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TEACHER PERCEPTIONS AND PRACTICES IN IMPLEMENTING CLASSROOM-BASED READING PROGRAMS: SUPERVISORY APPROACH FOR MASTERING TEACHING READING

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November 30, 2024

E- ISSN:2984-7184
P- ISSN: 2984-7176

DOI: 10.5281/zenodo.14293255
Volume 2 Issue 04

Recommended Citations: Dolba, S. (2024). TEACHER PERCEPTIONS AND PRACTICES IN IMPLEMENTING CLASSROOM-BASED READING PROGRAMS: SUPERVISORY APPROACH FOR MASTERING TEACHING READING. In GUILD OF EDUCATORS IN TESOL INTERNATIONAL RESEARCH JOURNAL (Vol. 2, Number 4, pp. 58–173). Zenodo. <https://doi.org/10.5281/zenodo.14293255>



**NATIONAL UNIVERSITY BULACAN
SCHOOL OF EDUCATION, ARTS AND SCIENCES
GRADUATE STUDIES**

**TEACHER PERCEPTIONS AND PRACTICES IN IMPLEMENTING
CLASSROOM-BASED READING PROGRAMS: SUPERVISORY
APPROACH FOR MASTERING TEACHING READING**

A Dissertation Manuscript Presented to the Faculty of the Graduate Studies
College of Education, Arts & Sciences
National University, Baliwag

In Partial Fulfillment of the Requirements for the
Degree of Doctor of Education
Major in Educational Management

SAMMY Q. DOLBA

JUNE 2024



APPROVAL SHEET

In Partial Fulfilment of the Requirements for the Degree of **DOCTOR OF EDUCATION MAJOR IN EDUCATIONAL MANAGEMENT** academic year 2024-2025, entitled, “**TEACHER PERCEPTIONS AND PRACTICES IN IMPLEMENTING CLASSROOM-BASED READING PROGRAMS: SUPERVISORY APPROACH FOR MASTERING TEACHING READING**” has been prepared and submitted by **Sammy Q. Dolba** who is hereby recommended for the corresponding ORAL EXAMINATION.

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DEDICATION

I dedicate this thesis to the bedrock of my existence – my family. Their unwavering support, boundless love, and profound encouragement have been the driving forces behind this academic endeavor. Every possible way of my journey would not be accessible without them.

To my wife and three sons, their sacrifices, and relentless belief in my potential have been the cornerstone of my journey. Their guidance has been a compass, steering me through the challenges, and their love has propelled me toward success. This dissertation is a testament to the values they instilled in me and the dreams we hope for this very day.

As I pen down this section, I know every page bears the imprints of their love, sacrifices, and encouragement. This thesis is a personal achievement and a tribute to my family who formed our dreams together.

I thank them for being the roots from which I draw strength, the shelter that shields me from life's storms, and the constant reminder that no matter the hardships I may encounter I am forever connected to a family that believes in me.



ACKNOWLEDGMENT

I am immensely privileged to express my gratitude to the remarkable individuals who have significantly contributed to the realization of this academic endeavor.

To my very loving and supportive family, in the tapestry of achievement, their presence has been the most profound thread. I sincerely thank my family for their steadfast support, understanding, and encouragement. Their unwavering belief in my pursuits has been a beacon guiding me through the complexities of academia.

To my parents, their enduring guidance and boundless encouragement have been the cornerstones of my journey. Their wisdom, sacrifices, and relentless belief in my capabilities have fueled my aspirations and paved the way for this achievement. I am eternally grateful for the values instilled in me.

My gratitude extends to my esteemed research colleagues whose collaboration and intellectual camaraderie have elevated the quality of this academic pursuit. The collective pursuit of knowledge, shared insights, and collaborative efforts have enriched this scholarly journey.

A special acknowledgment to my esteemed professors whose guidance and mentorship have shaped my academic trajectory. Especially to Dr. Reggie Cruz, my adviser, for his expertise, constructive feedback, and encouragement have honed my research skills and fostered intellectual growth. I am profoundly grateful for the knowledge and inspiration from his exemplary mentorship. I am also immensely thankful to Dr. Brenda A. Bacani for her dedication in answering and attending to my queries with an immediate response.

In humble recognition of the divine guidance that has graced this endeavor, I express my gratitude to the Almighty God. The divine presence has been palpable in moments of challenge and triumph, and I am profoundly thankful for this.

As I reflect upon this academic achievement, I do so with an immense appreciation for the collective support and inspiration provided by my family, friends, and the divine. Each has been indispensable in this journey, and I am truly grateful for their contributions.



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ABSTRACT

The study aims to navigate the focus on teacher's perceptions and practices in implementing classroom-based reading programs as a basis for supervisory approach for mastering teaching reading. Specifically, it aims to answer the teacher perceptions in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading among the respondents, the teachers' practices in the implementation of classroom-based reading programs as basis for supervisory approach for mastering teaching reading among the respondents, and how teacher perceptions and practices are the basis for implementation of classroom-based programs in the mastery of reading approach among the respondents.

Mixed methods are utilized in the study which are composed of quantitative and qualitative approaches with the use of Focus Group Discussion (FGD) in evaluating the data. Likewise, purposive sampling is also utilized in gathering the sample population in the study. The study comprised one hundred (100) respondents only.

Results show that teachers' perceptions in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading reveals that instructional practices is closely aligned with effective classroom-based reading programs, show that teacher practices in the implementation of classroom-based reading programs as basis for supervisory approach for mastering teaching reading among the respondents is offering personalized reading recommendations in providing and welcoming comfortable reading space in teaching and learning, show that teachers' perceptions in the area of training support components provides technical assistance by the experts through content knowledge, theories, strategies, techniques, content knowledge, and training in the real world of reading comprehension, show that motivation strategies and approaches provide varieties of techniques and ideas in the classroom-based reading program to increase students' motivation to inspire, engage, and captivate curiosity in the passion of reading, show that support and mentoring program provides



more sustainability quality and effective approach, show that best practices in the area of alignment and influence of reading supports the method and effective implementation of reading program that makes reading beneficial to the learners, show that reflection, mentoring, interaction, and integration program provides support on the improved reading skills and academic performance of students in sustaining integration program of classroom-based reading program, show that misalignment and discrepancy towards getting proficiency in the improved professional development due to some challenges where teachers can adjust to limited resources, large class size, time constraint, unclear expectation, burnout, stress, internal policies, school leadership, and internal politics.

Keywords: Implementation of classroom-based reading programs, teachers' perception, teachers' best practices. and various reading approaches



CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Reading is fundamental to the academic and lifelong success of students. It serves as the cornerstone for learning across disciplines, enabling individuals to understand, interpret, and engage with the world around them. Ensuring that students' master this essential skill requires effective reading programs that are not just rooted in solid pedagogical theory but also resonate with the realities of classroom setting. However, the bridge between theory and practice is constructed not just by the quality of the reading program but also by the teachers who bring them to life in the classroom. Their perceptions, challenges, and experiences play a pivotal role in determining the success or failure of these programs (Adao, et al. 2023, pp. 221-231). This has been supported by the study conducted by Safeek, et al. (2023, pp. 28-40) that reading provides instructional practices in the school setting classes. It carries and identifies the reading program of classroom-based learning in teaching for students reading observation. It also identifies the reading difficulties of students in classroom-based learning. It facilitates the reading program difficulties of students in classroom-based learning. It carries the classroom teaching and learning in reading program for students to the fullest. It requires fundamental skills, language comprehension, and decoding in reading (Pilu, & Nur, 2023, pp. 183-199).

The research entitled, *Teacher Perceptions and Practices in Implementing Classroom-Based Reading Programs: Supervisory Approach for Mastering Teaching Reading* encapsulates a deep dive into this bridge. It beckons the teachers to explore the mindscape of educators, understand their perspectives, and unveil the practices they employ in their classrooms. This exploration is crucial for even the most meticulously crafted reading program may flounder if not appropriately contextualized within the realm of real-world teaching (Bright, 2023). This has been highlighted in reading program management support practices of the Department of Education such as the



implementation of learning resources, learning spaces, external stakeholders, and other reading program. It is also focused on the instructions and building management of reading based classroom program to provide solutions on the issues and concerns of students in their reading comprehensive skills (Dayrocas, & Junsay, 2023, pp. 174-197).

However, teacher perceptions and practices do not evolve in isolation. They are shaped, guided, and sometimes even constrained by larger educational systems and supervisory mechanisms. A school's leadership, the support structure it provides, and the supervisory techniques it employs can significantly impact how a teacher perceives and ultimately implements a reading program. Understanding this supervisory influence is paramount for it could hold the keys in optimizing reading instructions at the grassroots level (Zimmerman, 2023). There's a growing body of literature that underscores the significance of teacher perception in educational outcomes. A teacher's belief about a particular method or tool can influence their willingness to adopt, the effort they invest in its implementation, and their persistence in the face of challenges. Thus, by understanding these perceptions, stakeholders can preempt potential roadblocks and tailor interventions that resonate with teachers in ensuring smoother transitions from theory to classroom practice (Dorn, & Jones, 2023).

Moreover, the modern classroom is a dynamic space with diverse learners, varied resources, and unique challenges. While pedagogical theories provide a framework on the onus of adaptation and customization falls on the educator. The practices, the strategies they employ, the modifications they make, all stem from a blend of their training, experience, and the immediate needs of their students. Exploring these practices in the context of reading programs can offer invaluable insights into the gaps, strengths, and opportunities in the current educational landscape. But where does the supervisory approach fit into this mosaic? The adage, "It takes a village to raise a child" resonates deeply within the educational paradigm. Teachers, while central, are part of a larger system. The support, guidance, and feedback they receive from their supervisors can act as catalysts, enhancers, or sometimes, inhibitors. A constructive supervisory



approach can empower teachers in providing them with the tools, confidence, and flexibility to mold reading programs to their classroom's unique needs. On the other hand, a misaligned approach can stifle innovation, deter experimentation, and breed a culture of rote compliance in diluting the potential benefits of even the best reading programs (Cano, et al. 2023, pp. 2023003-2023003).

Therefore, this paper aims to weave these intricate threads together. By shining a light on teacher perceptions, examining classroom practices, and juxtaposing them against the backdrop of supervisory approaches, it seeks to paint a comprehensive picture of the state of reading instruction in contemporary classrooms. The insights drawn from this exploration hold the potential to reshape training programs, refine supervisory techniques, and reinvigorate reading instructions setting the stage for a brighter more literate future for our students (Gwynne, 2023). In the multifaceted realm of education, a constant underpinning its evolution and progression is the ongoing professional development of educators. As classrooms across the globe witness shifts, be it in the demographic make-up of students, the integration of technology, or the application of novel pedagogical strategies, teachers stand at the forefront in navigating these changes. The pressing question then arises: how equipped are educators to address these shifts and more critically how effectively does current professional development prepare them for this dynamic landscape? Historically, professional development initiatives have oscillated between structured curriculum-focused workshops and more open-ended, exploratory sessions (Ronfeldt, et al. 2023). The work suggests the context of professional development delivered can profoundly influence its assimilation and subsequent application in the classroom. The finding is widely available online and has sparked interest in exploring the most conducive environments and methodologies for teacher professional development (Catacutan, et al. 2023, pp. 270-282).

Yet, a significant gap persists. Despite the consensus on the importance of professional development, there's a disparity in its effectiveness, depth, and sustainability. (Ehlert, & Souvignier, 2023) in a seminal study accessible online delves



into the evolution of professional development over a decade. Their findings underscore a pressing need for continuous learning in advocating for a shift from episodic event-based professional development to sustain a long-term engagement. Another facet of this research gap is the nexus between professional development and tangible teacher change. Amponsah, Ampadu, & Thomas, (2023) posits a triadic relationship between professional development on teacher beliefs and student outcomes. His research is available online and raises a compelling question: Do current professional development models adequately address this intricate relationship?

Further compounding this gap is the need for professional development that not only impart knowledge but fosters reflection and critical inquiry. Woods, (2023) in her extensive research presents a paradigm where professional development is not merely about equipping educators with tools but nurturing a culture of introspection and iterative improvement. This perspective, though recognized, often finds limited application in traditional professional development models. Akin, et al. (2023, pp. 28-39) in a well-referenced study, identifies "core features" integral to impactful professional development in ranging from content focus to active learning. Yet, there seems to be a chasm between these identified features and their consistent integration in professional development initiatives. This disconnect accentuates the research gap in urging stakeholders to reassess the design and delivery of professional development programs. The domain of reading instruction further amplifies this gap. Gu, & Lau, (2023) illuminated the complexities of teaching reading. Effective reading instruction, she argues, necessitates a profound understanding of language, cognition, and nuanced pedagogy. Given such intricacies, the efficacy of generic professional development initiatives becomes questionable in leading to calls for more specialized rigorous training modules for reading educators.

Furthermore, Pagnucci, et al. (2023) through their research available online emphasized the modalities of professional development. Their findings suggest that models prioritizing experiential, collaborative, and mentor-led engagements tend to



have a more significant impact. However, how widely are such modalities embraced? And more critically, how often are they adapted to the unique demand of reading instruction?

In the backdrop of these insights and questions, the need for a study focusing on professional development especially in the context of reading instruction becomes evident. Given the pivotal role teachers play in shaping student outcomes, understanding the strengths, weaknesses, and opportunities in current professional development models are paramount. This study, therefore, aims to bridge the existing research gap in offering insights that could potentially redefine professional development's role in fostering teacher change and ensuring optimal student outcome in reading instruction (Yan, et al. 2023).

Statement of the Problem

The study is focused on the teacher's perceptions and practices in implementing classroom-based reading programs as a basis for a supervisory approach for mastering teaching reading. Specifically, it aims to answer the following:

1. What are the teacher perceptions in the implementation of classroom-based reading program as basis for the supervisory approach for mastering teaching reading among the respondents?
2. What are the teacher practices in the implementation of classroom-based reading programs as the basis for a supervisory approach for mastering teaching reading among the respondents?
3. How teacher perceptions and practices are the basis for implementation of classroom-based programs in the mastery of reading approach among the respondents?
4. Is there a significant correlation between the teacher perceptions in the implementation of the classroom-based reading program as a basis for the

supervisory approach for mastering teaching reading and the teacher practices in the implementation of the classroom-based reading program as a basis for supervisory approach for mastering teaching reading as observed among the respondents?

5. What implementing tool can be designed in the teacher's perceptions and practices in classroom-based reading programs as a basis for a supervisory approach for mastering teaching reading among the respondents?

Conceptual Framework of the Study

The study is focused on teacher perceptions and practices in implementing classroom-based reading program as basis for supervisory approach for mastering teaching reading which is illustrated below:

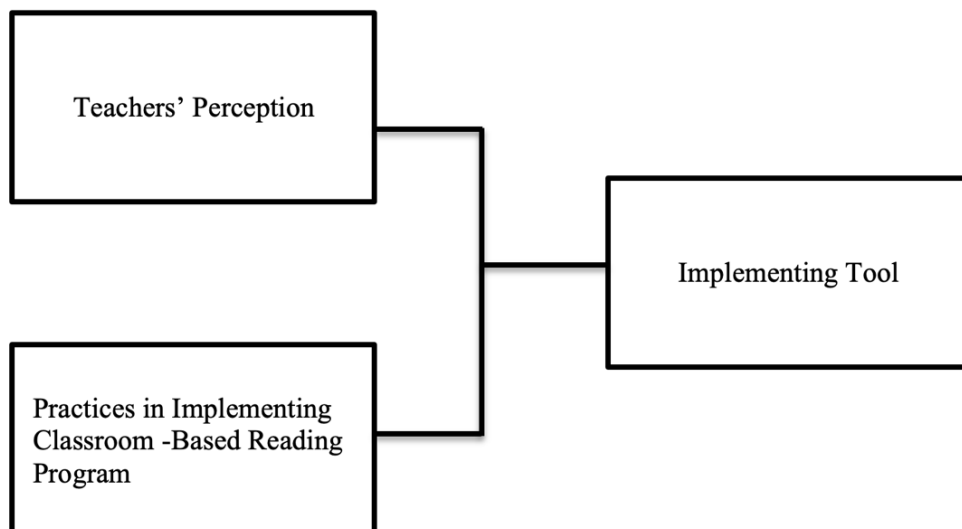


Figure 1. Conceptual Model Framework

Frame 1 is focused on the teacher's perceptions on practices in implementing classroom-based reading programs as basis for supervisory approach for mastering teaching reading. It provides extensive reading in the classroom setting among the learners. It adopts emergence motivation among independent readers in the classroom-



based reading lesson. It provides guidance and considerable transition support and activities for the reading learners in the classroom. It reflects the classroom reading program reality for the promotion and general efficacy and development of students' engagement and focus. It implements classroom-based learning in reading programs for the school context and impediments. It provides better speculation on various readings and progress of students (Robb, & Ewert, 2024, pp. 1-30).

Frame 2 is focused on the practices in implementation classroom-based reading programs as a basis for supervisory approach for mastering teaching reading among the respondents. It helps in the improved reading intervention program effectively among students who struggle in reading. It implements reading classroom-based learning among reading teachers to address support among students as centers of learning. Teacher perception in the implementation of classroom-based reading provides an intervention program for students' reading success and effective tool. It explores the reading perception and implementation for effective tools and experiences support programs. The professional development program for teacher perception in classroom-based learning particularly in reading consolidates the implementation and framework (Nixon, 2023).

Frame 3 is focused on the implementing tool that can be designed in the teacher's perceptions and practices in classroom-based reading programs as a basis for supervisory approach for mastering teaching reading among the respondents. It aims to develop the students' literacy skills in reading based on the tool design and implementing for students and in the school curriculum system. This is based on the needs of students to the fullest. The implementing tool design in classroom-based reading programs to explore evaluation, implementation, development, design, and analysis to enhance students in the learning process and comprehension level. It builds to develop reading literacy of students and enhancement process (Faidah, et al. 2023, pp. 6045-6055).



Hypothesis

There is no significant correlation between the teacher perceptions in the implementation of classroom-based reading program as a basis for the supervisory approach for mastering teaching reading and the teacher practices in the implementation of the classroom-based reading programs as the basis for supervisory approach for mastering teaching reading as observed among the respondents.

