96; there is a significant relationship between the highest educational attainment, the length of teaching experience, and the number of relevant trainings attended of the primary grade teachers and the level of their proficiency in teaching reading; and, there is a significant difference between the perceptions of the primary grade teachers and their school heads on the level of proficiency in teaching reading of the primary grade teachers. Given the findings, the following conclusions were drawn: a typical primary grade teacher of a private school in Bayambang, Pangasinan is a bachelor's degree holder, has been teaching for one to ten years, and has not attended any training related with teaching reading for the past five years; the primary grade teachers perceived that they have advanced level of proficiency in teaching reading while their school heads perceived that they only have intermediate level of proficiency in teaching reading; the level of proficiency in teaching reading of the primary grade teachers is influenced by their highest educational attainment, length of teaching experience, and number of relevant trainings attended; and, the primary grade teachers and their school heads have different perceptions on the level of proficiency in teaching reading of the primary grade teachers.

Keywords: *Proficiency in teaching reading, primary grade teachers*

Introduction

Reading is widely regarded as the cornerstone of all learning skills and one of the most essential abilities a person can acquire. It is a multifaceted process that cannot be successfully taught separately from other aspects of learning. More than merely identifying written or printed words, reading entails comprehending and interpreting the text and constructing meaningful understanding from the material being read (Kanmaz, 2022).

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Reading, according to Ozdemir and Akyol (2019), is considered one of the most important components of teaching, if not the most significant. It is universally acknowledged as a basic academic skill and a vital foundation of the teaching-learning process. Reading proficiency plays a key role in achieving academic success at every educational level. Difficulties in reading may result in various learning problems across subject areas because reading involves multiple sub skills essential for comprehension and effective learning.

Reading is the purposeful recognition and interpretation of ideas shaped by the reader's mental framework and level of understanding. It is a complex activity affected by factors such as language development, personal experiences, intellectual capacity, and one's attitude toward reading.
According to Rizqiani and Novitri (2023), reading ability develops through the interaction of these elements as readers attempt to recognize, understand, and evaluate information presented in written texts. They explained that reading consists of four stages. The first stage, perception, is the ability to identify and pronounce words as meaningful symbols. The second stage, comprehension, refers to extracting meaning from words within their context. The third stage, reaction, involves the reader's emotional and critical response to the author's ideas. The final stage, integration, is the process of relating newly acquired ideas to prior knowledge and experiences. These stages are interrelated and collectively contribute to the effective use of reading as a means of solving problems.

At its most basic level, reading entails recognizing words by first identifying letters, understanding how these letters combine to form words, and interpreting the meanings of those words within a sentence or passage (Brewer (2023). In English and many other languages, the same set of letters may be arranged differently to produce words with completely distinct meanings. For example, the letters "t," "c," and "a" can form the word "cat," which refers to an\ animal, or "act," which may mean to perform, behave, or act. Nevertheless, word recognition alone does not fully constitute reading. Genuine reading requires comprehension of the ideas conveyed by the words, making understanding the central objective of reading instruction. Reading proficiency is widely viewed as the key to acquiring knowledge and serves as the basis for achievement in all areas of learning. In the modern world, education largely depends on an individual's ability to interpret written texts accurately and meaningfully. As emphasized by Alao and Jacob (2018), reading is the most essential subject children must learn because without the ability to read effectively, a child will struggle to learn other subjects in today's society.

Reading involves a variety of cognitive skills, such as fluency, vocabulary and semantic processing, visualization, working memory, and reasoning and inferencing abilities.

Among cognitive skills, fluency is considered one of the most important cognitive skills necessary for successful reading. Fluency refers to the ability to recognize words quickly and automatically, enabling readers to devote greater cognitive attention to comprehending the text rather than decoding individual words (Richland, 2025). Kuche, Demissie, and Wanna (2024) explained that fluency acts as the bridge between word decoding and reading comprehension. Laurito (2022) also emphasized that decoding ability is a major factor contributing to differences in children's comprehension skills. In addition, Hanson (2026) found that readers who repeatedly practiced words until recognition became automatic were more capable of answering comprehension questions accurately. Supporting this view, Berninger et al. (2016) revealed in

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their study of at-risk second-grade pupils that both reading speed and accuracy were strong predictors of comprehension ability. Fluency is especially influential among beginning readers; however, as students grow older and deal with increasingly complex texts, vocabulary knowledge becomes a more powerful determinant of reading comprehension than fluency.

The second cognitive skill involved in reading is vocabulary and semantic processing. Understanding semantics is crucial in constructing meaning from text because students need to know the meanings of words before they can fully comprehend sentences and passages. Braze et al. (2017) identified vocabulary knowledge as an important predictor of the development of reading comprehension. In the same way, Baumann (2017) stressed that vocabulary-related abilities, including orally defining words and recalling their meanings, are among the strongest predictors of growth in reading comprehension. Berninger et al. (2016) likewise recognized verbal IQ as a major factor affecting comprehension ability. Furthermore, Sencibaugh (2017) explained that learners who experience difficulties in comprehension often possess weak semantic awareness, making it challenging for them to assign meaning to words. Hence, vocabulary instruction is essential in enhancing reading comprehension, especially when learners are repeatedly exposed to unfamiliar words in different contexts.

The third cognitive skill required in reading is visualization. A key component of reading comprehension is the reader's ability to actively form mental images from the information presented in the text. These mental images are not static; rather, they continuously change and develop as learners acquire new information (Hanna, 2020). Visualization is closely associated with the dual-coding theory of reading, which explains that learners process verbal information through both visual imagery and object-based representations in order to create meaning Despins, 2023). Commonly known as mental imagery, visualization not only aids comprehension but also strengthens memory retention of what has been read (Ghafournia, 2023). Duan (2023) further noted that students trained in mental imagery techniques while reading demonstrated significant gains in comprehension and that there is a strong positive relationship between visualization training and improved reading comprehension.

The fourth cognitive skill essential in reading is working memory. Working memory has a significant role in reading comprehension because it functions as an executive process responsible for holding and updating information in the mind (Diana, 2022). It also regulates the process of deriving meaning from text and relating it to prior knowledge in order to build understanding (Duan, 2023). Working memory temporarily retains sequences of textual information, combines them with new information, and connects them to knowledge stored in long-term memory. Sibanda, Dippenaar, and Swart (2024) identified working memory as a direct predictor of reading comprehension. They further explained that as learners progress to higher grade levels and deal with increasingly complex texts, they require greater working memory capacity to process longer sentences, unfamiliar vocabulary, and continuously developing mental representations. In the same way, Susu (2023) reported that executive functioning composite scores significantly influence reading comprehension among learners from pre-kindergarten to third grade. These findings highlight the importance of working memory as a major factor in reading comprehension across different developmental stages.

The fifth cognitive skill involved in reading is reasoning and inferencing. Inferential reasoning is the ability to arrive at conclusions based on information provided in a text, even when such information is implied rather than directly stated. The National Foundation for Educational

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Research (NFER) (2018) emphasized that making inferences is strongly associated with overall reading comprehension. Likewise, Cain and Oakhill (2017) explained that students' inferencing abilities play a significant role in the development of future comprehension skills. On the other hand, Chikelu and Mogboh (2019) observed that learners with poor comprehension skills often experience difficulties in making inferences. Inferential reasoning depends on both short-term and long-term memory because readers must retrieve prior knowledge and combine it with textual information to determine implied meanings and that reasoning ability, together with verbal knowledge, is one of the major factors affecting reading comprehension (NFER, 2018).

Based on the foregoing discussion, reading is both highly important and complex in nature. Consequently, teaching reading demands appropriate skills and a high level of proficiency. In line with this, the present study sought to determine the level of proficiency in teaching reading among primary grade teachers of private schools in Bayambang, Pangasinan.

METHODOLOGY

Research Design

This study utilized the quantitative-descriptive method of research. It described the primary grade teachers of private schools in Bayambang, Pangasinan in terms of highest educational attainment, length of teaching experience, and number of relevant seminars/trainings attended as well as determined the level of their proficiency in teaching reading. The study also utilized the correlational research design for it determined if there is a significant relationship between the profile variables of the primary grade teachers and the level of their proficiency in teaching reading as well as if there is a significant difference between the perceptions of the primary grade teachers and their school heads on the level of proficiency in teaching reading of the primary grade teachers.

Moreover, the developmental method of research also used for the study came up with a proposed enhancement training program for the primary grade teachers of private schools in Bayambang, Pangasinan to enhance their proficiency in teaching reading.

Sources of Data

Research Setting. This study was conducted in private schools in Bayambang, Pangasinan during the School Year 2025-2026.

Sampling. The respondents of the present investigation were all the 56 primary grade teachers and eight school heads of private schools in Bayambang, Pangasinan. Accordingly, no sampling was done.

Research Participants. As mentioned, all the 56 primary grade teachers and the eight school heads of the private schools in Bayambang, Pangasinan were made as respondents of the study. The primary grade teachers provide their profile in terms of highest educational attainment, length of teaching experience, and number of relevant seminars/trainings attended as well as the level of their proficiency in teaching reading. Meanwhile, the school heads provide data relative to the level of proficiency in teaching reading of the primary grade teachers.

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TABLE 1
Distribution of the Primary Grade Teachers in terms of Highest Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's degree holder	46	82%
Completed academic requirements in the master's degree	7	13%
Master's degree holder	3	5%
Completed academic requirements in the doctorate degree	0	0%
Doctorate degree holder	0	0%
Total	56	100%

Instrumentation and Data Collection

Instrumentation. The data utilized in this study were gathered through two survey-questionnaire – one for the primary teachers and one for the school heads.

The survey-questionnaire for the primary grade teachers had two parts. The first part looked into the profile of the primary grade teachers in terms of highest educational attainment, length of teaching experience, and number of relevant seminars/trainings attended. And, the second part focused on the level of proficiency in teaching reading of the primary grade teachers. On the other hand, the survey-questionnaire for the school heads only concentrated on the level of proficiency in teaching reading of the primary grade teachers.

Trustworthiness. The items in the first part of the survey-questionnaire which is about the profile of the primary grade teachers is common in researches. Hence, no validation is required.

With respect to the second part of the survey-questionnaire which is about the level of proficiency in teaching reading of the primary grade teachers, the items were based from the survey-questionnaire of Cabinta (2023) in her study entitled "Teaching Reading Competence of Primary Grade Teachers of Selected Public Elementary Schools in the Municipality of Basista, Pangasinan: Basis for a Capability Enhancement Program." The items in this survey-questionnaire were validated by the researcher and, hence, are considered valid and reliable.

Data Collection. In collecting the data needed in the study, the researcher personally administered the survey-questionnaire to the primary grade teachers giving them two weeks to answer. After two weeks, the researcher retrieved the survey questionnaire.

Ethical Considerations. So as not to violate the data privacy of the Filipino teachers, permission to conduct the study was first secured from the school heads of the different private schools. Thereafter, informed consent was taken from the primary grade teachers and the school heads.

Moreover, the researcher treated the data gathered with utmost confidentially and were used only for the purpose of answering the research questions of the study in accordance with the Data Privacy Act of the Philippines. Likewise, authors of researches, articles, and other scholar works used in this study were cited, properly acknowledged, and documented.

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Tools for Data Analysis

To determine the profile of the primary grade teachers of private schools in Bayambang, Pangasinan, the data gathered were subjected to frequency count and percentage employing the formula:

$$P = \frac{f}{N} \times 100$$

where:

P = the computed percentage
f = the observed frequency
N = total number of subject cases

To determine the level of proficiency in teaching reading of the primary grade teachers, the weighted mean was used employing the formula:

$$WM = \frac{\sum wX}{\sum w}$$

where:

WM = weighted mean
$\sum$ = summation
W = weighing factor
X = frequency.

Moreover, the weighted means computed were interpreted using this scale of interpretation:

fundamental	=	1.00 – 1.49
basic	=	1.50 – 2.49
intermediate	=	2.50 – 3.49
advanced	=	3.50 – 4.49
proficient	=	4.50 – 5.00.

To determine if there is a significant relationship between the profile variables of the primary grade teachers and the level of their proficiency in teaching reading, the chi-square test of independence was used.

Lastly, to determine if there is a significant difference between the perceptions of the primary grade teachers and the school heads on the level of proficiency in teaching reading of the primary grade teachers, the t-test was utilized.

RESULTS AND DISCUSSION

The Profile of the Primary Grade Teachers of Private Schools in Bayambang, Pangasinan

This section presents the profile of the primary grade teachers of private schools in Bayambang, Pangasinan to answer the first sub-problem of the study.

On Highest Educational Attainment

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With respect to the educational attainment, the primary grade teachers were given five choices, namely, “bachelor’s degree holder,” “completed academic requirements in the master’s degree,” “master’s degree holder,” “completed academic requirements in the doctorate degree,” and “doctorate degree holder.” Table 2 indicates the results.

TABLE 2
Distribution of the Primary Grade Teachers in terms of Length of Teaching Experience

Length of Teaching Experience	Frequency	Percentage
1-5 years	28	50%
6-10 years	15	27%
11-15 years	8	14%
more than 15 years	5	9%
Total	56	100%

As disclosed in Table 2, 28 or 50% of the primary grade teachers have been teaching for one to five years, 15 or 27% have been teaching for six to 10 years, eight or 14% have been teaching for 11 to 15 years, and five or nine% have been teaching for more than 15 years already. It can be noted here that majority of the primary grade teachers have been teaching for one to 10 years.

On Length of Teaching Experience

In relation to the length of teaching experience, the primary grade teachers were provided with four choices to choose from, viz., “one to five years,” “six to 10 years,” “11 to 15 years,” and “more than 15 years.” Table 2 shows the results.

On Number of Relevant Trainings Attended

In relation to the number of trainings related with teaching reading competence for the past five years, the primary grade teachers were given three choices, to wit: “have not attended any training related with teaching reading for the past five years,” “have attended not more than

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three trainings related with teaching reading for the past five years," and "have attended more than three trainings related with teaching reading for the past five years." Table 3 presents the results.

TABLE 3
Distribution of the Primary Grade Teachers in terms of Number of Relevant Trainings Attended

Number of Trainings Attended	Frequency	Percentage
Have not attended any training related with teaching reading	39	70%
Have attended not more than three trainings related with teaching reading	17	30%
Have attended more than three trainings related with teaching reading	0	0%
Total	56	100%

As disclosed in Table 3, 39 or 70% of the primary grade teachers have attended not any training related with teaching reading for the past five years and 17 or 30% have attended more than three trainings. It can be seen that majority of the primary grade teachers have not attended any training related with teaching reading. This implies that a training or seminar on the same will greatly benefit them.

The Level of Proficiency in Teaching Reading of the Primary Grade Teachers

This section provides answers to the second sub-problem of the study which is about the level of proficiency in teaching reading of the primary grade teachers along classroom management, learning practices, assessment, and technology skills.

On Classroom Management

The primary grade teachers and their school heads assessed the level of proficiency in teaching reading of the primary grade teachers. along classroom management.

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Assessment of the Primary Grade Teachers. The assessment of the primary grade teachers on their level of proficiency in teaching reading along classroom management is presented in Table 4.

As shown in Table 4, when asked as to the level to which they prepare learning activities accomplished on a time allotted for the subject, 22 of the primary grade teachers claimed "intermediate," 30 claimed "advanced," and four claimed "proficient." The weighted mean computed here is 3.68 which is pointing to "advanced" in the scale.

When queried as to the level to which they use different teaching methods and strategies on the activities provided in the modules, 22 of the primary grade teachers answered "intermediate," 30 answered "advanced," and four answered "proficient." In this item, the weighted mean computed is 3.68 which is "advanced"

TABLE 4
The Level of Proficiency in Teaching Reading of the Primary Grade Teachers along Classroom Management as Perceived by Themselves

Assessment Items	Responses					WM	DE
	FU	BA	IN	AD	PR		
1. Prepare learning activities accomplished on a time allotted for the subject	0	0	22	30	4	3.68	AD
2. Use different teaching methods and strategies on the activities provided in the modules	0	0	22	30	4	3.68	AD
3. Create valuable learning experiences through the activities provided for the learners in the modules	0	0	18	34	4	3.75	AD
4. Draw learners' attention through the activities in the modules	0	0	22	30	4	3.68	AD
5. Analyze answers of pupils on the activities provided on the modules and prepare innovative projects to enhance learning	0	0	22	30	4	3.68	AD
6. Treat students as individuals by	0	0	18	34	4	3.75	

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maintaining a learning environment that conveys high expectations of every student							AD
7. Work collaboratively with families of students and other significant adults by communicating and collaborating with the home and community for the benefit of students	0	0	20	28	8	3.79	AD
8. Provide an environment in which each child has a positive, nurturing relationship with caring adults by maintaining a positive and nurturing learning environment	0	0	19	29	8	3.80	AD
9. Embrace diversity in the school community and in the world by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures	0	0	21	27	8	3.77	AD
10. Lead in the classroom by positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques	0	0	19	33	4	3.73	AD
					AWM	3.73	AD

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

FU	=	fundamental	=	1.00 – 1.49
BA	=	basic	=	1.50 – 2.49
IN	=	intermediate	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
PR	=	proficient	=	4.50 – 5.00

in the scale.