Scope and Delimitation of the Study

The landscape of reading instruction presents several limitations that are imperative to acknowledge. Primarily, its focus on government teachers might not wholly capture the diverse experiences of educators particularly those in private institutions, charter schools, or alternative educational settings. This narrowed scope potentially means that the findings are not universally applicable across all teaching contexts. Furthermore, a significant reliance on teacher perception introduces an element of subjectivity. While these perceptions offer invaluable qualitative insights they might not always mirror objective realities or outcomes. Coupled with the dynamic nature of contemporary classrooms, it is possible that the captured data only provides a transient snapshot of present practices and sentiments thereby rendering its applicability tenuous in evolving future context.

On the other hand, the scope of the study is focused on the teacher's perceptions and practices in implementing classroom-based reading programs as basis for supervisory approach for mastering teaching reading. It is limited to the teacher's perceptions in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading among the respondents. This includes the teacher practices in the implementation of classroom-based reading programs as the basis for the supervisory approach for mastering teaching reading among the respondents. In addition, the limitation is extended to how the teacher's perceptions and practices are the basis for



implementation of classroom-based programs in the mastery of the reading approach among the respondents.

Furthermore, the weighted mean, standard deviation, and Pearson moment correlation r are used to analyze the result of the study. This applies to the teacher perceptions in the implementation of classroom-based reading program as the basis for supervisory approach for mastering teaching reading among the respondents, teacher practices in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading among the respondents, and the test of significant correlation between the teacher perceptions in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading and the teacher practices in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading as observed among the respondents. Notably, the qualitative question gathers the thematic analysis on how teacher perceptions and practices be the basis for implementation of classroom-based programs in the mastery of reading approach among the respondents.

The study is conducted for the period 2023-2024

Significance of the Study

Understanding the relevance of this research specifically for the stakeholders within the academic sphere is pivotal as they play an integral role in the planning, implementing, and refining of educational strategies. The study therefore is significant to the following:

Educational Administrators and Leaders. For those who helm educational institutions, the insights from this study can serve as a compass. It offers clarity on the existing practices, highlights the efficacy of supervisory approaches, and pinpoints areas where support is needed. This knowledge can guide them in shaping institutional policies, designing teacher support mechanisms, and optimizing the broader educational



environment. It also ensures that they can align institutional objectives more closely with on-the-ground realities.

Faculty Development Teams. Teacher training and professional development are pivotal to the consistent delivery of quality education. The study provides concrete data on where training needs lie and how they can be addressed most effectively in allowing for the creation of tailored professional development programs that directly address the identified gaps.

Teachers and Educators. While teachers are directly at the center of this study, they are also vital stakeholders in the academic community. The study reaffirms the importance of their voice, perceptions, and experiences. It also ensures that their challenges are acknowledged to potentially lead solutions and support mechanisms that directly caters to their needs; thus, enhancing job satisfaction, motivation, and overall effectiveness.

Students. At the heart of any educational endeavors are the students. While not directly involved in the pedagogical decision, they are the primary beneficiaries. By optimizing teacher practices and aligning supervisory approaches on the quality of education they receive is enhanced in ensuring that they are equipped with robust reading skills as a cornerstone for all subsequent learning.

Academic Researchers. For scholars and academic researchers, this study not only contributes valuable data to the existing body of literature but also highlights potential areas for further research. The intersection of teacher perceptions, practices, and supervisory influences could spur a multitude of research trajectories in enriching academic discourse.

Curriculum Developers. Those involved in curriculum design and development stand to gain a nuanced understanding of the real-world challenges teachers face. With clearer insights into teacher perceptions and classroom practices, curricula can be adapted or developed to be more contextually relevant, effective, and teacher friendly.



Future Researchers. For them to have a subject to study for future investigation which is not tackled in the present investigation. This includes the training needs and analysis of reading programs and implementation in teaching and learning.

Definition of Terms

The following terminologies are specific terms or phrases that are defined for the purpose of the study. These terms ensure clarity and consistency throughout the research. For this dissertation, the following operational terms might be necessary:

Classroom-Based Reading Programs. These are structured reading instructions initiatives that are implemented within the confines of a regular classroom setting as opposed to specialized reading centers or external programs.

Curriculum Developers. Professionals involved in designing, refining, and updating the academic curriculum for schools.

Faculty Development Teams. Groups or committees responsible for the professional growth and training of teachers within an educational institution.

Government Teachers. Teachers employed in public or state-run schools as opposed to those in private institutions.

Instructional Practices. The strategies, techniques, and methods employed by teachers during reading instructions in their classroom.

Professional Development. Continuous learning opportunities provided to teachers to enhance their teaching skills, knowledge, and practices.

Teacher Perceptions. The attitudes, beliefs, and feelings that teachers hold towards various facets of reading instructions including methodologies, tools, challenges, and supervisory approaches.

Training Programs or Interventions. Structured programs or initiatives



designed to enhance teachers' skills, knowledge, or attitudes, based on the findings of the research.

Stakeholders. All parties involved in or affected by the research study including teachers, students, administrators, curriculum developers, faculty development teams, and academic researchers.

Supervisory Approach. The methodologies and strategies used by educational leaders or administrators to oversee, guide, and support teachers in their instructional roles.



CHAPTER 2

LITERATURE REVIEW

This section presents the review of related literature reviews for both local and foreign which is relevant in the present study. This has strengthened the framework and background of the study. The literature review is done thematically based on the statement of the problem posited in chapter 1.

A. Foreign Review

Implementation of classroom-based reading program

Implementation of classroom-based reading programs increases the literacy skills of students. It concentrates on the reading abilities of students. It provides trends on the reading outcome program-based learning in the teaching reading instruction process. It assesses the feasibility and identification of the resources implementation of classroom-based reading programs in the school setting. It is a trend in the teaching and learning reading literacy skills. It enriches the teaching and learning reading knowledge of students to the fullest. It influences the teaching and learning outcome of reading performance methods and strategy of students' achievement and implementation of classroom-based programs. It creates designs for the models of reading performance of students and comprehension level. It advocates the critical reading program learning and implementation for active learning pedagogy techniques. It constraints on the extended implementation of classroom-based learning in reading programs beyond definition. It is the basic process in the implementation of classroom-based learning in reading program literacy and intervention (Pilu, & Nur, 2023, pp. 183-199).

Subsequently, implementation of classroom-based reading programs is necessary in the new techniques of reading literacy process in the school system. It also implements evidence-based innovation in the assessment of reading tools, various reading materials, and feedback in the reading classroom teaching and learning. It examines the reading program innovation that interplays specific implementation and perception in reading



teaching related literacy skills and comprehension level of students to the fullest. It develops the implementation success of the reading program. It analyzes the implementation and predicts innovation in reading programs and perception of teaching and learning. It promotes success in reading program implementation in the classroom-based learning and teaching. It implements the evidence-based reading program for teaching and practices in the educational setting. It sustains the implementation for effective program reading among teachers to focus for students as centers of learning. It provides solutions to issues on the implementation of classroom-based learning in reading programs for students to sustain instructional process and routine (Ehlert, et al. 2022).

Considerably, implementation of classroom-based reading program in the assessment of reading skills academically in technology of teaching and learning. It supports the reading literacy skills in the implementation of teaching and learning for students' attention. It increases sophisticated disciplinary demands of reading programs and implementation in teaching and learning. It embodies the demand of implementation in reading program standards in the academic content and challenges of teaching and learning. It addresses the needs of reading programs to be implemented to attain success of reading literacy of students as centers of learning. It assesses the reading teaching and supports the academic reading skills of students. It assesses the formative effective facilitation of reading program implementation for classroom-based learning process. The reading program implementation in the classroom-based learning is designed for technology of learning to equip readers in the advanced technology of teaching process. It indicates the potential of the reading program to be extended for both students and teachers in the classroom-based learning principles (Wolf, & Lopez, 2022, p. 71).

Hence, implementation of classroom-based reading programs is essential in effective teaching and learning. It competes with the norms of reading approach and method in teaching which is based on the needs of students where the implementation of classroom-based learning in teaching reading programs are aligned. It focuses on the development of classroom-based learning in reading programs. It offers classroom-based learning



opportunities to choose the appropriate approach in teaching effectively. It provides an opportunity to assess the reading program and implementation for classroom-based learning where feedback is being evaluated for better improvement of the system in the educational process. It assesses the student reading implementation in the classroom-based learning program in dealing with the trends of technology in teaching. It also assesses the classroom-based learning in accordance to the provision of strategies and techniques in teaching reading implementation programs. Implements the classroom-based learning in assessing the reading program for the improved process if any in the educational system (Shaari, & Mohamad, 2020, pp. 1962-1972).

Finally, the implementation of classroom-based reading programs becomes accountable for entering the age of globalization in the education and culture system among the learners. It provides a positive learning atmosphere in reading skills literacy and academic skills programs taught and trained. It seeks to integrate the implementation of classroom-based learning in reading program intervention and critical thinking. It examines the effect and attitude of reading critical thinking of students in the classroom climate and reading comprehension program in teaching and learning. It demonstrates the positive change in critical thinking implementation of reading classes among students. It implements a better climate for the reading program to provide critical thinking and comprehension of students in classroom reading lessons. It contributes to the development of implementation in classroom-based learning and a positive atmosphere in reading programs. It is cognizant of the students' attitude in their academic performance in reading program classes and development. It provides concepts on responsible educational systems in reading. It prepares students to the reading program methods (Moghadam, et al. 2023, pp. 1-18).

Teachers' perception in classroom-based reading program

The teacher's perception in classroom-based reading programs highlights and designs the learner's best practices for reading instruction, best learn to read, effective



instructional strategies, and innovative resources. It aims to address the based classroom reading program in analyzing the experiences and perceptions to reading program practices to increase comprehension and readability in the academic performance of students as centers of learning. It designs the framework of a reading program to be implemented in the classroom-based learning. It demonstrates the critical analysis of reading programs for effective instruction based on teachers' perceptions to ensure academic success for those students who are struggling in their reading comprehension. It incorporates teachers' needs and instruction in various strategies and best practices in reading. It differentiates the progress of assessment monitoring, implementation, integrating technology, phonics, and group instruction in reading based on the teachers' perception. It implements the component of reading program effectively and professional development resources (Bright, 2023).

On the other hand, teacher perception in classroom-based reading programs provides an impact for pedagogic decision-making in reading teaching programs and learning. It generates observations in reading lessons to improve based on the needs of students who are the centers of learning. It provides practices and principles on the ability of reading effectiveness programs for the learners. It expresses the teachers' perception as a result of creativity of teaching and learning for reading programs in the classroom-based learning pedagogy craft of teaching opportunity, voice and autonomy. It promotes teaching profession for on-going teacher career choice in the professional development focus for reading teachers. It supports the instructional process in reading program development knowledge of teachers' efficacy and satisfaction in a targeted outcome. It integrates the reading program educational landscape of the role in the school setting. It provides new thinking and basic skills for the reading program expectation in teaching and learning (Gawne, 2023, pp. 89-103).

Nonetheless, teacher perception in classroom-based reading programs examines the guided reading approach of students in the educational setting. It focuses on the emerging reading program approach implementation and challenge process to support the training



of teachers in the impact of reading programs on classroom-based learning among students as centers of learning. The teachers attribute the reading program approach in teaching resources, training components, planning process, implementation process, and challenges in the classroom setting. Teachers' perceptions are overwhelming in the positive aspect of reading programs in the classroom-based learning process. Reading is considered as the necessary skill to acquire in the function of teaching a learning program to students' success and achievement. Reading program describes the multifaceted process and vigorous engagement of students in developing necessary activities and skills for the success of the readers. It is deemed necessary for the student reading acquisition in the reading program of classroom-based learning and teaching. It is considered a factor for teachers' perception in the reading classes program (Francis, 2023).

Hence, teacher perception in classroom-based reading programs investigates the reading proficiency of students. It provides an impact in the deficiency of the reading proficiency program of students' overall achievement process. It improves the teachers' perceptions in the instructional techniques to improve the potential and reading proficiency of students. It provides concepts and framework based on classroom teaching and learning. It helps in the increased reading proficiency program proximal development in learning among students. It increases the teachers' perceptions on the challenges and strengths of students reading proficiency associated with the teaching and learning process. Reading programs motivate teachers to engage the learning process for reading programs and accountability to include the impact of technology engagement in reading teaching in the classroom setting. It provides phonemic awareness among teachers in the development of classroom-based learning in reading programs. Teachers' perceptions provide benefit in the teaching development to address the needs of teachers-based programs in reading to the success of the learners (Sponaule, 2023).

Finally, teacher perception in classroom-based reading programs requires the necessary and evidence skills in reading program acquisition in teaching and learning. It involves and indicates sufficient knowledge among teachers in the reading instruction



program process in the school setting. It examines the teachers' perceptions on the opinion and practice of reading instruction. It assesses and detects the reading skills and instruction practices of teachers in teaching and learning. Teachers' perceptions are favored with the relevant aid for phonological awareness in reading programs to underpin the factors of reading acquisition. It provides an evidence-based approach in reading programs and consistent knowledge in the classroom-based learning. It assists in the continuous learning and training-based instruction for teachers in teaching reading inside the classroom. It accumulates knowledge in the basic core of reading mechanism program support and skills. It provides evidence in reading achievement critically to expand the teacher's ability for effective instruction in teaching. It provides intensive knowledge for teachers in the effective learning process for reading instruction (Sánchez, et al. 2023).

Teacher practices in classroom-based reading program

The teacher practices in classroom-based reading programs enrich the abilities and skills to play a crucial achievement and role of academic performance of the learners. It provides instructional practices in reading programs for school setting classes. It carries and identifies the reading program of classroom-based learning in teaching for students reading observation. It also identifies the reading difficulties of students in classroom-based learning. It facilitates the reading program difficulties of students in classroom-based learning. It carries the classroom teaching and learning in reading program for students to the fullest. It identifies the instructional practices in reading classes of students. It executes the reading literacy development of students based on teachers' perception. It is necessary skills in reading that enriches the ability to develop in the academic achievement of students. It extracts the meaning of the printed pages in the reading comprehension and success of students as the centers of learning. It requires fundamental skills, language comprehension, and decoding in reading (Safeek, et al. 2023, pp. 28-40).

Similarly, teacher practices in classroom-based reading programs capture the



attention of students in immersive experience reading to stimulate imagination in addressing the teaching and learning objectives. It pictures the instructional practices and strategies for teacher perception in reading engagement and comprehension level and development process. It utilizes the instructional based practices in reading. It develops teachers' perception and strategy in teaching reading in the classroom-based learning. It captures the different strategies in teaching to incorporate sequences associated in reading classes among students. It discusses the techniques in the reading program process. Teachers' practices in reading utilize the educational strategy in reading for students to explore the numerous reading learning. Teachers' practices capture the attention of students in stimulating imagination in reading. It supports the reading comprehension of students to the fullest. It emerges from the potential benefits through teaching reading and instruction. It encourages students on their role, experience, and perspective delivery in reading (Schmidt, et al. 2023, pp. 1-19).

Nevertheless, teacher practices in classroom-based reading programs acquire reading skills and comprehension of students. It recognizes the actual needed skills in reading programs and aspects in teaching and learning classroom-based processes. Reading programs and practices offer versatile strategy techniques based on the teacher's practices for better competency in reading literacy. It advances the diversity of students' skills in reading and facilitation of social emotional development. It proposes strategies for teachers to implement in reading classes that can promote academic success in teaching and learning. It is a powerful strategy in reading programs for classroom-based learning impact and routine integration. It generates and promotes reading literacy needs to explore based on teacher practices for academic success. Teacher practices are a foundation of reading skills in the classroom-based learning process. It establishes students' persuasive reading program standards of teaching and learning. It predicts reading comprehension knowledge in fostering literacy skills of students. It develops a diverse reading program in the academic requirements of learning (Afifah, et al. 2023, pp. 314-326).

Likewise, teacher practices in classroom-based reading programs draw and satisfy



the teaching and learning process to innovation, solving problems, and curiosity. It finds challenges in the access of reading programs and learning. It supports the teacher practices and coaches in classroom-based learning reading programs to the fullest. It provides professional success and discourse that contributes to the struggle of students in reading programs to support the strategy practices in teaching. It produces a pedagogy and strategy in reading that leads to success in reading activity. Teachers motivate students to continue reading to encourage the ability to experience reading effectively. It identifies the response of appropriate teaching and learning reading that engages teachers for professional strategy in teaching. It helps teachers to construct proper strategy in reading support and insight in context for teaching and learning establishment. It involves creating policies to be followed in teaching reading that must be based on the needs of students as centers of learning (Sawatzki, et al. 2023, pp. 1197-1215).

Finally, teacher practices in classroom-based reading programs implement the challenges and perceived benefits process. It overwhelms the increased development skills and benefits on reading literacy and learning disposition such as imagination and creativity. It engages the benefits of reading programs implemented in the school system and setting such as structural concerns, organization of reading, and disengagement. It implements the whole process of the reading program based on the teachers' practices because they know the process and scholastic standing of students in the learning process. It emphasizes that the reading comprehension process and instruction must be based on the knowledge of the students as centers of learning where the teaching strategy must be given emphasis to the fullest. It supports the reading program of students and comprehension in the classroom-based learning. It also supports the motivation reading of students. It indicates the needs of the reading program comprehension process to improve learning literacy of students. This can enhance better teaching strategy skills in the classroom-based learning in reading program (Collins, et al. 2022, pp. 89-104).



B. Local Review

Implementation of classroom-based reading program

The implementation of classroom-based reading delves into nuanced landscape in uncovering the experiences, strategies in teaching, and challenges by the school reading coordinators and administrators. It engages on the design and adheres to guidelines for reading program and implementation in the classroom setting. It explores the implementation of classroom-based learning and reading practices, reading management strategies, roadblocks faced, and insights in the program of the school. It highlights the emerging continuance practices of the implementation in reading programs such as alternative reading approaches, differentiated programs, routinary reading activities, and contextual materials. It encompasses the identified fundamental skills mastery, language transition difficulties, support deficiencies, and hesitant attitude towards reading practices. It focuses on the reading delegation, orientation, budget allocation of the diverse learners, and hands-on activities in the implementation process of school-based learning in reading. It emphasizes on the insights of imperative reading skills development and implementation. The implementation involves reading and writing acquisition, igniting interest in the mastery of reading skills, and strengthening reading practices. It provides challenges on the implementation of school-based learning of reading inside the classroom (Almagro, et al. 2024, pp. 779-794).

On the other hand, implementation of classroom-based reading programs supports and explores the management of different educational institutions in reading programs. It supports the school management practices and supports the reading program such as learning resources, learning spaces, external stakeholders, teachers, and policies. It perceives the general system theory in the reading program consistent with the unique input process to obtain reading comprehension in the achievement of students reading ability to the fullest. The implementation of classroom-based reading programs supports the educational system in the Philippine setting. It highlights and evolves in the focus of reading program instruction and building management. It aims to detect the role of



classroom-based reading programs in solving issues to non-readers, monitors, concerns issues, and provides solutions. It influences the success of the implementation of classroom-based reading programs in effective organizational practices. It challenges the student's reading skills and enhances reading ability toward level of comprehension to understand what has read fully (Dayrocas, & Junsay, 2023, pp. 174-197).

Furthermore, implementation of classroom-based learning in reading programs helps and strengthens students' proficiency level. It nurtures the reading culture in the implementation of the program to the fullest. Reading is a prerequisite of all content areas of learning. This has relevance to the credo of the Department of Education challenges to the students such as 3Bs initiatives which stands for "Bawa't Bata Bumasa". Through these initiatives teachers are instructed to formulate and craft the classroom-based program for reading innovation which aids and eradicates teaching literacy of students. It formulates reading programs to improve the reading intervention of students. It evaluates the implementation of classroom-based learning in reading programs to enhance reading competency of students. The program implementation utilizes the reading teaching literacy of students learning activities provided by teachers in various teaching strategies, approaches, and techniques. It contributes to the eagerness of students to comprehend reading level to achieve excellent reading performance (Obaob, 2023).

In addition, implementation of classroom-based learning in reading programs assists teachers in effective intervention on literacy skills in bringing the printed pages to its meaning. It is an important skill that students and teachers should possess in all disciplines especially in the academic skills and development in learning. It accesses the content of the learning areas in the reading program and implementation. The implementation of the reading program provides a great effect in the reading performance of students in creating teaching and learning processes. It develops the love of reading for teachers to guide students to the fullest. It addresses the concerns and upskill capacity in teaching and learning methods and strategies in the basic reading literacy skills. It is the capacity of the teachers to become effective in their role as reading teachers to mold and shape the



learning enhancement process. This includes the reading pedagogy and upskilling competency of students. It nurtures the reading skills and proficiency of students (Ausa, et al. 2022).

Finally, the implementation of classroom-based learning in a reading program is a skill for reading academic success and learning in the school. It assists the students to be taught in their reading performance. It is an essential skill for teaching in reading for teachers inside the classroom learning and other areas. It produces and creates learning activities and resources that engage students' activities in reading programs. It provides better intervention to address the pressing issues in the implementation of classroom-based learning reading program literacy skills. It identifies the gaps, issues, and challenges in the implementation of reading programs. It evaluates the effectiveness of reading programs on students' literacy skills. It identifies the reading performance of students and implementation of reading programs in teaching reading literacy. It focuses on the reading skills and development of students in the delivery of the lesson and willingness to contribute in the attainment of the students' learning process in reading activity. It engages on the intervention and provision of the reading program and implementation in the classroom-based learning setting (Cordova, 2023).

Teachers' perception in classroom-based reading program

The teacher's perception in classroom-based reading programs, especially in the Philippines setting is based on the needs of the students. This can promote culture-based learning and a sense of belongings. It inspires students to be active in the classroom-based reading program and literacy skills process. It determines the strategies and techniques and self-efficacy classroom-based reading program for teachers' perceptions. It extends to find the culture-based practice of teachers' perceptions to determine independent learning that influenced students in their reading self-efficacy. It provides teachers' perceptions and practices on culture-based strategies through localization and contextualization for classroom-based learning reading program systems in the



educational setting. It assesses the reading program based on the teachers' perception assessment and culture-based strategies that can influence students' self-efficacy and literacy skills. It sustains and encourages reading teachers to enhance their teaching capacity based on the needs of students as centers of learning. It motivates students to enhance their academic self-efficacy in reading program performance inside the classroom setting which is associated with literacy skills (Pinaaling, & Valle, 2023, pp 15-16).

Certainly, teacher perception in classroom-based reading programs have varied limitations and implementation in the classroom interaction. Reading teachers go through a series of preparation and implementation to adhere and ensure success for the reading program implementation in imposing guidelines to assist students' literacy skills and learning in teaching. It utilizes the teachers' perception in the classroom-based learning reading program in catering the confront challenges and needs of students' literacy skills. Teaching and learning process in reading is a challenge based on the perception of teachers in the implementation and preparation of the classroom interaction in teaching and learning. It focuses on the innovative strategies of teachers to assist students in their reading academic success. It provides teachers the flexibility, commitment, optimism to their profession as molders in the academic success of students. Teachers provide support in the implementation and interaction of reading programs among students. It helps in the better delivery of reading programs based on teachers' perception and notion in teaching and learning (Hayahay, & Alayon, 2023).

Notably, teacher perception in classroom-based reading programs strives to deliver the multitude of challenges encountered for effective instruction in the reading process. It meets the diverse needs of the learners in their reading program activities at various levels. It requires reading teachers to innovate the teaching methodology to be employed to ensure better teaching in reading and equips with quality of learning for students. The teacher's perception systematically reviews the reading practices and challenges in handling reading classes, programs and activities. Teachers' perception in reading



program activities analyze the literacy skills on technology integration, modular learning, collaborative activity, peer tutoring, differentiated instruction, insufficient resources, physical facilities, inadequate training support, time constraint workload, individualized instruction, lesson planning, and difficulty in class management. It adheres to the challenges faced by reading teachers. It adheres to the requirements of the classroom-based learning and comprehensive approach to include fostering collaboration in reading programs, adapting curriculum in reading, providing special training in reading program, and improving facilities in reading classroom-based learning (Mendoza, & Cruz, 2024, pp. 120-133).

Indeed, teacher perception in classroom-based reading programs in the Philippines is mandated by the Department of Education that no one child is left behind to include the curriculum in the reading program. This is necessary in the learning process of students. The assessment is determined by the teacher and their perception of the implementation of the reading program in school to obtain reading proficiency and performance of the learners. It prescribes and analyzes the reading program based on teachers' perception in the reading program of the Department of Education. It explores the critical analysis and approach in the reading program implementation inside the classroom. It serves as a basis for reading program intervention and creates teachers' appropriate improvement and initiatives for the struggling readers and performance. It draws setbacks in the challenges of teachers in reading especially for the implementation of literacy skills and reading proficiency of the learners. It provides a consistent and adherent reading program and intervention among teachers' teaching task and reading intervention (Abril, et al. 2022, pp. 432-441).

Finally, teacher perception in classroom-based reading programs implements the proper approach in teaching and learning. It improves the reading program and learning activities such as comprehension, vocabulary, phonemic awareness, and phonetics. It guides the teachers' perception and fluency in reading instructional guides. It itemizes the progress system of reading skills and performance of students. The proper approach in



the improved reading skills and program is significant in the learning process of students. Phonetics, vocabulary, and literacy skills contribute to the reading comprehension process in teaching and learning. It has an effect on the reading skills, exposure, and influence of teaching and learning among students. It involves reflective teaching reading as part of the program in literacy skills of students to better upgrade the learning process. It measures and describes the reading performance of students. It is expected that reading difficulties include the connected texts, misinterpretation of decoding words, and undeveloped phonological skills (Vero, & Diano, 2023).

Teacher practices in classroom-based reading program

Teacher practices in classroom-based reading programs explore the challenges and perceived reading of students. It develops an implication in the teaching and learning effectiveness of reading school programs. It decodes the comprehension, fluency, and motivation of teaching and learning practices in reading programs among students. Teacher practices in the school encourage students to read whatever text they encounter such as textbooks, advertisements, billboards, signages, magazines, and comics. This can enhance the reading of students. Effective reading programs provide and promote reading habits and engage in reading materials to overcome challenges they face in life. It provides insights into specific reading areas such as the lack of interest in reading, limited access to reading, and inadequate reading skills. It contributes to reading challenges in a growing body that highlights the development and importance of effective reading programs. It addresses the needs and specific challenges of reading and literacy skills of teaching and learning (Kilag, et al. 2023, pp. 46-59).

Thereafter, teacher practices in classroom-based reading programs aim to provide understanding for the resources in teaching and learning reading difficulties, capabilities, and challenges. Teacher practices to overcome reading difficulties emerges in low participation inside the classroom due to limited knowledge in the reading process of students where teachers unmet the reading and learning competency and capability. On



the other hand, teacher practices in reading are capable of teaching proper intervention on content and adequate skills according to the needs of the reading class lesson. It intensifies the reading intervention and learning resources for reading. Teacher practices in reading is one of the most crucial situations in upskilling the core learning process of students due to lack of knowledge in the implementation of reading programs among students. If the reading program is not implemented in the teaching and learning process then both teachers and students are in chaos. It is a challenge among teachers to provide better reading skills to foster and enhance critical thinking of students to the fullest (Cruz, 2022, pp. 56-61).

Consequently, teacher practices in classroom-based reading programs examine the reading program in the educational system in the Philippines. It uncovers the reading academic program status to encourage and provide reading literacy skills of students in the school. Teacher practices in reading programs provide better strategies and techniques to employ in the lesson for reading classes. It is apparent that reading programs are based on the needs of students to enhance better reading in teaching and learning. Teachers can easily manage the reading program through proper implementation in teaching and learning for the benefits of students' comprehension and literacy level. Reading teachers provide critical thinking and role in the reading program to be implemented in the school. It benefits the reading teachers in their profession as molders and shapers of the teaching and learning process. It is related to reading advocacy to develop the program for evidence-based learning. It provides solutions to the initiative reading program in the scholastic program of students in the school system (Flores, & Soriente, 2023, pp. 671-687).

In contrast, teacher practices in classroom-based reading programs divulge in the teaching of reading context among students. It involves teaching reading programs and provides various experiences for teachers in reading programs for students. Teachers see to it that challenges and difficulties have a positive outlook in the reading programs of students. Reading teachers cope with the challenges of reading progress of students. It



encourages reading teachers to find appropriate pedagogy of teaching techniques and strategies in promoting literacy skills of reading among students which is evident in the academic performance of students. Pedagogical strategy and techniques are being considered in teaching reading and to be considered in the teaching process. This can enhance the practice of classroom-based learning in reading programs. It is a challenge among reading teachers. It develops reading literacy for students to acquire further knowledge in the program of reading. It identifies a gap and challenges among reading teachers. It is one of the important academic skills in the reading literacy program (Lariosa, & Quezada, 2023, pp. 36-48).

Lastly, teacher practices in classroom-based reading programs assess the curriculum in the reading program of students in the Philippine basis educational system. It determines to focus on the reading competency and reading assessment instruction. It is intended in the implementation of curriculum-based learning in reading programs. Reading teacher practices are focused on the category of reading competency as categorized in task management competency and text processing competency program. It provides reading instructional level in teaching reading and learning. It provides better assessment and reading instruction approaches. It is directed on a varied and intensive reading program among teachers who handle reading literacy skills of students' academic achievement. It involves group dynamics in self-paced independent reading classes and resources. It assesses the alignment of the teaching in reading delivery curriculum as part of teachers' competency to provide quality education in reading literacy skills. It implies that there is a guide in reading learning outcomes. It is a key component in the basic education of the Philippine educational system (Santos, 2023, pp. 16-33).

Synthesis of the Study

All the readings presented and discussed in this research bear significance to this study. All of them stressed the importance of teacher perceptions and practices in implementing classroom-based reading programs as a basis for supervisory approach for



mastering teaching reading.

The present study; however, has one distinct feature. It focuses on the teacher perceptions in the implementation of classroom-based reading program as a basis for supervisory approach for mastering teaching reading among the respondents and the teacher practices in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading among the respondents.

The works of the different authors are being reviewed to support the present investigation such as the works of Abril, et al. (2022), AUSA, et al. (2022), Bright, (2023), Cano, et al., (2023), Cruz, (2022), Dayrocas, & Junsay, (2023), Dorn, & Jones, (2023), Ehlert, & Souvignier, (2023), Flores, & Soriente, (2023), Francis, (2023), Gawne, (2023), Hayahay, & Alayon, (2023), Kilag, et al. (2023), Mendoza, & Cruz, (2024), Moghadam, et al., (2023), Nestico-Arnold, (2023), Obaob, (2023), Pinaaling, & Valle, (2023), Robb, & Ewert, (2024), Sponaugle, (2023), Woods, (2023), and Zimmerman, (2023). This has been reviewed to strengthen the framework and background of the study. This presents the data that discusses the links of the different variables in the study. Likewise, the different variables presented used the descriptive research design as this design is a fact-finding problem-solving approach by means of adequate cross-section formation for comparison and interpretation. The researcher who conducted this study felt its appropriateness. The interpretation of the data collected was portrayed from the viewpoint of the respondents. It is also evident that the most appropriate statistics used in the study are the weighted mean, standard deviation, and the Pearson moment correlation r . The responses of the respondents were quantified using the five-point Likert scale. The present study has one distinguishing feature. It employs purposive sampling where the respondents utilized are the teachers in reading from the various educational institutions. This has ensured the validity and reliability of the study.



CHAPTER 3

METHODOLOGY OF THE STUDY

This section presents the methodology of research such as the methods and techniques used in the study. This includes respondents of the study, instruments used, data gathering procedures, and statistical treatment of the study.

Methods and Techniques Used

The research employed the mixed methods approach to comprehensively address teacher' perceptions, practices, and subsequent monitoring tool needs in the realm of classroom-based reading programs implementation. Quantitative research method was used to quantify the teachers' perceptions in the implementation of the classroom-based reading program as a basis for the supervisory approach for mastering teaching reading among the respondents and the teacher practices in the implementation of the classroom-based reading program as a basis for supervisory approach for mastering teaching reading among the respondents. This included the test of significant correlation between the teacher perceptions in the implementation of the classroom-based reading program as the basis for the supervisory approach for mastering teaching reading and the teacher practices in the implementation of the classroom-based reading program as the basis for supervisory approach for mastering teaching reading as observed among the respondents. The quantitative aspect will kick off with a survey circulated among teachers. This was provided a broad snapshot of their perceptions of reading programs and a general overview of their instructional practices. The structured nature of the survey allowed for the systematic collection of data, highlighting prevalent trends, commonalities, and variations in teachers' experiences and approaches. The study was associated with the quantitative analysis that engages on the various approaches to the inquiry process. It used the quantitative approaches that emerged in the paradigm process of distinction inquiry strategy applied direction and practice (Tabron, & Thomas, 2023).



On the other hand, qualitative methods and techniques were being used to analyze and evaluate how teachers' perceptions and practices were the basis for implementation of classroom-based programs in the mastery of the reading approach among the respondents. It acknowledged the qualitative research distinct tradition. Qualitative research has been defined as the nature to emphasize proper analysis based on the questions posed for the problem to be solved among the respondents. It engaged in the observation in real-world context and undertaking. It elicited projective techniques in analyzing the teachers' perception techniques in reading programs and information. It provided the process in generating and analyzing the gathered data (Kelly, 2023, pp. 60-86).

Respondents of the Study

The respondents of the study were the teachers from the various institutions from both public and private educational entities who are teaching reading classes. The criteria of the selection of the respondents must be teaching for at least one year and above and have been exposed to teaching with different techniques in reading from the elementary level. The study comprised one hundred (100) respondents only which was topped from the participants at the seminar and workshop at Zamboanga Peninsula Polytechnique State University in Zamboanga City from the various participation regions as follows:

Table 1
Respondents of the Study

Participating Regions	No of Respondents
1. Region 9	45
2. Region 3	20
3. National Capital Region (NCR)	7
4. Region 4A Calabarzon	20
5. Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)	8
Total	100



Sampling Techniques

Purposive sampling was utilized in the study from a group of participants in the PRC-CPD training conducted by The Guild of Educators In TESOL International, Philippines, where the researcher took the opportunity to present his study from the President of the Organization. Those participants who have experienced in reading programs were the ones given to be the respondents. They are the best persons to be utilized in the study. Purposive sampling techniques were defined as the development history of various views based on the predefined criteria stated above until the number of respondents was met. This has been the practiced of the ethical responsibility of research academicians in selecting the respondents of the study dissemination, preferences, needs, survey, and conduct. It implements the dissemination practices as compared in the selection of the respondents in the current study (Cunningham-Erves, et al. 2021, pp. 1411-1419). This has been also adopted in the research methodology in using self-administered instrument in the selection of the respondents from the seminars conducted at Eastern Samar State University delves with PRC-CPD training as part of the respondents (Marasigan, 2023, pp. 2568-2573. It was straightforward and simple in its complexity. It aimed to better match the sample of research target and objective in improving the trustworthiness and rigor of the study on perceptions and practices of comprehensive-based learning reading programs and results of the data. It described the concept of the sampling technique and population size of the study as to confirmability, dependability, transferability, and credibility. It highlighted the integration of purposive sampling and different application context design. It was situated on clear strategy in the gathering of the sample size of the study which aligned to the objectives and research methodology (Campbell, et al. 2020, pp. 652-661).

Instruments of the Study

The instrument tool used in the study is a self-made questionnaire based on the related review of literature. It was also based on the statement of the problems posited in



chapter 1 as follows:

Part 1 collected data and information on the teacher perceptions in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading among the respondents.

Part 2 collected data and information on the teacher practices in the implementation of classroom-based reading programs as basis for supervisory approach for mastering teaching reading among the respondents.

Part 3 was the question for qualitative methods which gathered information on how teacher perceptions and practices were the basis for implementation of classroom-based programs in the mastery of reading approach among the respondents.