When asked as to what level they create valuable learning experiences through the activities provided for the learners in the modules, 18 of the primary grade teachers claimed “intermediate,” 34 claimed “advanced,” and four claimed “proficient.” The weighted mean computed here is 3.75 which is pointing to “advanced” in the scale.

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When questioned as to what level they draw learners' attention through the activities in the modules, 22 of the primary grade teachers said "intermediate," 30 said "advanced," and four said "proficient." In this item, the weighted mean computed is 3.68 which is leading to "advanced" in the scale of interpretation.

When queried as to what level they analyze answers of pupils on the activities provided on the modules and prepare innovative projects to enhance learning, 22 of the primary teachers mentioned "intermediate," 30 mentioned "advanced," and four mentioned "proficient." The weighted mean computed here is 3.68 which is indicative of "advanced" in the scale.

When asked as to what level they treat students as individuals by maintaining a learning environment that conveys high expectations of every student, 18 of the primary grade teachers claimed "intermediate," 34 claimed "advanced," and four claimed "proficient." The weighted mean computed here is 3.75 which is pointing to "advanced" in the scale.

When asked as to what level they work collaboratively with families of students and other significant adults by communicating and collaborating with the home and community for the benefit of students, 20 of the primary grade teachers claimed "intermediate," 28 claimed "advanced," and eight claimed "proficient." The weighted mean computed here is 3.79 which is pointing to "advanced" in the scale.

When questioned as to what level they provide an environment in which each child has a positive, nurturing relationship with caring adults by maintaining a positive and nurturing learning environment, 19 of the primary grade teachers said "intermediate," 29 said "advanced," and eight said "proficient." In this item, the weighted mean computed is 3.80 which is leading to "advanced" in the scale of interpretation.

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When queried as to what level they embrace diversity in the school community and in the world by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures, 21 of the primary grade teachers mentioned “intermediate,” 27 mentioned “advanced,” and eight mentioned “proficient.” The weighted mean computed here is 3.77 which is indicative of “advanced” in the scale.

Lastly, when asked as to what level they lead in the classroom by positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques, 19 of the primary grade teachers claimed “intermediate,” 33 claimed “advanced,” and four claimed “proficient.” The weighted mean computed here is 3.73 which is pointing to “advanced” in the scale.

Meanwhile, the area weighted mean computed is 3.73. This implies that the primary grade teachers perceived that they are in the advanced level of teaching reading along classroom management.

Assessment of the School Heads. The assessment of the school heads on the level of proficiency in teaching reading of their primary grade teachers along classroom management is presented in Table 5.

As shown in Table 5, when asked as to the level to which their primary grade teachers prepare learning activities accomplished on a time allotted for the subject, one of the school heads claimed “basic,” five claimed “intermediate”, and two claimed “advance.” The weighted mean computed here is 3.13 which is pointing to “intermediate” in the scale.

TABLE 5
The Level of Proficiency in Teaching Reading of the Primary Grade Teachers along Classroom Management as Perceived by the School Heads

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Assessment Items	Responses					WM	DE
	FU	BA	IN	AD	PR		
1. Prepare learning activities accomplished on a time allotted for the subject	0	1	5	2	0	3.13	IN
2. Use different teaching methods and strategies on the activities provided in the modules	0	2	6	0	0	2.75	IN
3. Create valuable learning experiences through the activities provided for the learners in the modules	0	1	6	1	0	3.00	IN
4. Draw learners' attention through the activities in the modules	0	2	6	0	0	2.75	IN
5. Analyze answers of pupils on the activities provided on the modules and prepare innovative projects to enhance learning	0	1	6	1	0	3.00	IN
6. Treat students as individuals by maintaining a learning environment that conveys high expectations of every student	0	0	7	1	0	3.13	IN
7. Work collaboratively with families of students and other significant adults by communicating and collaborating with the home and community for the benefit of students	0	1	7	0	0	2.88	IN
8. Provide an environment in which each child has a positive, nurturing relationship with caring adults by maintaining a positive and nurturing learning environment	0	1	6	1	0	3.00	IN
9. Embrace diversity in the school community and in the world by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures	0	2	6	0	0	2.75	IN
10. Lead in the classroom by positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques	0	1	6	1	0	3.00	IN
					AWM	2.94	IN

Legend:

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WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

FU	=	fundamental	=	1.00 – 1.49
BA	=	basic	=	1.50 – 2.49
IN	=	intermediate	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
PR	=	proficient	=	4.50 – 5.00

When queried as to the level to which their primary teachers use different teaching methods and strategies on the activities provided in the modules, two of the school heads answered “basic” and six answered “intermediate.” In this item, the weighted mean computed is 2.75 which is “intermediate” in the scale.

When asked as to what level their primary grade teachers create valuable learning experiences through the activities provided for the learners in the modules, one of the school heads claimed “basic,” six answered “intermediate,” and one answered “advanced.”. The weighted mean computed here is 3.00 which is pointing to “intermediate” in the scale.

When questioned as to what level their primary grade teachers draw learners’ attention through the activities in the modules, two of the school heads said “basic” and six said “intermediate.” In this item, the weighted mean computed is 2.75 which is leading to “intermediate” in the scale of interpretation.

When queried as to what level their primary grade teachers analyze answers of pupils on the activities provided on the modules and prepare innovative projects to enhance learning, one of the school heads mentioned “basic,” six mentioned “intermediate,” and one mentioned “advanced.” The weighted mean computed here is 3.00 which is indicative of “intermediate” in the scale.

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When asked as to what level their primary grade teachers treat students as individuals by maintaining a learning environment that conveys high expectations of every student, seven of the school heads claimed “intermediate” and one claimed “advanced.” The weighted mean computed here is 3.13 which is pointing to “intermediate” in the scale.

When asked as to what level their primary grade teachers work collaboratively with families of students and other significant adults by communicating and collaborating with the home and community for the benefit of students, one of the school heads claimed “basic” and four claimed “intermediate.” The weighted mean computed here is 2.88 which is pointing to “intermediate” in the scale.

When questioned as to what level their primary grade teachers provide an environment in which each child has a positive, nurturing relationship with caring adults by maintaining a positive and nurturing learning environment, one of the school heads said “basic,” six claimed “intermediate,” and one said “advanced.” In this item, the weighted mean computed is 3.00 which is leading to “intermediate” in the scale of interpretation.

When queried as to what level their primary grade teachers embrace diversity in the school community and in the world by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures, two of the school heads mentioned “basic” and six mentioned “intermediate.” The weighted mean computed here is 2.75 which is indicative of “intermediate” in the scale.

Lastly, when asked as to what level their lead in the classroom by positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques, one of the school heads

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claimed “basic,” six claimed “intermediate,” and one claimed “advanced.”. The weighted mean computed here is 3.00 which is pointing to “intermediate” in the scale.

Moreover, the area weighted mean computed is 2.94. This implies that the school heads perceived that their primary grade teachers are in the intermediate level of proficiency in teaching reading along classroom management.

On Learning Practice

The primary grade teachers and their school heads assessed the level of proficiency in teaching reading of the primary grade teachers. along learning practice.

Assessment of the Primary Grade Teachers. The assessment of the primary grade teachers on their level of proficiency in teaching competence along learning practice is presented in Table 6.