Meanwhile, the instrument tool was being validated by the experts in both quantitative and qualitative research processes. They are psychologist, school principal, and a director of an educational institution. They criticized and provided feedback on the tool instrument to improve the substance of the questionnaire. All their suggestions were given emphasis prior to the floating of the questionnaire. It provided strength in the questionnaire tool of the study. The research instrument tool provided specific requirements and design for the reading program in classroom-based learning implementation. The questionnaire discussed details on teachers' perceptions and practices in reading programs for teaching and learning. It was a suitable range in the application of the study and setting. It determined the purpose of the study (Falk, et al. 2023, pp. 1935-1950).

Nevertheless, the validated instrument tools on teacher perceptions and teacher practices in classroom-based learning reading program was being pilot tested for a group of 10 experts in research which were not included in the respondents. They are 3 psychologists, 3 school principal, 3 reading teachers, and a 1 director of an educational institution using the reliability test on Cronbach Alpha. Cronbach Alpha was a psychometric property of research in measuring the desirable instrument of research. This



was to identify whether the research tool was valid or not. It was expressed the result of the pilot testing was 0.751010447 which was acceptable based on the 22 questions result in the test instrument. In short, the research instrument tool used was valid based on the result of the pilot testing. It measured the internal consistency of the research instruments. The guidelines and conditions were validated for reliability of the pilot testing process (Uyanah, & Nsikhe, 2023, p. 17).

Data Gathering Procedures

After the validation and reliability process was done. The researcher provided a letter of request to the president of the training institution named the Guild of Educators in TESOL International Institute which conducted a research training fellowship titled, “Research Fellowship Across Discipline: Bridging the Gap Through Integrating Quantitative and Qualitative Research Methodologies last April 12, 13, and 14, 2024 and was held at the Grand Astoria Hotel in Zamboanga City for the possible floating of questionnaires from the different attendees. The sample questionnaire of the instrument tool was attached to the request letter for reference. After the approval, the researcher made a google form taking advantage of the technology.

Hence, google form was sent to the respondents. In the google form, the waiver of consent was presented to explain the purpose of the participation in the conduct of the study. Participation of joining as respondents was voluntary where the purpose was only for research purposes. Answers to the questionnaire were kept confidential and only be used for research. After answering the questionnaire, the respondents submitted and automatically be saved for statistical analysis and treatment. It was designed to equip effectively in collecting the research data and knowledge on the set method and procedure of the research instruments. It covered a tool of instrument collection such as focus group discussion, observation, surveys, and interviews. It provided step by step guidelines for effective conduct of the research instrument and the collection of data (Ali, 2023, pp. 121-135).



Data Processing and Statistical Treatment

Following data collection processing, the responses from the survey was compiled and analyzed to identify common practices among teachers in reading instruction. Descriptive statistics was used to summarize the data and inferential statistics may be employed to explore correlation between teacher characteristics and their reported practices. By employing established frameworks and models in the analysis, the study ensured that the findings were grounded in theory and contributed to the broader understanding of reading instruction practices. Furthermore, this approach allowed for a nuanced analysis that went beyond surface-level descriptions and delved into the underlying principles guiding teacher practices (Kuldoshev, et al. 2023, p. 05069). The statistical treatment was as follows:

1. The weighted mean was used to measure the holistic view of the respondents' responses on the teacher perceptions in the implementation of classroom-based reading program as the basis for the supervisory approach for mastering teaching reading among the respondents and the teacher practices in the implementation of classroom-based reading programs as the basis for a supervisory approach for mastering teaching reading among the respondents.

2. The standard deviation was used to show the heterogeneity or the homogeneity of the respondents on the teacher perceptions in the implementation of classroom-based reading program as basis for the supervisory approach for mastering teaching reading among the respondents and the teacher practices in the implementation of classroom-based reading programs as the basis for a supervisory approach for mastering teaching reading among the respondents.

3. Pearson's Product Moment Coefficient Correlation (Pearson, r_{xy}) was used for finding an index or degree of association between two variables that are quantitative and continuous on the significant correlation between the teacher perceptions in the implementation of the classroom-based reading program as a basis for the supervisory approach for mastering teaching reading and the teacher practices in the implementation



of the classroom-based reading program as a basis for supervisory approach for mastering teaching reading as observed among the respondents.

The researcher used the Likert Scaling Techniques or Scaled Variables using a relative weight of 1 – 5 with corresponding values and interpretation that are found below:

Where:

Numerical Weight	Verbal Interpretation	Adjectival Rating
4.20 – 5.00	Strongly Agree	SA
3.40 – 4.19	Agree	A
2.60 – 3.39	Moderately Agree	A
1.80 – 2.59	Disagree	D
1.00 – 1.79	Strongly Disagree	A

Ethical Consideration

Ethical consideration was being followed in the research process as part of the principles in the research ethics in conducting the teachers' perceptions and practices in classroom-based learning in reading programs in creating a tool design implementation. Hence, the ethical consideration adheres to the data privacy act of 2012 regarding the ethical research process regulatory which was followed by the researcher (Putra, et al, 2024, pp. 85-118).

The protocols were being followed from the start of the research process, approval of the title, following the format of the research process, and floating of questionnaires which were sent via Google form, included in the Google form was the consent of the voluntary participation of the answering the of questionnaire. Respondents needed to agree in the consent before proceeding in the answering the of questionnaire, retrieval of the instruments, gathering of related literature and studies. Prior to the floating of



questionnaire the researcher presented a letter to the President of the Guild of Educators for TESOL International as protocol in the floating of questionnaire which was approved.

In addition, all the related literatures gathered were being rephrased and acknowledged in the text citation and references. The research ensured that principles of ethics were followed to prevent any plagiarism, similarities, and stealing of intellectual properties. The principle consideration sets a guide in the practice and research design. This included result communication, potential harm, confidentiality, anonymity, informed consent, and voluntary participation. It emerged from ethical considerations and issues in research. It examined the dilemma in research engagement and complexity. It addresses the respectful approach in the implication of research consideration and behavior. It framed the practices of ethical principles of research to the success of the study to the fullest (Palaiologou, & Brown, 2023, pp. 519-535).



Chapter 4

Presentation, Analysis, and Interpretation of Data

This chapter focuses on the presentation and analysis of data posited in the statement of the problem in Chapter 1 as follows:

- 1. On the teachers' perceptions in the implementation of the classroom-based reading program as the basis for the supervisory approach for mastering teaching reading among the respondents**

Table 2

The teachers' perceptions in the implementation of classroom-based reading programs as the basis for the supervisory approach for mastering teaching reading among the respondents

Indicators	Weighted Mean	Interpretation
1. Instructional practices significantly influence student reading motivation within the classroom-based reading program. (C)	3.37	Moderately Agree
2. Classroom-based reading programs influence student reading motivation positively. (D)	3.92	Agree
3. Instructional practices are closely aligned with the perception of effective classroom-based reading programs. (E)	4.29	Strongly Agree
4. There is significance of the following elements within classroom-based reading programs in terms of their impact on student reading motivation (F)		
5. There is insufficient time for program implementation on classroom-based reading programs in terms of their impact on student reading motivation. (Interactive activities] (G)	3.96	Agree
6. There is insufficient time for program implementation on classroom-based reading programs in terms of their impact		



on student reading motivation. (Rewards and incentives) (H)		
7. There is insufficient time for program implementation on classroom-based reading programs in terms of their impact on student reading motivation. (Collaborative reading opportunities) (I)		
8. There is insufficient time for program implementation on classroom-based reading programs in terms of their impact on student reading motivation. (Personalized reading goals) (J)		
9. Effectiveness of the following strategies to enhance classroom-based reading programs: [Curating diverse and appealing reading materials] (K)		
	3.70	Agree
10. .	3.75	Agree
11. .	3.75	Agree
Average Weighted Mean	3.82	Agree
Standard Deviation	0.282	

Table 2 presents the weighted mean and the corresponding interpretation on the teachers’ perceptions in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading among the respondents which supports the process in reading program development knowledge of teachers’ efficacy and satisfaction in a targeted outcome (Gawne, 2023, pp. 89-103).

It shows in the table that “Instructional practices are closely aligned with the perception of effective classroom-based reading programs”, with a weighted mean of 4.29 or Strongly Agree which means that the program used in the reading classes is aligned with the curriculum implemented by the Department of Education program. It also shows that “There is insufficient time for program implementation on classroom-based reading programs”, with a weighted mean of 3.96 or Agree which means that the program's reading process is insufficient which really affects the academic performance of students though the program is being guided by the educational system. Also, it shows that



“Classroom-based reading programs influence student reading motivation positively”, with a weighted mean of 3.92 or Agree which means that the program is impressive to motivate students in their reading classes; however, with the capacity of students it will not materialize. The least in rank is “Instructional practices significantly influence student reading motivation within the classroom-based reading program”, with a weighted mean of 3.37 or Moderately Agree which means that the program implementation in the reading program can influence the learners to the fullest. The overall average weighted mean is 3.382 (SD=0.282) or Agree on the teachers’ perceptions in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading as observed among the respondents.

Findings show that the implementation of classroom-based reading delves into nuanced landscape in uncovering the experiences, strategies in teaching, and challenges by the school reading coordinators and administrators. It engages on the design and adheres to guidelines for reading program and implementation in the classroom setting (Almagro, et al. 2024, pp. 779-794).

2. On the teachers’ practices in the implementation of classroom-based reading programs as the basis for the supervisory approach for mastering teaching reading among the respondents

Table 3

The teachers’ best practices in the implementation of classroom-based reading programs as the basis for the supervisory approach for mastering teaching reading among the respondents

Indicators	Weighted Mean	Interpretation
1. Curated diverse and appealing reading materials are implemented in the practice of classroom teaching approach. (K)	3.30	Effective
2. Organizes reading challenges and events practice and implementation process. (L)	2.80	Neutral
3. Collaborates with teachers to integrate reading into curriculum practice and implementation in teaching. (M)	2.80	Neutral



4. Provides a welcoming and comfortable reading space. (N)	3.32	Effective
5. Offers personalized reading recommendations (O)	3.33	Effective
6. Tailors reading activities to match the varying proficiency levels and learning styles of students to ensure engagement and comprehension for all learners. (P)	2.40	Ineffective
7. Facilitates small group reading sessions to allow for targeted instruction, personalized feedback, and scaffolded support based on students' current reading abilities. (Q.)	2.88	Neutral
8. Encourages peer-led discussions within small groups to promote critical thinking, collaboration, and deeper understanding of texts while fostering a community of readers. ®	2.72	Neutral
9. Teaches students to analyze texts systematically by examining details, identifying themes, and making connections to enhance their comprehension skills and promotes deeper engagement with the material. (S)	2.72	Neutral
10. Provides structured support such as graphic organizers, vocabulary instruction, and comprehension strategies gradually to empower students to tackle increasingly complex texts independently. (T)	3.30	Effective
Average Weighted Mean	2.96	Neutral
Standard Deviation	0.331	

Legend: 4.00-3.25=Effective, 3.24-2.50=Neutral, 2.49-1.75=Ineffective, and 1.74-1.00=Very Ineffective

Table 3 presents the weighted mean and the corresponding interpretation on the teachers' practices in the implementation of classroom-based reading programs as basis for a supervisory approach for mastering teaching reading among the respondents which intensifies the reading intervention and learning resources for reading. Teacher practices in reading is one of the most crucial situations in upskilling the core learning process of students due to lack of knowledge in the implementation of reading programs among students (Cruz, 2022, pp. 56-61).

It shows in the table that "Offers a personalized reading recommendation", with a weighted mean of 3.33 or Effective which means that the respondents are doing their very best to teach students to the fullest for them to better practice in reading



implementation inside the classroom which is needed in the teaching strategies and methods. Also it shows that “Provides a welcoming and comfortable reading space” with a weighted mean of 3.32 or Effective which means that reading practices among the teachers are making strategies to let the learners read with comprehension to where they are comfortable in the learning process. It also shows that “Curates diverse and appealing reading materials is implemented in the practice of classroom teaching approach”, and “Provides structured support such as graphic organizers, vocabulary instruction, and comprehension strategies gradually empowers students to tackle increasingly complex texts independently”, with a weighted mean of 3.30 or Effective which means teachers are providing techniques in reading among the learners. This can help improve the implementation practice reading program to the fullest. The least in rank is “Facilitates small group reading sessions to allow for targeted instruction, personalized feedback, and scaffolded support based on students' current reading abilities”, with a weighted mean of 2.40 or Ineffective which means that the practices allow individual teachers to use their initiative in the reading program based on the needs of the learners. The overall average weighted mean is 2.96 (SD=0.331) or Neutral on the teachers’ practices in the implementation of classroom-based reading programs as basis for supervisory approach for mastering teaching reading as observed among the respondents.

Findings show that teachers’ practices in classroom-based reading programs explore the challenges and perceived reading of students. It develops an implication in teaching and learning effectiveness of reading school programs. It decodes the comprehension, fluency, and motivation of teaching and learning practices in reading programs among students. Teacher practices in the school encourages students to read whatever text they encounter such as textbooks, advertisements, billboards, signages, magazines, and comics. This can enhance reading enhancement of students. Effective reading programs provide and promote reading habits and engage in reading materials to overcome challenges they face in life. It provides insights on specific reading areas such as the lack of interest in reading, limited access to reading, and inadequate reading skills. It contributes to reading challenges in a growing body that highlights the development and



importance of effective reading programs. It addresses the needs and specific challenges of reading and literacy skills of teaching and learning (Kilag, et al. 2023, pp. 46-59).

3. On the teacher perceptions and practices in the classroom-based program on the impact of reading motivation among the respondents

Table 4

Teacher perceptions and practices in the classroom-based program on the impact of reading motivation among the respondents

Indicators	Weighted Mean	Interpretation
1. Choice of reading materials are based on the needs of the learners.	3.89	Very Significant
2. Interactive activities are based on the set objective of reading program inside the classroom.	3.37	Moderately Significant
3. Rewards and incentives are based on the impact and motivation of students.	3.92	Very Significant
4. Collaborative reading opportunities provide an impact to the reading program activities of students.	3.75	Very Significant
5. Personalized reading goals in classroom based program provide an impact to the perception and practices of teaching inside the classroom.	4.25	Extremely Significant
Average Weighted Mean	3.836	Very Significant
Standard Deviation	0.318	

Legend: 5.00-4.20=Extremely Significant, 4.19-3.40=Very Significant, 3.39-2.60=Moderately Significant, 2.59-1.80=Slightly Significant, and 1.79-1.00=Not Significant

Table 4 presents the weighted mean and the corresponding interpretation on the teacher perceptions and practices in the classroom-based program on the impact of reading motivation among the respondents.

It shows in the table that most of the respondents “Personalized reading goals in classroom based program provide an impact to the perception and practices of teaching



inside the classroom”, with a weighted mean of 4.25 or Extremely Significant which means the impact of reading program inside the classroom is personalized based on the needs and goals of students in their reading classes. It also shows that “Rewards and incentives are based on the impact and motivation of students”, with a weighted mean of 3.92 or Very Significant which means that proper motivation is given emphasis in the reading program where students are motivated to explore the impact of reading perceptions and practices among them. It also noted that “Choice of reading materials are based on the needs of the learners”, with a weighted mean of 3.89 or Very Significant which means that all the reading materials are based in the needs of the learners to comprehend proper literacy in the perceptions and practices of the teachers in the classroom setting. It shows that “Interactive activities are based on the set objective of reading program inside the classroom”, with a weighted mean of 3.37 or Moderately Significant which means that interactive activities in the reading classes is something lacking among the students due to their limited comprehension and analysis of the reading program impact among students. The overall average weighted mean is 3.836 (SD=0.318) or Very Significant on the teacher perceptions and practices in the classroom-based program on the impact of reading motivation among the respondents.

Findings show that teachers’ perception and practices in classroom-based reading programs have varied limitations and implementation and interaction. It utilizes the teachers’ perception in the classroom-based learning reading program in catering the confront challenges and needs of students’ literacy skills. Teaching and learning process in reading is a challenge based on the perception of teachers in the implementation and



preparation of the classroom interaction in teaching and learning. It focuses on the innovative strategies of teachers to assist students in their reading academic success. (Hayahay, & Alayon, 2023).

4. On how teachers’ perceptions and practices are the basis for implementation of classroom-based programs in the mastery of reading approach among the respondents?

Thematic analysis and core ideas are done on how the teachers’ perceptions and practices are the basis for implementation of the classroom-based programs in the mastery of the reading approach among the respondents through Focus Group Discussion (FGD) as suggested by Hagler, et al. (2023) on qualitative thematic analysis process and intervention. The acronym T stands for “Theme” and P stands for “Participants” which is described below:

1. From your perspective, what are the most valuable components of teachers’ training that have supported the successful implementation of classroom-based reading programs?

Table 5
Thematic Analysis and Core Ideas on the Perspective of Teachers’ Component Training and Support on the Successful Implementation of Classroom-Based Reading Program

Themes	Respondents Involved	Core Ideas
Training Support Components	P ₁ , P ₅ , P ₆ , P ₇ , & P ₁₀	1. Provides technical assistance by the experts through content knowledge, theories, strategies, techniques, content knowledge, and training in the real world of reading comprehension.
	P ₂ , P ₃ , & P ₉	2. Develops classroom management and improves reading skills appropriate on the reading materials to be used to facilitate efficient teaching skills and implementation on the classroom-based reading program.
	P ₁ , P ₄ , & P ₆	3. Promotes student motivation, managing behavior, access to



appropriate reading materials and instruction in fostering positive classroom culture in reading

P₁, P₅, P₇, & P₉

4. Supports successful implementation of classroom-based reading programs, fundamental knowledge and instructions, best practices, and plan the process of activities in the class to foster the love of reading among students.

P₂, P₈, & P₁₀

5. Initiates development and understanding on the evidence of instructional differentiation and individualization in monitoring the classroom management implementation of reading programs inside the classroom.

Training Support Components

Training and support components on the teacher's perception in classroom-based reading programs provides an impact for pedagogic decision-making in reading teaching programs and learning. It generates observations in reading lessons to improve based on the needs of students who are the centers of learning. It provides practices and principles of reading effectiveness programs for the learners. It expresses the teachers' perceptions as a result of creativity of teaching and learning for reading programs in the classroom-based learning pedagogy craft of teaching opportunity, voice, and autonomy. It promotes teaching profession for on-going teacher career choice in the professional development focus for reading teachers. It supports the instructional process in reading program development knowledge of teachers' efficacy and satisfaction in a targeted outcome. It integrates the reading program educational landscape of the role in the school setting. It provides new thinking and basic skills for the reading program expectation in teaching and learning (Gawne, 2023, pp. 89-103). The participants say that:



“Provides technical assistance by the experts through content knowledge, theories, strategies, techniques, content knowledge, and training in the real world of reading comprehension”. P1, P5, P6, P7, & P10

“Develops classroom management and improves reading skills appropriate on the reading materials to be used to facilitate efficient teaching skills and implementation on the classroom-based reading program”. P2, P3, & P9

“Promotes student motivation, managing behavior, access to appropriate reading materials and instruction in fostering positive classroom culture in reading P1, P4, & P6

“Supports successful implementation of classroom-based reading programs, fundamental knowledge and instructions, best practices, and plans the process of activities in the class to foster the love of reading among students”. P1, P5, P7, & P9

“Initiates development and understanding on the evidence of instructional differentiation and individualization in monitoring classroom management implementation of reading programs inside the classroom”. P2, P8, & P10

Hence, training support components on teachers' perceptions in classroom-based reading programs investigates the reading proficiency of students such as technical assistance through knowledge content, development of classroom management, student motivation, support and implementation, and imitates development understanding in the instructional reading program to provide an impact in the deficiency of the reading proficiency of students' overall achievement process. It improves the teachers' perceptions in the instructional techniques to improve the potential and reading proficiency of students. It provides concepts and framework based on classroom teaching and learning. It helps in the increased reading proficiency program proximal development in learning among students. It increases the teachers' perceptions on the challenges and strengths of students' reading proficiency associated with the teaching and learning



process (Sponaugle, 2023).

- 2. Provide examples of how the components you mentioned aligned with best practices in reading instruction? How have they influenced your teaching methods?**

Table 6

Thematic Analysis on the Example Component of Best Practices in Reading Instruction and Influenced of Teaching Methods

Themes	Respondents Involved	Core Ideas
Motivation strategies and approaches	P ₁ , P ₃ , P ₄ , P ₆ , & P ₈	1. Provides varieties of techniques and ideas in the classroom-based reading program to increase students' motivation to inspire, engage, and captivate curiosity in the passion of reading.
	P ₁ , P ₂ , & P ₁₀	2. Uses of manipulatives for fun and meaningful learning such as games, storytelling, trivia, asking reflection to make reading interactive.
	P ₂ , P ₃ , P ₉	3. Integrates reading instruction, employs small group discussion, and one-by-one reading instruction into daily schedule and routine in the classroom.
	P ₄ , P ₆ , & P ₇	4. Increases enthusiasm to read, a formal reading program resource to support reading strategies, develop comprehension abilities, motivate students to read on their own, and improve fluency and comprehension.
	P ₅ , P ₆ , & P ₁₀	5. Implements multimedia elements such as audiobooks, e-books, podcasts, and digital reading



platforms into a reading program which is a part of motivation to explore the trend of technology in the lesson.

Motivation strategies and approaches

Motivation strategies and approaches in teaching reading are necessary to examine the guided reading approach of students in the educational setting because it focuses on the emerging reading program approach implementation and challenge process to support the training of teachers in the impact of reading perception programs on classroom-based learning among students as centers of learning. The teachers attribute the reading program approach in teaching resources, training components, planning process, implementation process, and challenges in the classroom setting. Teachers' perceptions are overwhelming in the positive aspect of reading programs in the classroom-based learning process. It is considered as the necessary skill to acquire in the function of teaching and learning programs to students' success and achievement. The reading program describes the multifaceted process and vigorous engagement of students in developing necessary activities and skills for the success of the readers. It is deemed necessary for the student reading acquisition in the reading program of classroom-based learning and teaching. It is considered a factor for teachers' perception in the reading classes program (Francis, 2023). The participants say that:

“Provides varieties of techniques and ideas in the classroom-based reading program to increase students’ motivation to inspire, engage, and captivate curiosity in the passion of reading”. P1, P3, P4, P6, & P8

“Uses of manipulatives for fun and meaningful learning such as games, storytelling, trivia, asking reflection to make reading interactive”. P1, P2, & P10

“Integrates reading instruction, employs small groups, and one-by-one reading instruction into daily schedule and routine in the classroom”. P2, P3, P9



“Increases enthusiasm to read, formal reading program resources to support reading strategies, develop comprehension abilities, motivate students to read on their own, and improves fluency and comprehension”. P4, P6, & P7

“Implements multimedia elements, such as audiobooks, e-books, podcasts, and digital reading platforms into a reading program which is a part of motivation to explore the trend of technology in the lesson”. P5, P6, & P10

This emphasizes that motivation strategies and approaches provide techniques in the reading program, manipulates learning process, integrates reading instruction, increases enthusiasm to read, and implements the trends of advanced technology in classroom-based learning. It requires the necessary and evidence skills in reading program acquisition in teaching and learning. It also involves and indicates sufficient knowledge among teachers' reading instruction program process in the school setting. It examines the teachers' perceptions, opinions and practice of reading instruction. It assesses and detects the reading skills and instruction practices of teachers in teaching and learning. Teachers' perceptions are favored with the relevant aid for phonological awareness in reading programs to underpin the factors of reading acquisition. It provides an evidence-based approach in reading programs and consistent knowledge in the classroom-based learning. It assists in the continuous learning and training-based instruction for teachers in teaching reading inside the classroom. It accumulates knowledge in the basic core of reading mechanism program support and skills. It provides evidence in reading achievement critically to expand the teacher's ability for effective instruction in teaching. It provides intensive knowledge for teachers in the effective learning process for reading instruction (Sánchez, et al. 2023).

3. Describe the strategies or approaches you use to enhance student reading motivation as part of classroom-based reading program?

Table 7

Thematic Analysis and Core Ideas on the Strategies or Approaches in Reading Motivation as Part of Classroom-Based Reading Program



Themes	Respondents Involved	Core Ideas
Support and mentoring program	P ₁ , P ₃ , P ₆ , & P ₁₀	1. It needs to be more sustainable such as quality and effective approach in mentoring support, recognize rewards, and ensures sustainability plan for the change and improvement support for effective long term goals in the reading class perspectives.
	P ₂ , P ₆ , & P ₈	2. Personalized support plan, regular and structured communication, personal learning and peer collaboration.
	P ₁ , P ₅ , P ₇ , & P ₁₀	3. Personalized support plan, Regular and Structured Communication, Personal Learning and Peer Collaboration through reading specialists in the school for proper guidance in teaching reading and mentoring.
	P ₁ , P ₄ , & P ₈	4. Ensures to provide relevant assistance in mentoring to provide deeper understanding of the program implementation, adjustment, enhancement, coaching, and encourage students to improve reading skills systematically and efficiently.
	P ₁ , P ₃ , & P ₉	5. Focuses on the compliance of reading program success and accountability level with clear expectation on reading intervention acquired skills needed to increase dedicated development support in reading mentoring program.



Support and mentoring program

Support and mentoring programs are necessary in the teacher's perception of classroom-based reading programs because it highlights and designs the learner's best practices for reading instruction, best learn to read, effective instructional strategies, and innovative resources. It aims to address the based classroom reading program in analyzing the experiences and perceptions to reading program practices to increase comprehension and readability in the academic performance of students as centers of learning. It designs the framework of a reading program to be implemented in the classroom-based learning (Bright, 2023). The participants say that:

“It needs to be more sustainable such as quality and effective approach in mentoring support, recognize rewards, and ensure sustainability plan for the change and improvement support for effective long-term goals in the reading class perspectives”. P1, P3, P6, & P10

“Personalized support plan, regular and structured communication, personal learning and peer collaboration”. P1, P6, & P8

“Personalized support plan, Regular and Structured Communication, Personal Learning and Peer Collaboration through reading specialists in the school for proper guidance in teaching reading and mentoring”. P1, P5, P7, & P10

“Ensures relevant assistance in mentoring to provide deeper understanding of the program implementation, adjustment, enhancement, coaching, and encourages students to improve reading skills systematically and efficiently”. P1, P4, & P8

“Focuses on the compliance of reading program success and accountability level with clear expectation on reading intervention acquired skills needed to increase dedicated development support in reading mentoring program”. P1, P3, & P9

This emphasizes that support and mentoring programs ensure plan and sustainability, personalized support in learning and collaboration that focuses on the compliance of the teachers' perceptions in classroom-based reading programs to generate observation in



reading lessons to improve based learning on the needs of students who are the centers of learning. It provides practices and principles on the ability of reading effectiveness programs for the learners. It expresses the teachers' perceptions as a result of creativity of teaching and learning for reading programs in the classroom-based learning pedagogy craft of teaching opportunity, voice, and autonomy. It promotes teaching profession for on-going teacher career choice in the professional development focus for reading teachers. It supports the instructional process in reading program development knowledge of teachers' efficacy and satisfaction in a targeted outcome. It integrates the reading program educational landscape of the role in the school setting. It provides new thinking and basic skills for the reading program expectation in teaching and learning (Gawne, 2023, pp. 89-103).

4. Reflect on any experiences you've had with on-going support and mentoring as it relates to the classroom-based reading programs. How have these interactions helped you maintain program integration?

Table 8

Thematic Analysis and Core Ideas on the Reflection and Experiences in Mentoring the Reading Classroom-Based Program Interaction

Themes	Respondents Involved	Core Ideas
Alignment and Influence of Reading	P ₁ , P ₄ , P ₅ , P ₇ , & P ₉	1. Supports the method and effective implementation of a reading program that makes reading beneficial to the learners which is the application and influence of teaching strategy methods.
	P ₂ , P ₃ , P ₅ , & P ₁₀	2. Influence the best practices in reading instruction to focus on the progress of pupils in providing the necessary information and ability for the fundamental reading effectively



developing instruction to the learners.

- | | |
|--|---|
| P ₃ , P ₆ , P ₇ , & P ₈ | 3. Provides reading instruction in the influence of teaching effective resources program and materials offering explicit and systematic training classroom environment in the different application strategies in reading activities. |
| P ₄ , P ₆ , P ₈ , & P ₁₀ | 4. Implements and supports reading programs in understanding the literacy development of the materials and lesson plan to meet the needs of students in expanding their understanding in reading. |
| P ₁ , P ₄ , P ₇ , & P ₁₀ | 5. It helps to plan for the different activities, improvement and understanding of teaching technique practices in dealing with students struggling in reading integration, comprehension, and literary promotion. |
-

Alignment and Influence of Reading

Alignment and influence of reading plays a significant role for teachers' practice classroom-based reading programs because it explores the challenges and perceived reading of students. It develops an implication in teaching and learning effectiveness of reading school programs. It decodes the comprehension, fluency, and motivation of teaching and learning practices in reading programs among students. It enhances effective reading programs to provide and promote reading habits and insights on specific reading areas such as the lack of interest, limited access to reading, and inadequate reading skills. It contributes to reading challenges in a growing body that highlights the development and importance of effective reading programs. It addresses the needs and specific challenges of reading and literacy skills of teaching and learning (Kilag, et al. 2023, pp. 46-59). The participants say that:

“Supports the method and effective implementation of a reading



program that makes reading beneficial to the learners which is the application of and influence of teaching strategy methods”. P₁, P₄, P₅, P₇, & P₉

“Influences the best practices in reading instruction to focus on the progress of pupils in providing the necessary information and ability for the fundamental reading effective development instruction to the learners”. P₂, P₃, P₅, & P₁₀

“Provides reading instruction in the influence of teaching effective resources program and materials offering explicit, systematic training classroom environment in the different application strategies in reading activities”. P₃, P₆, P₇, & P₈

“Implements and supports reading programs in understanding the literacy development of the materials and lesson plan to meet the needs of students in expanding their understanding in reading”. P₄, P₆, P₈, & P₁₀

“It helps to plan for the different activities, improvement and understanding of teaching technique practices in dealing with students struggling in reading integration, comprehension, and literary promotion”. P₁, P₄, P₇, & P₁₀

This means that alignment and influences in reading supports the methods and program, influences the best practice, provides reading instruction, implements reading support, and provides various activities in the improved reading teaching practice. It provides understanding for the resources in teaching and learning reading difficulties, capabilities, and challenges. Alignment and influence in reading difficulties emerge in low participation inside the classroom due to limited knowledge in the reading process of students where teachers unmet the reading and learning competency and capability. It intensifies the reading intervention and learning resources for reading. It is one of the most crucial situations in upskilling the core learning process of students due to lack of knowledge in the implementation of reading programs among students. If the reading program is not implemented in the teaching and learning process then both teachers and students are in chaos. It is a challenge among teachers to provide better reading skills to foster and enhance the critical thinking of students to the fullest on alignment and influences of reading (Cruz, 2022, pp. 56-61).



5. From your perspective, what change or improvement could be made to optimize ongoing support and mentoring for better program and fidelity and effectiveness in the long term?

Table 9

Thematic Analysis and Core Ideas on the Improvement Support and Mentoring Program for Effective Classroom-Based Reading Fidelity

Themes	Respondents Involved	Core Ideas
Reflection, Mentoring, Interaction, and Integration Program	P ₁ , P ₃ , P ₅ , P ₈ , & P ₁₀	1. Supports the improved reading skills and academic performance of students in sustaining integration programs of classroom-based reading programs.
	P ₂ , P ₄ , P ₆ , P ₈ , & P ₉	2. Assesses the pupils progress in reading process in the implementation of reading program experiences and continual assistance in adopting the evidence-based reading strategies in the classroom.
	P ₄ , P ₇ , P ₉ , & P ₁₀	3. It nurtures the concept and increases motivation support in mentoring advice to uphold circumstances in the challenges of reading program integration.
	P ₃ , P ₅ , P ₇ , & P ₈	4. It supports the mentoring program for classroom-based reading programs and interaction for constant coaching guidance in improving the reading attention and initiative of the learners.
	P ₃ , P ₅ , P ₉ , & P ₁₀	5. It maintains the program integration in the classroom-based reading intervention through guidance, feedback, resources, and motivation to meet the learners' need to the fullest.



Reflection, Mentoring, Interaction and Integration Program

Reflection, mentoring, interaction, and integration programs in the school system provide guidelines among teachers in reading classes. It uncovers the reading academic program status to encourage and provide reading literacy skills of students in the school. Teacher practices in reading programs provide better strategies and techniques to employ the lesson. It is apparent that reading programs are based on the needs of students to enhance better reading in teaching and learning. Teachers can easily manage the reading program through proper implementation in teaching and learning for the benefits of students' comprehension and literacy level. Reading teachers provide critical thinking and role in the reading program to be implemented. It benefits the reading teachers in their profession as molders and shapers of teaching and learning process. It is related to reading advocacy to develop the program for evidence-based learning. It provides solutions to the initiative reading program in the scholastic program of students in the school system (Flores, & Soriente, 2023, pp. 671-687). The participants say that:

“Supports the improved reading skills and academic performance of students in sustaining integration programs of classroom-based reading programs”. P₁, P₃, P₅, P₈, & P₁₀

“Assesses the pupils progress in reading process in the implementation of reading program experiences and continual assistance in adopting the evidence-based reading strategies in the classroom”. P₂, P₄, P₆, P₈, & P₉

“It nurtures the concept and increases motivation support in mentoring advice to uphold circumstance in the challenges of reading program integration”. P₄, P₇, P₉, & P₁₀

“It supports the mentoring program for classroom-based reading programs and interaction for constant coaching guidance in improving the reading attention and initiative of the learners”. P₃, P₅, P₇, & P₈

“It maintains the program integration in the classroom-based reading intervention through guidance, feedback, resources, and motivation to meet the learners' need to the fullest”. P₃, P₅, P₉, & P₁₀



This emphasizes that reflection, mentoring, interaction, and integration programs are focused in the skills reading program, assessment and progress of students, nurtures the concept and motivation, supports the mentoring program, and maintains program on the classroom-based learning because it divulges in the teaching of reading context among students. It involves teaching reading programs and provides various experiences for teachers to see to it that challenges and difficulties have a positive outlook in the reading programs of students. It encourages reading teachers to find appropriate pedagogy of teaching techniques and strategies in promoting literacy skills of reading among students which is evident in the academic performance of students. Pedagogical strategy and techniques are being considered in teaching reading to be considered in the teaching process. This can enhance the practice of classroom-based learning in reading programs. It is a challenge among reading teachers. It develops reading literacy for students to acquire further knowledge in the program of reading. It identifies a gap and challenges among reading teachers. It is one of the important academic skills in the reading literacy program as far as reflection, mentoring, interaction, and integration programs are concerned (Lariosa, & Quezada, 2023, pp. 36-48).

6. If you perceived a misalignment between your perceptions and practices, explain the factors that contribute to this discrepancy?

Table10

Thematic Analysis and Cores Ideas on Misalignment Between perceptions and practices on the contributory factors and discrepancy

Themes	Respondents Involved	Core Ideas
Misalignment and Discrepancy	P ₁ , P ₃ , P ₅ , P ₈ , & P ₁₀	1. There is always a desire to get proficiency in the improved professional development due to some challenges and misalignment where teachers can adjust to limited resources, large class size, time constraint, unclear expectation, burnout, stress, internal policies, school leadership and internal politics.