TABLE 6
The Level of Proficiency in Teaching Reading of the Primary Grade Teachers along Learning Practice as Perceived by Themselves

Assessment Items	Responses					WM	DE
	FU	BA	IN	AD	PR		
1. Demonstrate leadership by engaging in collaborative and collegial professional learning activities and identifying the characteristics or critical elements of a school improvement plan	0	0	21	27	8	3.77	AD
2. Develop and apply lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning	0	0	21	31	4	3.70	AD
3. Make their instructions relevant to students by integrating 21st -century skills and content in instruction	0	0	19	33	4	3.73	AD
4. Conduct oral reading test through home visitation	0	0	20	32	4	3.71	AD
5. Prepare reading materials to supplement	0	0	21	27	8	3.77	

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the module							AD
6. Provide intervention to pupils with difficulty in reading	0	0	21	27	8	3.77	AD
7. Provide other supplementary learning materials to the pupils to enhance their reading ability	0	0	19	29	8	3.80	AD
8. Provide video clips for the pupils to use in the production of sounds of the letters of the alphabet	0	0	18	34	4	3.75	AD
9. Provide capability building to parents to help in assisting and guiding the pupils improve their reading ability	0	0	21	31	4	3.70	AD
10. Conduct regular monitoring to pupils at home	0	0	20	28	8	3.79	AD
					AWM	3.75	AD

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

FU	=	fundamental	=	1.00 – 1.49
BA	=	basic	=	1.50 – 2.49
IN	=	intermediate	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
PR	=	proficient	=	4.50 – 5.00

As shown in Table 6, when asked as to the level to which they demonstrate leadership by engaging in collaborative and collegial professional learning activities and identifying the characteristics or critical elements of a school improvement plan, 21 of the primary grade teachers claimed “intermediate,” 27 claimed “advanced,” and eight claimed “proficient.” The weighted mean computed here is 3.77 which is pointing to “advanced” in the scale.

When queried as to the level to which they develop and apply lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning, 21 of the primary grade teachers answered “intermediate,” 31 answered “advanced,” and four answered “proficient.” In this item, the weighted mean computed is 3.70 which is “advanced” in the scale.

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When asked as to what level they make their instructions relevant to students by integrating 21st -century skills and content in instruction, 19 of the primary grade teachers claimed "intermediate," 33 claimed "advanced," and four claimed "proficient." The weighted mean computed here is 3.73 which is pointing to "advanced" in the scale.

When questioned as to what level they conduct oral reading test through home visitation, 20 of the primary grade teachers said "intermediate," 32 said "advanced," and four said "proficient." In this item, the weighted mean computed is 3.71 which is leading to "advanced" in the scale of interpretation.

When queried as to what level they prepare reading materials to supplement the module, 21 of the public primary teachers mentioned "intermediate," 27 mentioned "advanced," and eight mentioned "proficient." The weighted mean computed here is 3.77 which is indicative of "advanced" in the scale.

When asked as to what level they provide intervention to pupils with difficulty in reading, 21 of the primary grade teachers claimed "intermediate," 27 claimed "advanced," and eight claimed "proficient." The weighted mean computed here is 3.77 which is pointing to "advanced" in the scale.

When asked as to what level they provide other supplementary learning materials to the pupils to enhance their reading ability, 19 of the primary grade teachers claimed "intermediate," 29 claimed "advanced," and eight claimed "proficient." The weighted mean computed here is 3.80 which is pointing to "advanced" in the scale.

When questioned as to what level they provide video clips for the pupils to use in the production of sounds of the letters of the alphabet, 18 of the primary grade teachers said

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"intermediate," 34 said "advanced," and four said "proficient." In this item, the weighted mean computed is 3.75 which is leading to "advanced" in the scale of interpretation.

When queried as to what level they provide capability building to parents to help in assisting and guiding the pupils improve their reading ability, 21 of the primary grade teachers mentioned "intermediate," 31 mentioned "advanced," and four mentioned "proficient." The weighted mean computed here is 3.70 which is indicative of "advanced" in the scale.

And, when asked as to what level they conduct regular monitoring to pupils at home, 20 of the primary grade teachers claimed "intermediate," 28 claimed "advanced," and eight claimed "proficient." The weighted mean computed here is 3.70 which is pointing to "advanced" in the scale.

Furthermore, the area weighted mean computed is 3.75. This implies that the primary grade teachers perceived that they have advanced level of proficiency in teaching reading competence along learning practice.

Assessment of the School Heads. The assessment of the school heads on the level of proficiency in teaching reading along learning practice of the primary grade teachers is presented in Table 7.

As shown in Table 7, when asked as to the level to which their primary grade demonstrate leadership by engaging in collaborative and collegial professional learning activities and identifying the characteristics or critical elements of a school improvement plan, two of the school heads claimed "basic," five claimed

TABLE 7
The Level of Proficiency in Teaching Reading of the Primary Grade Teachers along Learning Practice as Perceived by the School Heads

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Assessment Items	Responses					WM	DE
	FU	BA	IN	AD	PR		
1. Demonstrate leadership by engaging in collaborative and collegial professional learning activities and identifying the characteristics or critical elements of a school improvement plan	0	2	5	1	0	2.88	IN
2. Develop and apply lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning	0	2	5	1	0	2.88	IN
3. Make their instructions relevant to students by integrating 21st -century skills and content in instruction	0	0	7	1	0	3.13	IN
4. Conduct oral reading test through home visitation	0	1	6	1	0	3.00	IN
5. Prepare reading materials to supplement the module	0	1	6	1	0	3.00	IN
6. Provide intervention to pupils with difficulty in reading	0	1	6	1	0	3.00	IN
7. Provide other supplementary learning materials to the pupils to enhance their reading ability	0	1	6	1	0	3.00	IN
8. Provide video clips for the pupils to use in the production of sounds of the letters of the alphabet	0	1	6	1	0	3.00	IN
9. Provide capability building to parents to help in assisting and guiding the pupils improve their reading ability	0	2	5	1	0	2.88	IN
10. Conduct regular monitoring to pupils at home	0	1	6	1	0	3.00	IN
					AWM	2.98	IN

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

FU	=	fundamental	=	1.00 – 1.49
BA	=	basic	=	1.50 – 2.49
IN	=	intermediate	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
PR	=	proficient	=	4.50 – 5.00

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"intermediate," and one claimed "advanced." The weighted mean computed here is 2.88 which is pointing to "intermediate" in the scale.

When queried as to the level to which their primary grade teachers develop and apply lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning, two of the school heads answered "basic," five answered "intermediate," and one answered "advanced." In this item, the weighted mean computed is 2.88 which is "intermediate" in the scale.

When asked as to what level their primary grade teachers make their instructions relevant to students by integrating 21st -century skills and content in instruction, seven of the school heads claimed "intermediate" and one claimed "advanced." The weighted mean computed here is 3.13 which is pointing to "intermediate" in the scale.

When questioned as to what level their primary grade teachers conduct oral reading test through home visitation, one of the school heads said "basic," six said "intermediate," and one said advanced." In this item, the weighted mean computed is 3.00 which is leading to "intermediate" in the scale of interpretation.

When queried as to what level their primary grade teachers prepare reading materials to supplement the module, one of the school heads mentioned "basic," six mentioned "intermediate," and one mentioned "advanced." The weighted mean computed here is 3.00 which is indicative of "intermediate" in the scale.

When asked as to what level their primary grade teachers provide intervention to pupils with difficulty in reading, one of the school heads claimed "basic," six claimed "intermediate," and one claimed "advanced." The weighted mean computed here is 3.00 which is pointing to "intermediate" in the scale.

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When asked as to what level their primary grade teachers provide other supplementary learning materials to the pupils to enhance their reading ability, one of the school heads claimed “basic,” six claimed “intermediate,” and one claimed “advanced.” The weighted mean computed here is 3.00 which is pointing to “intermediate” in the scale.

When questioned as to what level their primary grade teachers provide video clips for the pupils to use in the production of sounds of the letters of the alphabet, one of the school heads said “basic,” six said “intermediate,” and one said “advanced.” In this item, the weighted mean computed is 3.00 which is leading to “intermediate” in the scale of interpretation.

When queried as to what level their primary grade teachers provide capability building to parents to help in assisting and guiding the pupils improve their reading ability, two of the school heads mentioned “basic,” five mentioned “intermediate,” and one mentioned “advanced” The weighted mean computed here is 2.88 which is indicative of “intermediate” in the scale.

Lastly, when asked as to what level their primary grade teachers conduct regular monitoring to pupils at home, one of the school heads claimed “basic,” six claimed “intermediate,” and one claimed “advanced.” The weighted mean computed here is 3.00 which is pointing to “intermediate” in the scale.

Furthermore, the area weighted mean computed is 2.98. This implies that the school heads perceived that their primary grade teachers have intermediate level of proficiency in teaching reading along learning practice.

On Assessment

The primary grade teachers and their school heads assessed the level of proficiency in teaching reading of the primary grade teachers along assessment.

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Assessment of the Primary Grade Teachers. The assessment of the primary grade teachers on their level of proficiency in teaching reading along assessment is presented in Table 8.

As shown in Table 8, when asked as to the level to which they craft and use summative assessment tool, 18 of the primary grade teachers claimed "intermediate," 30 claimed "advanced," and eight claimed "proficient." The weighted mean computed here is 3.82 which is pointing to "advanced" in the scale.

When queried as to the level to which they make and utilize diagnostic assessment tool, 19 of the primary grade teachers answered "intermediate," 29 answered "advanced," and eight answered "proficient." In this item, the weighted mean computed is 3.80 which is "advanced" in the scale.

TABLE 8
The Level of Proficiency in Teaching Reading Competence of the Primary Grade Teachers along Assessment as Perceived by Themselves

Assessment Items	Responses					WM	DE
	FU	BA	IN	AD	PR		
1. Craft and use summative assessment tool	0	0	18	30	8	3.82	AD
2. Make and utilize diagnostic assessment tool	0	0	19	29	8	3.80	AD
3. Utilize varied assessment instruments	0	0	18	34	4	3.75	AD
4. Make and employ rubrics in assessing performance tasks	0	0	21	27	8	3.77	AD
5. Give fair assessment of students' performance	0	0	19	29	8	3.80	AD
6. Disclose to the students how their performance tasks are to be evaluated	0	0	18	30	8	3.82	AD
7. Collaborate with colleagues on how to evaluate students' performance	0	0	18	30	8	3.82	AD
8. Use technology in assessing students' performance	0	0	21	31	4	3.70	AD
9. Conduct post-conference to students	0	0	21	31	4	3.70	

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after assessment							AD
10. Conduct regular monitoring of students' performance	0	0	18	30	8	3.82	AD
					AWM	3.78	AD

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

FU	=	fundamental	=	1.00 – 1.49
BA	=	basic	=	1.50 – 2.49
IN	=	intermediate	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
PR	=	proficient	=	4.50 – 5.00

When asked as to what level they utilize varied assessment instruments, 18 of the primary grade teachers claimed "intermediate," 34 claimed "advanced," and four claimed "proficient." The weighted mean computed here is 3.75 which is pointing to "advanced" in the scale.

When asked as to what level they make and employ rubrics in assessing performance tasks 21 of the primary grade teachers claimed "intermediate," 27 claimed "advanced," and eight claimed "proficient." The weighted mean computed here is 3.77 which is pointing to "advanced" in the scale.

When questioned as to what level they give fair assessment of students' performance, 19 of the primary grade teachers said "intermediate," 29 said "advanced," and eight said "proficient." In this item, the weighted mean computed is 3.80 which is leading to "advanced" in the scale of interpretation.

When queried as to what level they disclose to the students how their performance tasks are to be evaluated, 18 of the primary teachers mentioned "intermediate", 30 mentioned "advanced," and eight mentioned "proficient." The weighted mean computed here is 3.82 which is indicative of "advanced" in the scale.

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When asked as to what level they collaborate with colleagues on how to evaluate students' performance, 18 of the primary grade teachers claimed "intermediate," 30 claimed "advanced," and eight claimed "proficient." The weighted mean computed here is 3.82 which is pointing to "advanced" in the scale.

When asked as to what level they use technology in assessing students' performance, 21 of the primary grade teachers claimed "intermediate," 31 claimed "advanced," and four claimed "proficient." The weighted mean computed here is 3.70 which is pointing to "advanced" in the scale.

When questioned as to what level they conduct post-conference to students after assessment, 21 of the primary grade teachers said "intermediate," 31 said "advanced," and four said "proficient." In this item, the weighted mean computed is 3.70 which is leading to "advanced" in the scale of interpretation.

And, when queried as to what level they conduct regular monitoring of students' performance, 18 of the primary grade teachers mentioned "intermediate," 30 mentioned "advanced," and eight mentioned "proficient." The weighted mean computed here is 3.82 which is indicative of "advanced" in the scale.

Furthermore, the area weighted mean computed is 3.78. This implies that the primary grade teachers perceived that they have advanced level of proficiency in teaching reading along assessment.

Assessment of the School Heads. The assessment of the school heads on the level of proficiency in teaching reading along assessment of the primary grade teachers is presented in Table 9.

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As shown in Table 9, when asked as to the level to which their primary grade teachers craft and use summative assessment tool, seven of the school heads claimed “intermediate” and one claimed “advanced.” The weighted mean computed here is 3.13 which is pointing to “intermediate” in the scale.

TABLE 9
The Level of Proficiency in Teaching Reading of the Primary Grade Teachers along Assessment as Perceived by the School Heads

Assessment Items	Responses					WM	DE
	FU	BA	IN	AD	PR		
1. Craft and use summative assessment tool	0	0	7	1	0	3.13	IN
2. Make and utilize diagnostic assessment tool	0	1	6	1	0	3.00	IN
3. Utilize varied assessment instruments	0	1	7	0	0	2.88	IN
4. Make and employ rubrics in assessing performance tasks	0	2	5	1	0	2.88	IN
5. Give fair assessment of students’ performance	0	1	6	1	0	3.00	IN
6. Disclose to the students how their performance tasks are to be evaluated	0	1	7	0	0	2.88	IN
7. Collaborate with colleagues on how to evaluate students’ performance	0	1	7	0	0	2.88	IN
8. Use technology in assessing students’ performance	0	1	6	1	0	3.00	IN
9. Conduct post-conference to students after assessment	0	0	7	1	0	3.13	IN
10. Conduct regular monitoring of students’ performance	0	1	6	1	0	3.00	IN
					AWM	2.98	IN

Legend:
WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

FU	=	fundamental	=	1.00 – 1.49
BA	=	basic	=	1.50 – 2.49
IN	=	intermediate	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49

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PR = proficient = 4.50 – 5.00

When queried as to the level to which their primary grade teachers make and utilize diagnostic assessment tool, one of the school heads answered “basic,” six answered “intermediate,” and one answered “advanced.”. In this item, the weighted mean computed is 3.00 which is “intermediate” in the scale.

When asked as to what level their primary grade teachers utilize varied assessment instruments, one of the school heads claimed “basic” and seven claimed “intermediate.” The weighted mean computed here is 2.88 which is pointing to “intermediate” in the scale.

When asked as to what level their primary grade teachers make and employ rubrics in assessing performance tasks, two of the school heads claimed “basic,” five claimed “intermediate,” and one claimed “advanced.” The weighted mean computed here is 2.88 which is pointing to “intermediate” in the scale.

When questioned as to what level their primary grade teachers give fair assessment of students’ performance, one of the school heads said “basic,” six said “intermediate,” and one said “advanced.” In this item, the weighted mean computed is 3.00 which is leading to “intermediate” in the scale of interpretation.

When queried as to what level their primary grade teachers disclose to the students how their performance tasks are to be evaluated, one of the school heads mentioned “basic” and seven five mentioned “intermediate.” The weighted mean computed here is 2.88 which is indicative of “intermediate” in the scale.

When asked as to what level their primary grade teachers collaborate with colleagues on how to evaluate students’ performance, one of the school heads mentioned “basic” and seven

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mentioned “intermediate.” The weighted mean computed here is 2.88 which is indicative of “intermediate” in the scale.

When asked as to what level their primary grade teachers use technology in assessing students’ performance, one of the school heads claimed “basic,” six five claimed “intermediate,” and one claimed “advanced.” The weighted mean computed here is 3.00 which is pointing to “intermediate” in the scale.

When questioned as to what level their primary grade teachers conduct post-conference to students after assessment, seven of the school heads claimed “intermediate” and one claimed “advanced.” The weighted mean computed here is 3.13 which is pointing to “intermediate” in the scale.

Lastly, when queried as to what level their primary grade teachers conduct regular monitoring of students’ performance, one of the school heads mentioned “basic,” six mentioned “intermediate,” and one mentioned “advanced.” The weighted mean computed here is 3.00 which is indicative of “intermediate” in the scale.

Furthermore, the area weighted mean computed is 2.89. This implies that the school heads perceived that their primary grade teachers have intermediate level of proficiency in teaching reading along assessment.

On Technology Skills

The primary grade teachers and their school heads assessed the level of proficiency in teaching reading of the primary grade teachers along technology skills.

Assessment of the Primary Grade Teachers. The assessment of the primary grade teachers on their level of proficiency in teaching reading along technology skills is presented in Table 10.

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As shown in Table 10, when asked as to the level to which they display awareness of technology's potential to enhance learning by integrating technology into instruction to maximize student learning, 18 of the primary grade teachers claimed "intermediate," 30 claimed "advanced," and eight claimed "proficient." The weighted mean computed here is 3.82 which is pointing to "advanced" in the scale.

When queried as to the level to which they introduce the use of technology to the pupils, 18 of the primary grade teachers answered "intermediate," 30 answered "advanced," and nine answered "proficient." In this item, the weighted mean computed is 3.82 which is "advanced" in the scale.