- | | |
|--|---|
| P ₂ , P ₃ , P ₆ , & P ₉ | 2. Inadequate preparation to implement equitable instructional practice to maintain consistent reading routine instructions views and attitude for misalignment impact and differentiation practice. |
| P ₄ , P ₃ , P ₇ , P ₁₀ | 3. Teachers' motivation to use teaching practice, misperception, misalignment to their leadership team in compliance with effective programs in reading classroom-based processes and systems. |
| P ₄ , P ₆ , P ₈ , & P ₉ | 4. The mass promotion program of DepEd engagement though students are left behind where integrity of teachers and loss of desire in teaching is affected to the needs of the learners. |
| P ₃ , P ₇ , P ₉ , & P ₁₀ | 5. The inconsistent practice of the curriculum program, changes, lack of awareness, limited, resources, training, personal biases, external pressures, and the dynamic nature of the educational setting. |
-

Misalignment and Discrepancy

Misalignment and discrepancy must be observed among the reading teachers' practices in the implementation of classroom-based reading programs because it assesses the curriculum in the reading program of students in the Philippine basic educational system. It determines to focus on the reading competency and reading assessment instruction. It is intended in the implementation of curriculum-based learning in reading programs. Reading teacher practices are focused on the category of reading competency as to task management competency and text processing competency program. It provides reading instructional level in teaching reading and learning. It provides better assessment and reading instruction approaches. It is directed on a varied and intensive reading



program among teachers who handle reading literacy skills of students' academic achievement. It implies that there is a guide in reading learning outcomes. It is a key component in the basic education of the Philippine educational system (Santos, 2023, pp. 16-33). The participants say that:

“There is always a desire to get proficiency in the improved professional development due to some challenges and misalignment where teachers can adjust due to limited resources, large class size, time constraint, unclear expectation, burnout, stress, internal policies, school leadership and internal politics”. P₁, P₃, P₅, P₈, & P₁₀

“Inadequate preparation to implement equitable instructional practice to maintain consistent reading routine instructions views and attitude for misalignment impact and differentiation practice”. P₂, P₃, P₆, & P₉

“Teachers’ motivation to use teaching practice, misperception, misalignment to their leadership team in compliance with effective programs in reading classroom-based processes and systems”. P₄, P₃, P₇, P₁₀

“The mass promotion program of DepEd engagement though students are left behind where integrity of teachers and loss of desire in teaching is affected to the needs of the learners”. P₄, P₆, P₈, & P₉

“The inconsistent practice of the curriculum program, changes, lack of awareness, limited resources, training, personal biases, external pressures, and the dynamic nature of the educational setting”. P₃, P₇, P₉, & P₁₀

This means that misalignment and discrepancy in the implementation of classroom-based reading programs can improve teaching and learning, implement equitable instructional practice, utilization of teaching practice motivation, mass promotion engagement, and inconsistency of reading curriculum program. It finds challenges in the access of reading programs and learning. It supports the teacher practices and coaches in classroom-based learning reading programs to the fullest. It provides professional success and discourses that contribute to the struggle of students in reading programs to support the strategy practices in teaching. It produces a pedagogy and strategy in reading that leads to success in reading activity. Teachers motivate students to continue reading to



encourage the ability to experience reading effectively. It identifies the response of appropriate teaching and learning reading that engages teachers for professional strategy in teaching. It helps teachers to construct proper strategy in reading support and insight in context for teaching and learning establishment. It involves creating policies to be followed in teaching reading that must be based on the needs of students as centers of learning (Sawatzki, et. al. 2023, pp. 1197-1215).

4. On the significant correlation between the teachers' perceptions in the implementation of the classroom-based reading program as a basis for supervisory approach for mastering teaching reading and the teachers' practices in the implementation of the classroom-based reading program as a basis for supervisory approach for mastering teaching reading as observed among the respondents

Table 11

Test of significant correlation between the teachers' perceptions and teachers' practices in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading as observed among the respondents.

Test of Variables	Computed r value	Relationship *significant	Hypothesis *accepted
Teachers' perceptions vs. teachers' practices	-0.1	Negligible correlation	accepted
Two-tailed test, df of 100, at 0.05 level of significance with a p-value of 0.8			

Table 11 revealed the teachers' perceptions in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading and its relationship on teachers' practices in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading as observed among the respondents. To determine the perceived interaction, data were



subjected to correlation analysis. The correlation coefficient were interpreted as follows: 0.00 (No Correlation), 01 – 0.19 (Negligible Correlation), 0.20 – 0.39 (Weak Correlation), 0.40 – 0.59 (Moderate Correlation), 0.60 – 0.79 (Strong Correlation), 0.90 – 1.00 (Very Strong Correlation). In these results, the correlation coefficients between teachers' perceptions and teachers' practices is about -0.1 which indicates that there is a negligible negative relationship between the variables. The relationship between these variables is negative, which indicates that, as teachers' perceptions increase teachers' practices of students, decreases or vice versa.

In these results, the p-value for the correlation between the teachers' perceptions in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading and the teachers' practices in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading as observed among the respondents is greater than the significance level of 0.05 which indicates that the correlation coefficient is insignificant and the null hypothesis is accepted. This has been proven by the study conducted by Racki, et al. (2023) which they hypothesized that teachers participated in self-reading efficacy of professional development no significant relationship on the existing self-efficacy reading influences of professional development of teachers' program and practices. They adapted the reading self-efficacy and influences on positive perception program on reading comprehension improvement, interest in reading, and motivation in reading. The researchers also found out that there is no predictive relationship on the overall efficacy of reading and perception of professional development.

5. On the implementing tool that can be designed in the teacher's perceptions and teachers' practices in the classroom-based reading programs as a basis for supervisory approach for mastering teaching reading among the respondents

Implementing tool and design is necessary for the teachers' perceptions and practices in the classroom-based reading program as a basis for supervisory approach in



mastering teaching and learning among the respondents. It emphasizes the needs of reading remediation in accordance with the policy of the Department of Education, and to top expert speakers for the proper implementation of classroom-based reading programs. The implementing tool is aligned with the trend of advanced technology to equip teaching and learning for a quality education as follows:

Implementing Tool for Classroom-Based Reading Program

This implementing tool focuses on the creation of a developmental reading assessment framework, including monitoring and evaluation rubrics, evidence-based reading practices, and effective teaching strategies incorporating advanced technology.

Introduction

Purpose: To provide a structured framework for developing, implementing, and evaluating a developmental reading assessment program.

Goals: Improve student reading proficiency, ensure consistent monitoring and evaluation, and integrate advanced technology to enhance reading instruction.

1. Developmental Reading Assessment Framework

<u>Details</u>	<u>Person In Charge</u>	<u>Resources</u>	<u>Time Frame</u>
<u>Assessment Components:</u>			
1. Initial Assessment: Baseline assessment to determine students' reading levels.	Teachers and Reading Coordinators	Paris, S. G., & Stahl, S. A. (Eds.). (2005). <i>Children's reading comprehension and assessment</i> . Routledge.	<u>July 2024</u>
2. Formative Assessment: Ongoing assessments to monitor progress.	Classroom Reading Teachers		Aug. 2024, Nov. 2024 & March 2025
3. Summative Assessment: End-of-term evaluations to measure overall progress.	Classroom Reading Teachers		March 2025

2. Monitoring and Evaluation Rubrics



<u>Details</u>	<u>Person In Charge</u>	<u>Resources</u>	<u>Time Frame</u>
<p><u>Reading Rubrics:</u></p> <p>1. Fluency Rubric: Rate of reading (words per minute) Accuracy (percentage of correctly read words) Expression and prosody</p>	Classroom Reading Teachers	Martens, K. S. (2018). Rubrics in program evaluation. <i>Evaluation Journal of Australasia</i> , 18(1), 21-44.	July 2024 Before and after reading class assessment
<p>2. Comprehension Rubric: Understanding of main ideas and details Ability to make inferences Connection to prior knowledge</p>	Classroom Reading Teachers		SY 2024-2025 During reading class assessment
<p>3. Vocabulary Rubric: Range and depth of vocabulary knowledge Contextual understanding of new words Application of vocabulary in writing and speaking</p>	Classroom Reading Teachers		SY 2024-2025
<p><u>Monitoring Tools:</u></p> <p>1. Running Records: Document individual student reading sessions.</p> <p>2. Progress Charts: Visual representation of student reading progress over time.</p> <p>3. Reading Logs: Track student reading habits and reflections.</p>	Classroom Reading Teachers, Heads, and Principal	Aziz, I. N. (2018). Developing English Reading Book For College Students of INKAFI Based on Monitoring Strategy. <i>JALIE; Journal of Applied Linguistics and Islamic Education</i> , 2(2), 279-304.	Aug. 2024 Nov. 2024 March 2025
<p><u>Evaluation Methods:</u></p>		Gates, A. I. (1937).	



<p>1. Teacher Observations: Regular in-class observations to assess reading behaviors and strategies.</p> <p>2. Student Self-Assessments: Encourage students to reflect on their reading progress.</p> <p>3. Peer Assessments: Promote peer feedback to enhance collaborative learning.</p>	<p>Classroom Reading Teachers, Heads, and Principal</p>	<p>The measurement and evaluation of achievement in reading. <i>Teachers College Record</i>, 38(9), 359-388.</p>	<p>Aug. 2024 Nov. 2024 March 2025</p>
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3. Evidence-Based Reading Practices

<u>Details</u>	<u>Person In Charge</u>	<u>Resources</u>	<u>Time Frame</u>
<p><u>Strategies:</u></p> <p>1. Guided Reading: Small group sessions focusing on specific reading skills.</p> <p>2. Shared Reading: Interactive reading experiences where teachers and students read together.</p> <p>3. Independent Reading: Encourage self-selected reading to build autonomy and interest.</p>	<p>Classroom Reading Teachers</p>	<p>Sim, S., & Berthelsen, D. (2014). Shared book reading by parents with young children: Evidence-based practice. <i>Australasian Journal of Early Childhood</i>, 39(1), 50-55.</p>	<p>SY 2024-2025 whole year round as needed</p>
<p><u>Instructional Techniques:</u></p> <p>1. Explicit Instruction: Direct teaching of reading strategies such as summarizing, predicting, and questioning.</p> <p>2. Differentiated Instruction: Tailor reading activities to meet diverse student needs.</p> <p>3. Scaffolded Support: Provide gradual release of responsibility to</p>	<p>Classroom Reading Teachers</p>	<p>Lapp, D., Flood, J., & Farnan, N. (Eds.). (2016). <i>Content area reading and learning: Instructional strategies</i>. Routledge.</p>	<p>SY 2024-2025 before the opening of the school calendar</p>



foster independent reading skills.

4. Effective Teaching Strategies in Reading with Advanced Technology

<u>Details</u>	<u>Person In Charge</u>	<u>Resources</u>	<u>Time Frame</u>
<p><u>Technology Integration:</u></p> <p>1. Digital Reading Platforms: Tools like Raz-Kids, Epic!, and ReadWorks that provide leveled texts and track progress.</p> <p>2. Reading Apps: Apps that support phonics, vocabulary, and comprehension skills (e.g., Starfall, ABC mouse).</p> <p>3. Interactive Whiteboards: Use for shared reading activities and interactive lessons.</p>	Classroom Reading Teachers	Csillag, J. (2016). <i>Differentiated reading instruction: Strategies and technology tools to help all students improve</i> . Routledge.	SY 2024-2025 during reading classes as needed
<p><u>Tech-Enhanced Teaching Techniques:</u></p> <p>1. Flipped Classroom: Use video lessons for homework and practice reading skills in class.</p> <p>2. Online Discussion Forums: Platforms like Google Classroom for discussions and book clubs.</p> <p>3. E-Books and Audiobooks: Provide access to a wide range of reading materials in different formats.</p>	Classroom Reading Teachers	Burns, M. (2021). <i>EdTech essentials: The top 10 technology strategies for all learning environments</i> . ASCD.	SY 2024-2025



<p><u>Professional Development for Teachers:</u></p> <ol style="list-style-type: none"> 1. Tech Training Workshops: Regular sessions on integrating technology in reading instruction. 2. Online Learning Communities: Forums for teachers to share resources and strategies. 3. Webinars and Tutorials: Access to online professional development resources. 	<p>All Teachers, head, coordinators, and Principals</p>	<p>Adey, P. (2007). <i>The professional development of teachers: Practice and theory</i>. Springer Science & Business Media.</p>	<p>June 2024 and Dec, 2024 especially during NSET program and other professional development for teachers</p>
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5. Implementation Timeline

<u>Details</u>	<u>Person In Charge</u>	<u>Resources</u>	<u>Time Frame</u>
<p><u>Phase 1: Planning</u></p> <ol style="list-style-type: none"> 1. Conduct initial assessments. 2. Set up digital reading platforms and select appropriate tools. 3. Provide training for teachers on using technology in reading instruction. 	<p>Teachers, Head, Coordinators, and Principal</p>	<p>Ganesh, K., Mohapatra, S., Anbuudayasankar, S. P., & Sivakumar, P. (2014). <i>Enterprise resource planning: fundamentals of design and implementation</i>. Springer.</p>	<p>July 2024</p>
<p><u>Phase 2: Initial Implementation</u></p> <ol style="list-style-type: none"> 1. Begin guided and independent reading sessions using digital tools. 	<p>Classroom Reading Teachers</p>		<p>October 2024</p>



<p>2. Monitor student progress using rubrics and digital platforms.</p> <p>3. Conduct regular teacher observations and student self-assessments.</p>			
<u>Phase 3: Full Implementation</u>			
<p>1. Expand the use of interactive whiteboards and online discussion forums.</p> <p>2. Continue regular assessments and adjust instruction based on data.</p> <p>3. Provide ongoing professional development and support for teachers.</p>	Classroom Reading Teachers		December 2024
<u>Phase 4: Review and Adjust</u>			
<p>1. Evaluate overall program effectiveness using summative assessments.</p> <p>2. Gather feedback from teachers and students.</p> <p>3. Make necessary adjustments for the following year.</p>	Teachers, Head, Coordinators, and Principal		March 2025

This implementing tool provides a comprehensive framework for developing a developmental reading assessment program that integrates monitoring and evaluation rubrics, evidence-based practices, and advanced technology. By following this structured approach, teachers can enhance their reading instruction, ensure consistent assessment, and utilize technology to support student learning effectively.



CHAPTER 5

SUMMARY OF THE STUDY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings from the gathered and analyzed data, the conclusions drawn from these findings and recommendations offered by the researcher in the light of the study.

Summary of Findings

From the data yielded by the instruments, the researcher summarized the following data:

On the teachers' perceptions in the implementation of classroom-based reading program as a basis for supervisory approach for mastering teaching reading among the respondents. The teachers' perceptions in the implementation of classroom-based reading program as a basis for supervisory approach for mastering teaching reading among the respondents, the first three in ranks are:

1. "Instructional practices are closely aligned with the perceptions of effective classroom-based reading programs", with a weighted mean of 4.29 or Strongly Agree.
2. "There is insufficient time for program implementation on classroom-based reading programs", with a weighted mean of 3.96 or Agree.
3. "Classroom-based reading programs influence student reading motivation positively", with a weighted mean of 3.92 or Agree.

The least in rank is "Instructional practices significantly influence student reading motivation within the classroom-based reading program", with a weighted mean of 3.37 or Moderately Agree.

On the teachers' practices in the implementation of classroom-based reading programs as a basis for supervisory approach for mastering teaching reading among the



respondents, the first three in ranks are:

1. “Offers personalized reading recommendations”, with a weighted mean of 3.33 or Effective.
2. “Provides a welcoming ad comfortable reading space” with a weighted mean of 3.32 or Effective.
3. “Curates diverse and appealing reading materials implemented in the practice of classroom teaching approach”, and “Provides structured support such as graphic organizers, vocabulary instruction, and comprehension strategies gradually empowers students to tackle increasingly complex texts independently”, with a weighted mean of 3.30 or Effective.

The least in rank is “Facilitates small group reading sessions to allow for targeted instruction, personalized feedback, and scaffolded support based on students' current reading abilities”, with a weighted mean of 2.40 or Ineffective.

On the teacher perceptions and practices in the classroom-based program on the impact of reading motivation among the respondents, the first three in ranks are:

1. “Personalized reading goals in classroom based program provide an impact to the perception and practices of teaching inside the classroom”, with a weighted mean of 4.25 or Extremely Significant.
2. “Rewards and incentives are based on the impact and motivation of students”, with a weighted mean of 3.92 or Very Significant.
3. “Choice of reading materials are based on the needs of the learners”, with a weighted mean of 3.89 or Very Significant

The least in rank “Interactive activities are based on the set objective of reading program inside the classroom”, with a weighted mean of 3.37 or Moderately Significant.