When asked as to what level they use technology in producing learning materials, 19 of the primary grade teachers claimed "intermediate," 33 claimed "advanced," and four claimed "proficient." The weighted mean computed here is 3.73 which is pointing to "advanced" in the scale.

When asked as to what level they produce video lessons to supplement learning materials provided to the pupils, 18 of the primary grade teachers claimed "intermediate," 34 claimed "advanced," and four claimed "proficient." The weighted mean computed here is 3.75 which is pointing to "advanced" in the scale.

TABLE 10
The Level of Proficiency in Teaching Reading of the Primary Grade Teachers along Technology Skills as Perceived by Themselves

Assessment Items	Responses	WM	DE

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	FU	BA	IN	AD	PR		
1. Display awareness of technology's potential to enhance learning by integrating technology into instruction to maximize student learning	0	0	18	30	8	3.82	AD
2. Introduce the use of technology to the pupils	0	0	18	30	8	3.82	AD
3. Use technology in producing learning materials	0	0	19	33	4	3.73	AD
4. Produce video lessons to supplement learning materials provided to the pupils	0	0	18	34	4	3.75	AD
5. Use different platforms in teaching	0	0	19	29	8	3.80	AD
6. Create valuable experiences to pupils using technology in teaching	0	0	21	29	8	3.91	AD
7. Display awareness of technology's potential to enhance learning by integrating technology into instruction to maximize student learning.	0	0	21	31	4	3.70	AD
8. Reach out to pupils using technology-based communication	0	0	19	29	8	3.80	AD
9. Use technology in monitoring the pupils	0	0	20	28	8	3.79	AD
10. Participate in trainings and seminars using technology for professional development	0	0	19	29	8	3.80	AD
					AWM	3.79	AD

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

FU	=	fundamental	=	1.00 – 1.49
BA	=	basic	=	1.50 – 2.49
IN	=	intermediate	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
PR	=	proficient	=	4.50 – 5.00

When questioned as to what level they use different platforms in teaching, 19 of the primary grade teachers said "intermediate," 29 said "advanced," and eight said "proficient." In this item, the weighted mean computed is 3.80 which is leading to "advanced" in the scale of interpretation.

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When queried as to what level they create valuable experiences to pupils using technology in teaching, 21 of the primary teachers mentioned “intermediate,” 29 mentioned “advanced,” and eight mentioned “proficient.” The weighted mean computed here is 3.91 which is indicative of “advanced” in the scale.

When asked as to what level they display awareness of technology’s potential to enhance learning by integrating technology into instruction to maximize student learning, 21 of the primary grade teachers claimed “intermediate,” 31 claimed “advanced,” and four claimed “proficient.” The weighted mean computed here is 3.70 which is pointing to “advanced” in the scale.

When asked as to what level they reach out to pupils using technology-based communication, 19 of the primary grade teachers claimed “intermediate,” 29 claimed “advanced,” and eight claimed “proficient.” The weighted mean computed here is 3.80 which is pointing to “advanced” in the scale.

When questioned as to what level they use technology in monitoring the pupils, 20 of the primary grade teachers said “intermediate,” 28 said “advanced,” and eight said “proficient.” In this item, the weighted mean computed is 3.79 which is leading to “advanced” in the scale of interpretation.

Lastly, when queried as to what level they participate in trainings and seminars using technology for professional development, 19 of the primary grade teachers mentioned “intermediate,” 29 mentioned “advanced,” and eight mentioned “proficient.” The weighted mean computed here is 3.80 which is indicative of “advanced” in the scale.

Furthermore, the area weighted mean computed is 3.79. This implies that the primary grade teachers perceived that they have advanced level of proficiency in teaching reading along technology skills.

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Assessment of the School Heads. The assessment of the school heads on the level of proficiency in teaching reading along technology skills of their primary grade teachers is presented in Table 11.

As shown in Table 11, when asked as to the level to which their primary grade teachers display awareness of technology's potential to enhance learning by integrating technology into instruction to maximize student learning, two of the school heads claimed "basic" and six claimed "intermediate." The weighted mean computed here is 2.75 which is pointing to "intermediate" in the scale.

When queried as to the level to which their primary grade teachers introduce the use of technology to the pupils, one of the school heads claimed "basic," six claimed "intermediate," and one claimed "advanced." The weighted mean computed here is 3.00 which is pointing to "intermediate" in the scale.

TABLE 11
The Level of Proficiency in Teaching Reading of the Primary Grade Teachers along Technology Skills as Perceived by the School Heads

Assessment Items	Responses					WM	DE
	FU	BA	IN	AD	PR		
1. Display awareness of technology's potential to enhance learning by integrating technology into instruction to maximize student learning	0	2	6	0	0	2.75	IN
2. Introduce the use of technology to the pupils	0	1	6	1	0	3.00	IN
3. Use technology in producing learning materials	0	1	7	0	0	2.88	IN
4. Produce video lessons to supplement learning materials provided to the pupils	0	0	7	1	0	3.13	IN
5. Use different platforms in teaching	0	1	7	0	0	2.88	IN
6. Create valuable experiences to pupils using technology in teaching	0	1	6	1	0	3.00	IN
7. Display awareness of technology's	0	2	5	1	0	2.88	

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potential to enhance learning by integrating technology into instruction to maximize student learning.							IN
8. Reach out to pupils using technology-based communication	0	1	7	0	0	2.88	IN
9. Use technology in monitoring the pupils	0	1	6	1	0	3.00	IN
10. Participate in trainings and seminars using technology for professional development	0	0	7	1	0	3.13	IN
					AWM	2.95	IN

Legend:

WM = weighted mean
DE = descriptive equivalent
AWM = area weighted mean

Scale:

FU	=	fundamental	=	1.00 – 1.49
BA	=	basic	=	1.50 – 2.49
IN	=	intermediate	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
PR	=	proficient	=	4.50 – 5.00

When asked as to what level their primary grade teachers use technology in producing learning materials, one of the school heads claimed “basic” and seven claimed “intermediate.” The weighted mean computed here is 2.88 which is pointing to “intermediate” in the scale.

When asked as to what level their primary grade teachers produce video lessons to supplement learning materials provided to the pupils, seven of the school heads claimed “intermediate” and one claimed “advanced.”. The weighted mean computed here is 3.13 which is pointing to “intermediate” in the scale.

When questioned as to what level their primary grade teachers use different platforms in teaching, one of the school heads claimed “basic” and seven claimed “intermediate.” The weighted mean computed here is 2.88 which is pointing to “intermediate” in the scale.

When queried as to what level their primary grade teachers create valuable experiences to pupils using technology in teaching, one of the school heads claimed “basic”, six claimed

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"intermediate," and one claimed "advanced." The weighted mean computed here is 3.00 which is pointing to "intermediate" in the scale.

When asked as to what level their primary grade teachers display awareness of technology's potential to enhance learning by integrating technology into instruction to maximize student learning, two of the school heads claimed "basic," five claimed "intermediate," and one claimed "advance." The weighted mean computed here is 2.88 which is pointing to "intermediate" in the scale.

When asked as to what level their primary grade teachers reach out to pupils using technology-based communication, one of the school heads claimed "basic" and seven claimed "intermediate." The weighted mean computed here is 2.88 which is pointing to "intermediate" in the scale.

When questioned as to what level their primary grade teachers use technology in monitoring the pupils, one of the school heads claimed "basic," six claimed "intermediate," and one claimed "advanced." The weighted mean computed here is 3.00 which is pointing to "intermediate" in the scale.

Lastly, when queried as to what level their primary grade teachers participate in trainings and seminars using technology for professional development, seven of the school heads claimed "intermediate" and one claimed "advanced." The weighted mean computed here is 3.13 which is pointing to "intermediate" in the scale.

Furthermore, the area weighted mean computed is 2.95. This implies that the school heads perceived that their primary grade teachers only have intermediate level of proficiency in teaching reading along technology skills.

The Level of Proficiency in Teaching Reading of the

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Primary Grade Teachers

The level of proficiency in teaching reading of the primary grade teachers of private schools in Bayambang, Pangasinan is presented in Table 12.

TABLE 12
Level of Proficiency in Teaching Reading of the Primary Grade Teachers

Assessment Areas	Primary Grade Teachers		School Heads	
	AWM	DE	AWM	DE
Classroom Management	3.73	AD	2.94	IN
Learning Practices	3.75	AD	2.98	IN
Assessment	3.78	AD	2.98	IN
Technology Skills	3.79	AD	2.95	IN
OWM	3.76	AD	2.96	IN

Legend:
AWM = area weighted mean
DE = descriptive equivalent
OWM = overall weighted mean

Scale:

FU	=	fundamental	=	1.00 – 1.49
BA	=	basic	=	1.50 – 2.49
IN	=	intermediate	=	2.50 – 3.49
AD	=	advanced	=	3.50 – 4.49
PR	=	proficient	=	4.50 – 5.00

As can be noted in Table 12, the primary grade teachers perceived that they advance level of proficiency in teaching reading as evidenced by the computed overall weighted mean of 3.76 while the school heads perceived that the primary grade teachers only have intermediate level of proficiency in teaching reading as evidenced by the computed overall weighted mean of 2.96.

Relationship between the Profile Variables of the Primary Grade Teachers and Their Level of Teaching Reading Competence

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This part of the chapter provides answers to the third sub-problem of the study which is about the significant relationship between the profile variables of the primary grade teachers and their level of proficiency in teaching reading.

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant relationship between the profile variables of the primary grade teachers and their level of proficiency in teaching reading. Thereafter, the researcher correlated the profile variables of the primary grade teachers and their level of proficiency in teaching reading using the chi-square test of independence in the Microsoft Excel. Here, the researcher computed for the p value and the chi square value at .05 level of significance. Table 13 presents the results.

TABLE 13
Relationship between the Profile Variables of the Primary Grade Teachers and Their Level of Proficiency in Teaching Reading

Profile Variables	P Value .05 LS	Chi Square Value	Chi Square Critical Value	RM
Highest Educational Attainment	0.00	7.95	3.84	S
Length of Teaching Experience	0.01	7.51	3.84	S
Number of Relevant Trainings	0.01	6.33	3.84	S

Legend:
RM = remarks
S = significant
NS = not significant

As can be gleaned in Table 13, when the highest educational attainment of the primary grade teachers and their level of proficiency in teaching reading are correlated, the p value computed is 0.00. This figure is lower than the .05 level of significance. Moreover, the computed chi square value is 7.95. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected.

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Conformably, it can be said that the level of proficiency in teaching reading of the primary grade teachers is influenced by their highest educational attainment.

Secondly, when the length of teaching experience of the primary grade teachers and their level of proficiency in teaching reading are correlated, the p value computed is 0.01. This figure is lower than the .05 level of significance. Moreover, the computed chi square value is 7.51. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the level of proficiency in teaching reading of the primary grade teachers is influenced by their length of teaching experience.

Lastly, when the number of relevant trainings of the primary grade teachers and their level of proficiency in teaching reading are correlated, the p value computed is 0.01. This figure is lower than the .05 level of significance. Moreover, the computed chi square value is 6.33. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the level of proficiency in teaching reading of the primary grade teachers is influenced by the number of their relevant trainings.

Difference between the Perceptions of the Primary Grade Teachers and the School Heads on the Level of Proficiency in Teaching Reading of the Primary Grade Teachers

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This part of the chapter discusses answers to the fourth sub-problem of the study which is about the significant difference between the perceptions of the primary grade teachers and the school heads on the level of proficiency in teaching reading of the primary teachers.

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant difference between the perceptions of the primary grade teachers and their school heads on the level of proficiency in teaching reading of the primary grade teachers. Thereafter, the researcher compared the perceptions of the primary grade teachers and their school heads on the level of proficiency in teaching reading of the primary grade teachers using the t-test. Here, the researcher computed the p value at .05 level of significance. Table 14 presents the results.

TABLE 14
Difference between the Perceptions of the Primary Grade Teachers and the School Heads

	Computed p Value	Level of Significance	RM
Level of Proficiency in Teaching Reading of the Primary Grade Teachers	0.00	.05	S

Legend:
RM = remarks
S = significant
NS = not significant

As shown in Table 14, when the perceptions of the primary grade teachers and their school heads on the level of teaching reading competence are compared, the p value computed is 0.00. This figure is lower than the .05 level of significance. As such, the null hypothesis is rejected. There is a significant difference between the perceptions of the primary grade teachers on the level of proficiency in teaching reading of the primary grade teachers.

The Proposed Enhancement Training Program to Improve the Level of Proficiency in Teaching Reading of the Primary Grade Teachers

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This section presents answers to the last sub-problem of the study which is about the proposed enhancement training program to improve the proficiency in teaching reading of the primary grade teachers of the private schools in Bayambang, Pangasinan.

To provide answers to the sub-problem, the researcher considered the findings that majority of the primary grade teachers have not attended any training related with teaching reading for the past five years, that the primary grade teachers only have an intermediate level of proficiency in teaching reading as perceived by their school heads, and the level of proficiency in teaching reading of the primary grade teachers is influenced by the number of relevant trainings they attended.

What follows is the proposed enhancement training program on teaching reading.

AN ENHANCEMENT TRAINING PROGRAM ON TEACHING READING FOR THE PRIMARY GRADE TEACHERS OF PRIVATE SCHOOLS IN BAYAMBANG, PANGASINAN

Program Description

This four-session enhancement training program is designed for primary grade teachers in private schools in Bayambang, Pangasinan to strengthen their proficiency in teaching reading in four key areas: classroom management, instructional practices, assessment, and technology skills.

Duration

The enhancement training program on teaching reading consists of four separate sessions, with each session scheduled to run for one day.

Management Level of Program

The enhancement training program is a school-based program to be implemented by the school heads of the private schools in Bayambang, Pangasinan.

Delivery Mode

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The enhancement training program on teaching reading shall be conducted using an interactive, collaborative, and participative approach. The resource speaker will primarily serve as a facilitator, while lecture-discussion activities shall be limited to a maximum of 30% of the session duration.

Target Personnel

The target personnel for the enhancement training program are the primary grade teachers of private schools in Bayambang, Pangasinan.

Source of Fund

School fund

Rationale

The right to education encompasses not only access to schooling but also the right to obtain quality education. Education should not only be available and accessible, but it must likewise be acceptable and adaptable to learners' needs.

Education must truly be of quality because without quality, education loses its real purpose. Quality education emphasizes the holistic development of every learner, including social, emotional, mental, physical, and cognitive growth, regardless of gender, race, ethnicity, socioeconomic background, or geographical location. It equips learners not only for academic assessments but also for life itself. Moreover, quality education produces outcomes that enable individuals, communities, and societies to thrive. It strengthens the connection between schools and communities by integrating support services that contribute to students' educational development. Furthermore, quality education empowers learners with the competencies necessary to become economically productive, sustain their livelihoods, promote peaceful and democratic societies, and improve personal well-being. Although learning outcomes may differ depending on the context, basic education should ultimately ensure foundational literacy and numeracy, essential scientific understanding, and life skills, including health awareness and disease prevention.

When discussing quality education, the teacher remains at its core. Teachers serve as the vital link in providing quality education to all learners. Achieving the goals of universal education requires not only more teachers but also educators who are well-trained and adequately supported. The presence of competent, motivated, and supported teachers is one of the key factors that contribute to effective instruction and improved learning outcomes.

Undeniably, teachers play a crucial role in enhancing learning, as they greatly influence the quality of students' educational experiences. Likewise, teachers are essential in helping students develop reading skills.

Based on the foregoing discussion, this enhancement training program is designed to strengthen the proficiency of primary grade teachers in teaching reading.

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Objectives

The program aims to improve the proficiency in teaching reading of the primary grade teachers of private schools in Bayambang, Pangasinan.

Program Matrix

Session or Activity Title	Objectives	Duration
Seminar-Workshop on Classroom Management	At the end of the activity, the primary grade teachers are proficient in teaching reading along the area of classroom management.	1 day
Seminar-Workshop on Learning Practices	At the end of the activity, the primary grade teachers are proficient in teaching reading along the area of learning practices	1 day
Seminar-Workshop on Assessment	At the end of the activity, the primary grade teachers are proficient in teaching reading along the area of assessment.	1 day
Seminar-Workshop on Technology Skills	At the end of the activity, the primary grade teachers are proficient in teaching reading along the area of technology skills.	1 day

CONCLUSIONS

Based on the findings made, the following conclusions were drawn:

1. A typical primary grade teacher of a private school in Bayambang, Pangasinan is a bachelor's degree holder, has been teaching for one to ten years, and has not attended any training related with teaching reading for the past five years.

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2. The primary grade teachers perceived that they have advanced level of proficiency in teaching reading while their school heads perceived that they only have intermediate level of proficiency in teaching reading.