On how teachers' perceptions and practices are the basis for implementation of classroom-based reading programs in the mastery of reading approach among the respondents

3.1 Teachers' Perceptions:

A. Teachers' perceptions in the implementation of classroom-based reading program in the area of "Training Support Components", the participants say that:

1. "Provides technical assistance by the experts through content knowledge, theories, strategies, techniques, content knowledge, and training in the real world of reading comprehension". P1, P5, P6, P7, & P10

2. "Develops classroom management and improves reading skills appropriate on the reading materials to be used to facilitate efficient teaching skills and implementation on the classroom-based reading program". P2, P3, & P9

3. "Promotes student motivation, managing behavior, access to appropriate reading materials, and instructions in fostering positive classroom culture in reading". P1, P4, & P6

4. "Supports successful implementation of classroom-based reading programs, fundamental knowledge and instructions, best practices, and plan the process of activities in the class to foster the love of reading among students". P1, P5, P7, & P9

5. "Initiates development and understanding on the evidence of instructional differentiation and individualization in the monitoring of classroom management in the implementation of reading programs inside the classroom". P2, P8, & P10

Teachers' perceptions in the implementation of classroom-based reading program in the area of "Motivation strategies and approaches", the participants say that:

1. "Provides varieties of techniques and ideas in the classroom-based reading



program to increase students' motivation to inspire, engage, and captivate curiosity in the passion of reading". P1, P3, P4, P6, & P8

2. "Uses of manipulatives for fun and meaningful learning such as games, storytelling, trivia, asking reflection to make reading interactive". P1, P2, & P10

3. "Integrates reading instruction, employs small groups, and one-by-one reading instruction into daily schedule and routine in the classroom". P2, P3, P9

4. "Increases enthusiasm to read, a formal reading program resource to support reading strategies, develop comprehension abilities, motivate students to read on their own, and improve fluency and comprehension". P4, P6, & P7

5. "Implements multimedia elements, such as audiobooks, e-books, podcasts, and digital reading platforms into a reading program which is a part of motivation to explore the trend of technology in the lesson". P5, P6, & P10

Teachers' perceptions in the implementation of classroom-based reading program in the area of "Support and mentoring program", the participants say that:

1. "It needs to be more sustainable such as quality and effective approach in mentoring support, recognize rewards, and ensure plan for the change and improvement support for effective long-term goals in the reading class perspectives". P1, P3, P6, & P10

2. "Personalized support plan, regular and structured communication, personal learning, and peer collaboration". P2, P6, & P8

3. "Personalized support plan, Regular and Structured Communication, Personal Learning and Peer Collaboration through reading specialists in the school for proper guidance in teaching reading and mentoring". P1, P5, P7, & P10

4. "Ensures relevant assistance in mentoring to provide deeper understanding of the program implementation, adjustment, enhancement, coaching, and encourage students to improve reading skills systematically and efficiently". P1, P4, & P8



5. “Focuses on the compliance of reading program success and accountability level with clear expectations on reading intervention acquired skills needed to increase dedicated development support in reading mentoring program”. P1, P3, & P9

3.2 Teachers’ Best Practices:

A. Best practices in the implementation of classroom-based reading programs in the area of “Alignment and Influence of Reading”, the participants say that:

1. “Supports the method and effective implementation of a reading program that makes reading beneficial to the learners which is the application and influence of teaching strategy methods”. P₁, P₄, P₅, P₇, & P₉

2. “Influence the best practices in reading instruction to focus on the progress of pupils in providing the necessary information and ability for the fundamental reading effective development instruction to the learners”. P₂, P₃, P₅, & P₁₀

3. “Provides reading instruction in the influence of teaching effective resources program and materials offering explicit, systematic training classroom environment in the different application strategies in reading activities”. P₃, P₆, P₇, & P₈

4. “Implements and supports reading programs in understanding the literacy development of the materials and lesson plan to meet the needs of students in expanding their understanding in reading”. P₄, P₆, P₈, & P₁₀

5. “It helps to plan for the different activities, improvement and understanding of teaching technique practices in dealing with students struggling in reading integration, comprehension, and literary promotion”. P₁, P₄, P₇, & P₁₀

Best practices in the implementation of classroom-based reading programs in the area of “Reflection, Mentoring, Interaction and Integration Program”, the participants say that:

1. “Supports the improved reading skills and academic performance of students in sustaining integration programs of classroom-based reading programs”. P₁, P₃, P₅, P₈, &



P₁₀

2. “Assesses the pupils progress in reading process in the implementation of reading program experiences and continual assistance in adopting the evidence based reading strategies in the classroom”. P₂, P₄, P₆, P₈, & P₉

3. “It nurtures the concept and increases motivation support in mentoring advice to uphold circumstances in the challenges of reading program integration”, P₄, P₇, P₉, & P₁₀

4. “It supports the mentoring program for classroom-based reading programs and interaction for constant coaching guidance in improving the reading attention and initiative of the learners”. P₃, P₅, P₇, & P₈

5. “It maintains the program integration in the classroom-based reading intervention through guidance, feedback, resources, and motivation to meet the learners’ needs to the fullest”. P₃, P₅, P₉, & P₁₀

Best practices in the implementation of classroom-based reading programs in the area of “Misalignment and Discrepancy”, the participants say that:

1. “There is always a desire to get proficiency in the improved professional development due to some challenges and misalignment where teachers can adjust due to limited resources, large class size, time constraint, unclear expectation, burnout, stress, internal policies, school leadership and internal politics”. P₁, P₃, P₅, P₈, & P₁₀

2. “Inadequate preparation to implement equitable instructional practice to maintain consistent reading routine instructions, views, and attitude for misalignment impact and differentiation practice”. P₂, P₃, P₆, & P₉

3. “Teachers’ motivation to use teaching practice, misperception, misalignment to their leadership team in compliance with effective programs in reading classroom-based processes and systems”. P₄, P₃, P₇, P₁₀

4. “The mass promotion program of DepEd engagement though students are left



behind where integrity of teachers and loss of desire in teaching is affected to the needs of the learners”. P₄, P₆, P₈, & P₉

5. “The inconsistent practice of the curriculum program, changes, lack of awareness, limited resources, training, personal biases, external pressures, and the dynamic nature of the educational setting”. P₃, P₇, P₉, & P₁₀

4. On the significant correlation between the teachers’ perceptions in the implementation of classroom-based reading program as a basis for the supervisory approach for mastering teaching reading and the teachers’ practices in the implementation of classroom-based reading program as a basis for supervisory approach for mastering teaching reading as observed among the respondents

It shows that there is no significant correlation between the teachers’ perceptions in the implementation of classroom-based reading program as a basis for supervisory approach for mastering teaching reading and the teachers’ practices in the implementation of classroom-based reading program as a basis for supervisory approach for mastering teaching reading as observed among the respondents.

Conclusions

From the foregoing summary of findings of the study, the following conclusions are drawn:

1. It shows that teachers’ perceptions in the implementation of classroom-based reading programs as a basis for supervisory approach for mastering teaching reading reveals that instructional practices are closely aligned with effective classroom-based reading programs though there is insufficient time for program and implementation.

2. It shows that teachers’ practices in the implementation of classroom-based reading programs as a basis for supervisory approach for mastering teaching reading among the respondents is offering personalized reading recommendations in providing and welcoming comfortable reading space in teaching and learning.



3. It shows that teacher perceptions and practices in the classroom-based program on the impact of reading motivation personalized reading goals in classroom based program provide an impact to the perception and practices of teaching inside the classroom where rewards and incentives are based on the impact and motivation of students.

4. It shows that teachers' perception in the area of training support components provides technical assistance by the experts through content knowledge, theories, strategies, techniques, content knowledge, and training in the real world of reading comprehension since it develops classroom management and improvement of reading skills appropriate reading materials to be used to facilitate efficient teaching skills and implementation on the classroom-based reading program, shows that motivation strategies and approaches provides varieties of techniques and ideas in the classroom-based reading program to increase students' motivation to inspire, engage, and captivate curiosity in the passion of reading since it uses manipulatives for fun and meaningful learning such as games, storytelling, trivia, asking reflection to make reading interactive, shows that support and mentoring program provides more sustainability such as quality and effective approach in mentoring support, recognize rewards, and ensures sustainability plan for the change and improvement support for effective long term goals in the reading class perspectives where it personalized support plan, regular and structure communication, personal learning and peer collaboration.

5. It shows that best practices in the area of alignment and influence of reading supports the method and effective implementation of reading program that makes reading beneficial to the learners which is the application and influences of teaching strategy methods where reading instruction is focused on the progress of pupils in providing the necessary information and ability for the fundamental reading effective development instruction to the learners, shows that reflection, mentoring, interaction, and integration program support the improved reading skills and academic performance of students in sustaining integration program of classroom-based reading program where it assesses the pupils progress in reading process implementation of reading program experiences and



continual assistance in adopting the evidence based reading strategies in the classroom, and shows that misalignment and discrepancy towards getting proficiency in the improved professional development due to some challenges and misalignment where teachers can adjust due to limited resources, large class size, time constraint, unclear expectation, burnout, stress, internal policies, school leadership and internal politics. This includes inadequate preparation to implement equitable instructional practice to maintain consistent reading routine instructions, views, and attitude for misalignment impact and differentiation practice.

6. It shows that there is no significant correlation between the teachers' perceptions in the implementation of classroom-based reading program as a basis for supervisory approach for mastering teaching reading and the teachers' practices in the implementation of classroom-based reading program as a basis for supervisory approach for mastering teaching reading as observed among the respondents.

Recommendations

In the light of the findings and conclusions, the researcher offers the following recommendations:

1. Teachers' perceptions in the implementation of classroom-based reading program as basis for supervisory approach for mastering teaching reading among the respondents needs to influence the classroom-based reading program to motivate students in reading positively because the instructional practices are equipped with the trend of quality reading teaching and learning among the respondents.

2. Teachers' practices curate diverse and appealing reading materials for the implementation practice of classroom teaching approach in providing structured support in reading classes such as graphic organizers, vocabulary instruction, and comprehension strategies gradually to empower students to tackle increasingly complex texts independently. This includes facilitation of small group reading sessions that allows



targeted instruction, personalized feedback, and scaffolded support based on students' current reading abilities.

3. Teacher perceptions and practices in the classroom-based program on the impact of reading motivation must have interactive activities set objectives in reading such as choice of reading materials based on the needs of students as centers of learning,

4. Teachers' perceptions in the area of training support needs to promote student motivation, managing behavior, access to appropriate reading materials and instruction in fostering positive classroom culture in reading because it initiates development and understanding on the evidence instructional differentiation and individualization in monitoring the classroom management implementation of reading program, motivation strategies and approaches need to increase enthusiasm to read, formal reading program resource to support reading strategies, develop comprehension abilities, motivate students to read at their own, and improves fluency and comprehension to implement multimedia elements such as audiobooks, e-books, podcasts, and digital reading platform into reading program which is a part of motivation to explore the trend of technology in the lesson, support and mentoring program ensures to provide relevant assistance in mentoring to provide deeper understanding of the program implementation, adjustment, enhancement, coaching, and encourages students to improve reading skills systematically and efficiently to focus on the compliance of reading program success and accountability level with clear expectations on reading intervention acquired skills needed to increase dedicated development support in reading mentoring program.

5. Teachers best practices in the areas of alignment and influence of reading must need to implement and support reading program in understanding the literacy development of the materials and lesson plan to meet the needs of students in expanding their understanding in reading where it helps to plan for the different activities, improvement and understanding of teaching technique practices in dealing with students struggling in reading integration, comprehension, and literary promotion for students, reflection, mentoring, interaction, and integration program needs to nurture the concept



and increase motivation support in mentoring advice to uphold circumstance in the challenges of reading program integration where it maintains the program integration in the classroom-based reading intervention through guidance, feedback, resources, and motivation to meet the learners' need to the fullest, and misalignment and discrepancy needs teachers' motivation to use teaching practice, misperception, misalignment to their leadership team in compliance of effective program in reading classroom-based process and system to align inconsistency practice of the curriculum program, changes, lack of awareness, limited, resources, training, personal biases, external pressures, and the dynamic nature of the educational setting.



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Appendix A: Research Instruments

Survey Questions:

Dear Participants,

Welcome and thank you for your interest in participating in my study titled "Teacher Perceptions and Practices in Implementing Classroom-Based Reading Programs: Supervisory Approach for Mastering Teaching Reading." This research aims to explore teachers' perceptions and practices regarding classroom-based reading programs and the supervisory approaches that contribute to mastering teaching reading effectively. Your valuable insights and experiences as educators are essential to understanding the current landscape and identifying areas for improvement in reading instruction.

Please rest assured that all responses collected through this survey will be treated with the utmost confidentiality and will strictly adhere to the Data Privacy Act. Your privacy and anonymity are our top priorities, and all data will be used solely for research purposes. Thank you for your cooperation and contribution to this important study.

Question 1a

Indicate your level of agreement with the following statements: [My instructional practices significantly influence student reading motivation within the classroom-based reading program]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Question 1b

Indicate your level of agreement with the following statements: [How strongly do you agree or disagree with the statement that classroom-based reading programs influence student reading motivation positively?]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Question 1c

- Indicate your level of agreement with the following statements: [My instructional practices closely align with my perceptions of effective classroom-based reading programs.]

- Strongly Disagree
- Disagree



- Neutral
- Agree
- Strongly Agree

2a. Please rate the significance of the following elements within classroom-based reading programs in terms of their impact on student reading motivation: [Choice of reading materials]

- Not Significant
- Slightly Significant
- Moderately Significant
- Very Significant
- Extremely Significant

2b. Please rate the significance of the following elements within classroom-based reading programs in terms of their impact on student reading motivation: [Interactive activities]

- Not Significant
- Slightly Significant
- Moderately Significant
- Very Significant
- Extremely Significant

2c. Please rate the significance of the following elements within classroom-based reading programs in terms of their impact on student reading motivation: [Rewards and incentives]

- Not Significant
- Slightly Significant
- Moderately Significant
- Very Significant
- Extremely Significant

2d. Please rate the significance of the following elements within classroom-based reading programs in terms of their impact on student reading motivation: [Collaborative reading opportunities]

- Not Significant
- Slightly Significant
- Moderately Significant
- Very Significant
- Extremely Significant

2e. Please rate the significance of the following elements within classroom-based reading programs in terms of their impact on student reading motivation: [Personalized reading goals]

- Not Significant
- Slightly Significant
- Moderately Significant
- Very Significant



Extremely Significant

3a. Please rate the effectiveness of the following strategies to enhance classroom-based reading programs: [Curating diverse and appealing reading materials]

- Very Ineffective
- Ineffective
- Neutral
- Effective

3b. Please rate the effectiveness of the following strategies to enhance classroom-based reading programs: [Organizing reading challenges and events]

- Very Ineffective
- Ineffective
- Neutral
- Effective

3c. Please rate the effectiveness of the following strategies to enhance classroom-based reading programs: [Collaborating with teachers to integrate reading into curriculum]

- Very Ineffective
- Ineffective
- Neutral
- Effective

3d. Please rate the effectiveness of the following strategies to enhance classroom-based reading programs: [Providing a welcoming and comfortable reading space]

- Very Ineffective
- Ineffective
- Neutral
- Effective

3e. Please rate the effectiveness of the following strategies to enhance classroom-based reading programs: [Offering personalized reading recommendations]

- Very Ineffective
- Ineffective
- Neutral
- Effective

4a. Please rate specific instructional strategies in implementing classroom-based reading programs in your classroom [Tailoring reading activities to match the varying proficiency levels and learning styles of students ensures engagement and comprehension for all learners.]

- Very Ineffective
- Ineffective



- Neutral
- Effective

4b. Please rate specific instructional strategies in implementing classroom-based reading programs in your classroom [Facilitating small group reading sessions allows for targeted instruction, personalized feedback, and scaffolded support based on students' current reading abilities.]

- Very Ineffective
- Ineffective
- Neutral
- Effective

4c. Please rate specific instructional strategies in implementing classroom-based reading programs in your classroom [Encouraging peer-led discussions within small groups promotes critical thinking, collaboration, and deeper understanding of texts while fostering a community of readers.]

- Very Ineffective
- Ineffective
- Neutral
- Effective

4d. Please rate specific instructional strategies in implementing classroom-based reading programs in your classroom [Teaching students to analyze texts systematically by examining details, identifying themes, and making connections enhances their comprehension skills and promotes deeper engagement with the material.]

- Very Ineffective
- Ineffective
- Neutral
- Effective

4e. Please rate specific instructional strategies in implementing classroom-based reading programs in your classroom [Providing structured support such as graphic organizers, vocabulary instruction, and comprehension strategies gradually empowers students to tackle increasingly complex texts independently.]

- Very Ineffective
- Ineffective
- Neutral
- Effective

5a. Please rate the extent to which you perceive the following challenges in implementing classroom-based reading programs: [Insufficient time for program implementation]

- Strongly Disagree
- Disagree
- Neutral



- Agree
- Strongly Agree

Please rate the extent to which you perceive the following challenges in implementing classroom-based reading programs: [Lack of suitable reading materials]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Please rate the extent to which you perceive the following challenges in implementing classroom-based reading programs: [Diverse students reading levels]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Please rate the extent to which you perceive the following challenges in implementing classroom-based reading programs: [Limited engagement from students]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Interview Question Guide:

Guide Question 1 Perception

From your perspective, what are the most valuable components of teacher training that have supported the successful implementation of classroom-based reading programs?

Guide Question 2 Perception & Practices

Could you provide examples of how the components you mentioned align with best practices in reading instruction? How have they influenced your teaching methods?

Guide Question 3 Practices

Describe the strategies or approaches you use to enhance student reading motivation as part of the classroom-based reading program.

Guide Question 4 Perception & practices

Reflect on any experiences you've had with ongoing support and mentoring as it relates to



classroom-based reading programs. How have these interactions helped you maintain program integration?

Guide Question 5 Perception

From your perspective, what changes or improvements could be made to optimize ongoing support and mentoring for better program fidelity and effectiveness in the long term?

Guide Question 6 Perception & Practices

If you perceive a misalignment between your perceptions and practices, please briefly explain the factors that contribute to this discrepancy. (Open-ended response)



Appendix B: Certificate of Validation of Research Instrument

Appendix C: Certificate of Statistical Treatment

Appendix D: Certificate of Language Editing



Appendix E: Letter of Request

**Letter of Request to the President of the Guild of Educators of
TESOL International**

April 11, 2024

Dr. Gina Sy Luna
President
Guild of Educators to TESOL International

Dear Dr. Gina Sy Luna,

I hope this letter finds you well. I am writing to formally request permission to conduct a survey and interview questions with the participants of the upcoming workshop titled "Research Fellowship Across Disciplines: Bridging the Gap Through Integrating Quantitative and Qualitative Methodologies," scheduled to be held on April 12-14, 2024, at the Grand Astoria Hotel in Zamboanga City.

As a part of my ongoing research on the perceptions and practices of teachers in classroom-based reading programs, I believe that the insights and experiences of the workshop participants will significantly contribute to the depth and breadth of my study. Specifically, the research aims to:

1. Quantify teacher perceptions and practices in the implementation of reading programs.
2. Analyze and evaluate these practices within real-world classroom contexts.
3. Identify common trends and variations in instructional methods.

To achieve these objectives, I plan to distribute a structured questionnaire and conduct a series of interviews during the workshop. The questionnaire and interview guidelines have been designed to ensure minimal disruption and maximum convenience for the participants. All data collected will be treated with the utmost confidentiality and used solely for research purposes. Additionally, informed consent will be obtained from all participants prior to their involvement.

I believe that the results of this study will provide valuable insights that can benefit the Guild of Educators to TESOL International by highlighting effective teaching practices and identifying areas for further professional development.

Enclosed with this letter are copies of the survey questionnaire and interview guidelines for your review. I am more than willing to discuss any aspects of the research and address any concerns you may have.

I sincerely hope for your support and approval to proceed with this data collection during the workshop. Thank you for considering my request. I look forward to your positive response.