3. The level of proficiency in teaching reading of the primary grade teachers is influenced by their highest educational attainment, length of teaching experience, and number of relevant trainings attended.

4. The primary grade teachers and their school heads have different perceptions on the level of proficiency in teaching reading of the primary grade teachers.

5. The proposed enhancement training program will improve the level of proficiency in teaching reading of the primary grade teachers of private schools in Bayambang, Pangasinan.

RECOMMENDATIONS

Based on the findings made and the conclusions drawn, the following recommendations are offered:

1. The proposed enhancement training program be approved for implementation in the private schools in Bayambang, Pangasinan to improve the level of proficiency in teaching reading of the primary grade teachers.

2. The implementation of the proposed enhancement training program in the private schools in Bayambang, Pangasinan to improve the level of proficiency in teaching of the primary grade teachers should be evaluated.

3. Similar study may be conducted by other researchers to validate the findings of the study.

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THE SURVEY-QUESTIONNAIRE FOR THE PRIMARY GRADE TEACHERS

March 15, 2026

Dear Colleagues,

Greetings!

The undersigned is conducting a study entitled **"Proficiency in Teaching Reading of Primary Grade Teachers of Private Schools in Bayambang, Pangasinan"** in partial fulfillment of the degree Master of Arts in Education.

In connection with this, and knowing that you are a primary grade teacher in a private school in Bayambang, Pangasinan, may I respectfully ask you to answer the accompanying sheet honestly and objectively?

Rest assured that your responses will be treated with utmost confidentiality.

Thank you so much.

Respectfully,

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(Sgd.) Erica Ico
Researcher

NAME (Optional): _____

I. Please provide your profile in the following:

1. Highest Educational Attainment:

( ) Bachelor's Degree
( ) Finished academic requirements in the Master's Degree
( ) Master's Degree
( ) Finished academic requirements in the Doctorate Degree
( ) Doctorate Degree

2. Length of Teaching Experience:

( ) 1 – 5 years
( ) 6 – 10 years
( ) 11 – 15 years
( ) 15 to 20 years

3. Number of trainings related with teaching reading attended for the past five years:

( ) have not attended any trainings/seminars related with teaching reading for the past five years
( ) have attended not more than three trainings/seminars related with teaching reading for the past five years
( ) have attended not more than three trainings/seminars related with teaching reading for the past five years

II. Please rate your level of proficiency in teaching reading. Please be guided by the following:

1 = Fundamental
2 = Basic
3 = Intermediate
4 = Advanced
5 = Proficient

Assessment Items	Responses				
Classroom Management	1	2	3	4	5
1. Prepare learning activities accomplished on a time allotted for the subject					
2. Use different teaching methods and strategies on the					

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activities provided in the modules					
3. Create valuable learning experiences through the activities provided for the learners in the modules					
4. Draw learners' attention through the activities in the modules					
5. Analyze answers of pupils on the activities provided on the modules and prepare innovative projects to enhance learning					
6. Treat students as individuals by maintaining a learning environment that conveys high expectations of every student					
7. Work collaboratively with families of students and other significant adults by communicating and collaborating with the home and community for the benefit of students					
8. Provide an environment in which each child has a positive, nurturing relationship with caring adults by maintaining a positive and nurturing learning environment					
9. Embrace diversity in the school community and in the world by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures					
10. Lead in the classroom by positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques					
Learning Practice					
1. Demonstrate leadership by engaging in collaborative and collegial professional learning activities and identifying the characteristics or critical elements of a school improvement plan					
2. Develop and apply lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning					
3. Make their instructions relevant to students by integrating 21st -century skills and content in instruction					
4. Conduct oral reading test through home visitation					
5. Prepare reading materials to supplement the module					
6. Provide intervention to pupils with difficulty in reading					
7. Provide other supplementary learning materials to the pupils to enhance their reading ability					
8. Provide video clips for the pupils to use in the production of sounds of the letters of the alphabet					

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9. Provide capability building to parents to help in assisting and guiding the pupils improve their reading ability					
10. Conduct regular monitoring to pupils at home					
Assessment					
1. Craft and use summative assessment tool					
2. Make and utilize diagnostic assessment tool					
3. Utilize varied assessment instruments					
4. Make and employ rubrics in assessing performance tasks					
5. Give fair assessment of students' performance					
6. Disclose to the students how their performance tasks are to be evaluated					
7. Collaborate with colleagues on how to evaluate students' performance					
8. Use technology in assessing students' performance					
9. Conduct post-conference to students after assessment					
10. Conduct regular monitoring of students' performance					
Technology Skills					
1. Display awareness of technology's potential to enhance learning by integrating technology into instruction to maximize student learning					
2. Introduce the use of technology to the pupils					
3. Use technology in producing learning materials					
4. Produce video lessons to supplement learning materials provided to the pupils					
5. Use different platforms in teaching					
6. Create valuable experiences to pupils using technology in teaching					
7. Display awareness of technology's potential to enhance learning by integrating technology into instruction to maximize student learning.					
8. Reach out to pupils using technology-based communication					
9. Use technology in monitoring the pupils					
10. Participate in trainings and seminars using technology for professional development					

THE SURVEY-QUESTIONNAIRE FOR THE SCHOOL HEADS

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March 15, 2026

Dear School Heads,

Greetings!

The undersigned is conducting a study entitled **"Proficiency in Teaching Reading of Primary Grade Teachers of Private Schools in Bayambang, Pangasinan"** in partial fulfillment of the degree Master of Arts in Education.

In connection with this, may I respectfully ask you to answer the accompanying sheet honestly and objectively?

Rest assured that your responses will be treated with utmost confidentiality.

Thank you so much.

Respectfully,

(Sgd.) Erika Ico
Researcher

NAME (Optional): _____

Please rate the level of proficiency in teaching reading of your primary grade. Please be guided by the following:

1 = Fundamental
2 = Basic
3 = Intermediate
4 = Advanced
5 = Proficient

Assessment Items	Responses				
Classroom Management	1	2	3	4	5
1. Prepare learning activities accomplished on a time allotted for the subject					
2. Use different teaching methods and strategies on the activities provided in the modules					
3. Create valuable learning experiences through the activities provided for the learners in the modules					
4. Draw learners' attention through the activities in the modules					
5. Analyze answers of pupils on the activities provided on the modules and prepare innovative projects to					

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enhance learning					
6. Treat students as individuals by maintaining a learning environment that conveys high expectations of every student					
7. Work collaboratively with families of students and other significant adults by communicating and collaborating with the home and community for the benefit of students					
8. Provide an environment in which each child has a positive, nurturing relationship with caring adults by maintaining a positive and nurturing learning environment					
9. Embrace diversity in the school community and in the world by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures					
10. Lead in the classroom by positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques					
Learning Practice					
1. Demonstrate leadership by engaging in collaborative and collegial professional learning activities and identifying the characteristics or critical elements of a school improvement plan					
2. Develop and apply lessons based on an effective course of study by integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning					
3. Make their instructions relevant to students by integrating 21st -century skills and content in instruction					
4. Conduct oral reading test through home visitation					
5. Prepare reading materials to supplement the module					
6. Provide intervention to pupils with difficulty in reading					
7. Provide other supplementary learning materials to the pupils to enhance their reading ability					
8. Provide video clips for the pupils to use in the production of sounds of the letters of the alphabet					
9. Provide capability building to parents to help in assisting and guiding the pupils improve their reading ability					
10. Conduct regular monitoring to pupils at home					
Assessment					
1. Craft and use summative assessment tool					
2. Make and utilize diagnostic assessment tool					

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3. Utilize varied assessment instruments					
4. Make and employ rubrics in assessing performance tasks					
5. Give fair assessment of students' performance					
6. Disclose to the students how their performance tasks are to be evaluated					
7. Collaborate with colleagues on how to evaluate students' performance					
8. Use technology in assessing students' performance					
9. Conduct post-conference to students after assessment					
10. Conduct regular monitoring of students' performance					
Technology Skills					
1. Display awareness of technology's potential to enhance learning by integrating technology into instruction to maximize student learning					
2. Introduce the use of technology to the pupils					
3. Use technology in producing learning materials					
4. Produce video lessons to supplement learning materials provided to the pupils					
5. Use different platforms in teaching					
6. Create valuable experiences to pupils using technology in teaching					
7. Display awareness of technology's potential to enhance learning by integrating technology into instruction to maximize student learning.					
8. Reach out to pupils using technology-based communication					
9. Use technology in monitoring the pupils					
10. Participate in trainings and seminars using technology for professional development					

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