Warm regards,

Enclosures: Survey Questionnaire and Interview Guidelines

Survey Questions:

Dear Participants,

Welcome and thank you for your interest in participating in my study titled "Teacher Perceptions and Practices in Implementing Classroom-Based Reading Programs: Supervisory Approach for Mastering Teaching Reading." This research aims to explore teachers' perceptions and practices regarding classroom-based reading programs and the supervisory approaches that contribute to mastering teaching reading effectively. Your valuable insights and experiences as educators are essential to understanding the current landscape and identifying areas for improvement in reading instruction.

Please rest assured that all responses collected through this survey will be treated with the utmost confidentiality and will strictly adhere to the Data Privacy Act. Your privacy and anonymity are our top priorities, and all data will be used solely for research purposes. Thank you for your cooperation and contribution to this important study.

Question 1a

Indicate your level of agreement with the following statements: [My instructional practices significantly influence student reading motivation within the classroom-based reading program]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Question 1b

Indicate your level of agreement with the following statements: [How strongly do you agree or disagree with the statement that classroom-based reading programs influence student reading motivation positively?]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



Question 1c

- Indicate your level of agreement with the following statements: [My instructional practices closely align with my perceptions of effective classroom-based reading programs.]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2a. Please rate the significance of the following elements within classroom-based reading programs in terms of their impact on student reading motivation: [Choice of reading materials]

- Not Significant
- Slightly Significant
- Moderately Significant
- Very Significant
- Extremely Significant

2b. Please rate the significance of the following elements within classroom-based reading programs in terms of their impact on student reading motivation: [Interactive activities]

- Not Significant
- Slightly Significant
- Moderately Significant
- Very Significant
- Extremely Significant

2c. Please rate the significance of the following elements within classroom-based reading programs in terms of their impact on student reading motivation: [Rewards and incentives]

- Not Significant
- Slightly Significant
- Moderately Significant
- Very Significant
- Extremely Significant

2d. Please rate the significance of the following elements within classroom-based reading programs in terms of their impact on student reading motivation: [Collaborative reading opportunities]

- Not Significant
- Slightly Significant
- Moderately Significant
- Very Significant
- Extremely Significant



2e. Please rate the significance of the following elements within classroom-based reading programs in terms of their impact on student reading motivation: [Personalized reading goals]

- Not Significant
- Slightly Significant
- Moderately Significant
- Very Significant
- Extremely Significant

3a. Please rate the effectiveness of the following strategies to enhance classroom-based reading programs: [Curating diverse and appealing reading materials]

- Very Ineffective
- Ineffective
- Neutral
- Effective

3b. Please rate the effectiveness of the following strategies to enhance classroom-based reading programs: [Organizing reading challenges and events]

- Very Ineffective
- Ineffective
- Neutral
- Effective

3c. Please rate the effectiveness of the following strategies to enhance classroom-based reading programs: [Collaborating with teachers to integrate reading into curriculum]

- Very Ineffective
- Ineffective
- Neutral
- Effective

3d. Please rate the effectiveness of the following strategies to enhance classroom-based reading programs: [Providing a welcoming and comfortable reading space]

- Very Ineffective
- Ineffective
- Neutral
- Effective

3e. Please rate the effectiveness of the following strategies to enhance classroom-based reading programs: [Offering personalized reading recommendations]

- Very Ineffective
- Ineffective
- Neutral
- Effective



4a. Please rate specific instructional strategies in implementing classroom-based reading programs in your classroom [Tailoring reading activities to match the varying proficiency levels and learning styles of students ensures engagement and comprehension for all learners.]

- Very Ineffective
- Ineffective
- Neutral
- Effective

4b. Please rate specific instructional strategies in implementing classroom-based reading programs in your classroom [Facilitating small group reading sessions allows for targeted instruction, personalized feedback, and scaffolded support based on students' current reading abilities.]

- Very Ineffective
- Ineffective
- Neutral
- Effective

4c. Please rate specific instructional strategies in implementing classroom-based reading programs in your classroom [Encouraging peer-led discussions within small groups promotes critical thinking, collaboration, and deeper understanding of texts while fostering a community of readers.]

- Very Ineffective
- Ineffective
- Neutral
- Effective

4d. Please rate specific instructional strategies in implementing classroom-based reading programs in your classroom [Teaching students to analyze texts systematically by examining details, identifying themes, and making connections enhances their comprehension skills and promotes deeper engagement with the material.]

- Very Ineffective
- Ineffective
- Neutral
- Effective

4e. Please rate specific instructional strategies in implementing classroom-based reading programs in your classroom [Providing structured support such as graphic organizers, vocabulary instruction, and comprehension strategies gradually empowers students to tackle increasingly complex texts independently.]

- Very Ineffective
- Ineffective
- Neutral
- Effective



5a. Please rate the extent to which you perceive the following challenges in implementing classroom-based reading programs: [Insufficient time for program implementation]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Please rate the extent to which you perceive the following challenges in implementing classroom-based reading programs: [Lack of suitable reading materials]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Please rate the extent to which you perceive the following challenges in implementing classroom-based reading programs: [Diverse students reading levels]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Please rate the extent to which you perceive the following challenges in implementing classroom-based reading programs: [Limited engagement from students]

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



Interview Question Guide:

Guide Question 1 Perception

From your perspective, what are the most valuable components of teacher training that have supported the successful implementation of classroom-based reading programs?

Guide Question 2 Perception & Practices

Could you provide examples of how the components you mentioned align with best practices in reading instruction? How have they influenced your teaching methods?

Guide Question 3 Practices

Describe the strategies or approaches you use to enhance student reading motivation as part of the classroom-based reading program.

Guide Question 4 Perception & practices

Reflect on any experiences you've had with ongoing support and mentoring as it relates to classroom-based reading programs. How have these interactions helped you maintain program integration?

Guide Question 5 Perception

From your perspective, what changes or improvements could be made to optimize ongoing support and mentoring for better program fidelity and effectiveness in the long term?

Guide Question 6 Perception & Practices

If you perceive a misalignment between your perceptions and practices, please briefly explain the factors that contribute to this discrepancy. (Open-ended response)



Appendix F: Letter for Adviser's Confirmation

Fwd: Requesting as the Dissertation Adviser



Sammy Q. Dolba
Reggie O. Cruz

10/13/2023



NUB-GS-Letter-of-Request-for-Advis...

DOCX - 75 KB

Dear Dean Cruz,
Greetings.

This email is to request your expertise to be my
dissertation adviser.

Please find the attached file.

Sincerely yours,



Sammy Q. Dolba, PhD

A God-fearing Educator,
A Family Literacy Advocate.

*"Kindness in words creates confidence. Kindness in thinking creates
profoundness. Kindness in giving creates love."*
-Leo Tolstoy



Reggie O. Cruz
Sammy Q. Dolba

10/13/2023

Accepted Sir Dolba :)

Get [Outlook for Android](#)



Sammy Q. Dolba
Reggie O. Cruz

12/16/2023



NUB-GS-Letter-of-Request-for-Advis...

DOCX - 75 KB

Dear Dr. Cruz,
Greetings.

Could you please confirm this letter of request as
my dissertation adviser? Dr. Brenda is asking for
proof that you have approved it.

Thanks.



Sammy Q. Dolba, PhD

A God-fearing Educator,
A Family Literacy Advocate.

*"Kindness in words creates confidence. Kindness in thinking creates
profoundness. Kindness in giving creates love."*
-Leo Tolstoy



Reggie O. Cruz
Sammy Q. Dolba

12/16/2023

Approved as your dissertation adviser.

Get [Outlook for Android](#)



Appendix G. Completed Informed Consent Form

Research Ethics Committee

Informed Consent Form (ICF) Checklist

Principal Investigator	Sammy Q. Dolba
Study Protocol Code	
Study Protocol Title	Teacher Perceptions and Practices in Implementing Classroom-Based Reading Programs: Supervisory Approach for Mastering Teaching Reading
Department / Program	

INSTRUCTIONS: Kindly furnish four (4) copies of your Informed Consent Checklist along with the corresponding supporting documentation.

SECTION C	INFORMED CONSENT ASSESSMENT FORM
------------------	---

TO THE PRINCIPAL INVESTIGATOR

TO THE PRIMARY REVIEWER

Kindly state in the designated space below whether the Informed Consent Form (ICF) addresses the specified element. To facilitate the assessment, please identify the page and paragraph where this information is located. Assess how the elements listed below have been adequately covered by the Informed Consent Form (ICF), confirming the accuracy of the submitted information. Share your comments in the designated space labeled "REVIEWER COMMENTS." In your remarks, please emphasize considerations related to vulnerability, the recruitment process, and the procedure for obtaining informed consent.

Evaluate within the framework of the study protocol and the participant. Conclude your review by stating your findings under "RECOMMENDED ACTION" and affixing your signature in the designated space for the primary reviewer.

C1	ESSENTIAL ELEMENTS (as applicable to the study)	To be filled out by the PRINCIPAL INVESTIGATOR			REVIEWER COMMENTS
		Indicate if the protocol contains specified assessment point		Page and Paragraph where it is found	
		Yes	No		
	1. Statement in the manuscript that the study involves specific research area.	Yes		p. 1	
	2. Statement describing the purpose of the study	Yes		p. 1	



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GRADUATE STUDIES

3. Study-related treatments and probability for random assignment	Yes			p. 1	
4. Study procedures, including all disturbing procedures	Yes			p. 1	
5. Responsibilities of the participant	Yes			p. 1	
6. Expected duration of participation in the study	Yes			p. 2	
7. Approximate number of participants in the study	Yes			p. 1	
8. experimental Study aspects			NA		
9. Foreseeable risks to participant/embryo/fetus/ nursing infant; including pain, discomfort, or inconvenience associated with participation including risks to spouse or partner; and integrating risks as detailed in the investigator's brochure			NA		
10. Risks from allowable use of placebo (as applicable)			NA		
11. Reasonably expected benefits; or absence of direct benefit to participants, as applicable			NA		
12. Expected benefits to the community or to society, or contributions to scientific knowledge	Yes			p. 1	
13. Description of post-study access to the study product or intervention that has been proven safe and effective			NA		
14. Alternative procedures or treatment available to the participant			NA		
15. Compensation or insurance or treatment entitlements of the participant in case of study-related injury			NA		
16. Anticipated payment, if any, to the participant in the course of the study, whether money or other forms of material goods, and if so, the kind and amount			NA		
17. Compensation (or no plans of compensation) for the participant or the participant's family or dependents in case of disability or death resulting from study-related injuries			NA		
18. Anticipated expenses, if any, to the participant in the course of the study			NA		
19. Statement that the participation is voluntary, and that participant may withdraw anytime without penalty or loss of benefit to which the participant is entitled	Yes			p. 1	
20. Statement that the study monitor(s), auditor(s), the CV- REC Ethics Review Panel, and regulatory authorities will be granted direct access to the participant's medical			NA		
21. Statement that the records identifying the participant will be kept confidential and will not be made publicly available, to the extent permitted by law and that the identity of the participant will remain confidential in the event the study results are published, including limitations to the investigator's ability to guarantee confidentiality	Yes			p. 2	
22. Description of policy regarding the use of genetic tests and familial genetic information and the precautions in place to prevent disclosure of results to an immediate family relatives or to others without the consent of the participant			NA		
23. Possible direct or secondary use of participant's medical records and biological specimens taken in the course of clinical care or in the course of this study			NA		
24. Plans to destroy collected biological specimen at the end of the study; if not, details about storage (duration, type of storage facility, location, access information) and possible future use; affirming participant's right to refuse future use, refuse storage, or have the materials destroyed			NA		
25. Plans to develop commercial products from biological specimens and whether the participant will receive monetary or other benefit from such development			NA		
26. Statement that the participant or participant's legally acceptable representative will be informed in a timely manner if information becomes available that may be	Yes			p. 1	



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relevant to willingness of the participant to continue to participation																							
27. Statement describing access of participant to the result of the study	Yes			p. 1																			
28. Statement describing extent of participant's right to access his/her records (or lack thereof vis à vis pending request for approval of non or partial disclosure)	Yes			p. 2																			
29. Foreseeable circumstances and reasons under which participation in the study may be terminated			NA																				
30. Sponsor, institutional affiliation of the investigators, and nature and sources of funds			NA																				
31. Statement whether the investigator is serving only as an investigator or as both investigator and the participant's healthcare provider			NA																				
32. Person(s) to contact in the study team for further information regarding the study and whom to contact in the event of study-related injury	Yes			p. 1																			
33. Statement that the Ethics Review Committee Panel has approved the study, and may be reached through the following contact for information regarding rights of study participants, including grievances and complaints: Name of NUB-GS Panel Chair Address: SM Baliwag, Dona Trinidad Remedios Highway, Brgy Pagala, City of Baliuag, Bulacan. Email: mvvelentino@nu-baliwag.edu.ph	Yes			p. 2																			
34. Comprehensibility of language used	Yes																						
35. Other comments not addressed by items 1-34																							
<p>RECOMMENDED ACTION</p> <p><input type="checkbox"/> Approve</p> <p><input type="checkbox"/> Minor Modifications</p> <p><input type="checkbox"/> Major Modifications</p> <p><input type="checkbox"/> Disapprove</p> <p><input type="checkbox"/> Pending, if major clarifications are required before a decision can be made</p>																							
<p>JUSTIFICATION FOR RECOMMENDED ACTION</p>																							
<table border="1"> <tr> <td>PRIMARY REVIEWER</td> <td>Signature</td> <td>_____</td> </tr> <tr> <td>Date: < mm/dd/yy ></td> <td>Name:</td> <td><Title, Name, Surname></td> </tr> <tr> <td>SECONDARY REVIEWER</td> <td>Signature</td> <td>_____</td> </tr> <tr> <td>Date: < mm/dd/yy ></td> <td>Name:</td> <td><Title, Name, Surname></td> </tr> <tr> <td>PANEL CHAIR</td> <td>Signature</td> <td>_____</td> </tr> <tr> <td>Date: < mm/dd/yy ></td> <td>Name:</td> <td><Title, Name, Surname></td> </tr> </table>						PRIMARY REVIEWER	Signature	_____	Date: < mm/dd/yy >	Name:	<Title, Name, Surname>	SECONDARY REVIEWER	Signature	_____	Date: < mm/dd/yy >	Name:	<Title, Name, Surname>	PANEL CHAIR	Signature	_____	Date: < mm/dd/yy >	Name:	<Title, Name, Surname>
PRIMARY REVIEWER	Signature	_____																					
Date: < mm/dd/yy >	Name:	<Title, Name, Surname>																					
SECONDARY REVIEWER	Signature	_____																					
Date: < mm/dd/yy >	Name:	<Title, Name, Surname>																					
PANEL CHAIR	Signature	_____																					
Date: < mm/dd/yy >	Name:	<Title, Name, Surname>																					

LIST OF FIGURES

Figure 1. Conceptual Framework of the Study

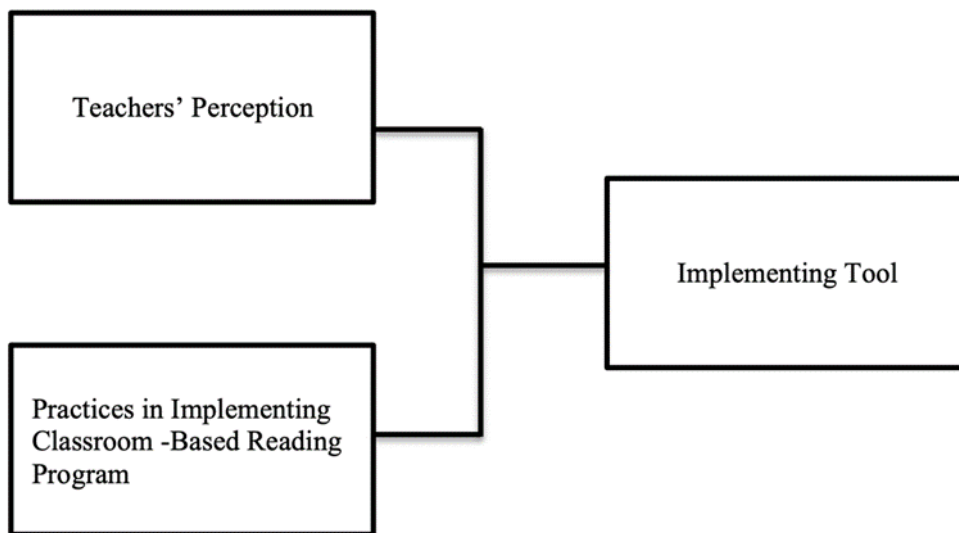


Figure 1. Conceptual Model Framework



LIST OF TABLES

Table 1. Pilot Testing Validation Result

The Reliability Test on Cronbach Alpha

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	
1	2	3	4	5	4	3	4	5	3	5	4	4	3	4	2	4	4	0.795847751
2	5	3	4	3	3	3	2	4	3	2	3	3	5	3	5	3	3	0.816608997
3	4	5	5	3	5	5	2	5	1	5	5	4	2	2	3	1	4	2.124567474
4	5	4	3	2	3	3	3	3	4	4	4	5	4	4	3	4	5	0.678200692
5	5	4	5	4	5	3	5	4	4	3	5	3	5	3	5	4	4	0.615916955
6	3	3	3	5	2	4	4	1	3	4	2	3	3	1	5	5	2	1.515570934
7	2	5	5	1	5	5	4	4	3	5	3	2	3	1	4	3	5	1.896193772
8	1	2	3	5	3	3	5	3	4	4	2	4	5	4	3	4	4	1.190311419
9	5	4	3	4	5	5	4	1	5	2	5	5	3	4	5	4	4	1.294117647
10	3	4	3	3	3	5	3	4	A	3	4	4	2	5	1	4	5	1.125
	2.05	0.81	0.76	1.65	1.16	0.89	1.04	1.84	1.111	1.21	1.21	0.81	1.25	1.69	1.84	1.04	0.8	
#ITEMS/QUESTIONS/COMPONENTS	17																	
SUM OF THE ITEM VARIANCES	21.16111111																	
VARIANCE OF TOTAL SCORES	12.05233564																	
CRONBCH'S ALPHA	0.80300402																	