

Beginning Reading and Academic Performance of Grade Two Pupils

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Publication history: Received: March 12, 2026; Revised: March 25, 2026; Accepted: April 3, 2026

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Abstract

This study examined the beginning reading performance and academic achievement of Grade Two pupils in selected public elementary schools in Baras District, Division of Rizal during School Year 2025–2026. Specifically, it aimed to determine the pupils' level of reading readiness, describe their socio-demographic profile, and identify the relationship between reading performance and academic performance. A descriptive research design was employed, utilizing documentary analysis and data from the Comprehensive Rapid Literacy Assessment (CRLA) and pupils' first quarter grades. The respondents consisted of 301 Grade Two pupils selected through Slovin's formula and simple random sampling. Findings revealed that most of the pupils were seven years old, female, first-born, and came from small families with one to two children. The majority of their parents were high school graduates, with fathers engaged in manual labor and mothers often unemployed, and belonging to a monthly income range of ₱10,000–₱14,999. In terms of reading performance, most pupils were classified under the High Emerging and Developing levels, indicating that they had not yet achieved the expected reading proficiency for their grade level, with only a few demonstrating fluency and comprehension skills. The academic performance of the pupils was rated as Fairly Satisfactory with a mean of 79.8. Statistical analysis showed no significant differences in reading performance in terms of age, sex, sibling position, number of children in the family, and father's educational attainment. However, significant differences were found in relation to mother's educational attainment, parents' occupation, and monthly family income. Furthermore, a significant relationship was found between beginning reading performance and academic achievement. The study concluded that socio-economic factors, particularly maternal education, occupation, and family income, play a crucial role in pupils' reading development and academic success. It recommends the implementation of reading intervention programs, parental involvement initiatives, and targeted instructional strategies to improve literacy outcomes among Grade Two learners.

Keywords: Beginning Reading, Reading Readiness, Academic Performance, Grade Two Pupils, Literacy, CRLA, Socio-Economic Factors, Descriptive Research

1. Introduction

Education is widely recognized as a vital instrument for individual and societal development. It equips learners with essential knowledge, skills, and values necessary for cognitive, affective, and psychomotor growth. Through education, learners develop critical thinking, problem-solving abilities, and adaptability, enabling them to participate meaningfully in a rapidly changing society. In the Philippines, this commitment is reinforced by the 1987 Philippine Constitution, Article XIV, Section 1, which mandates the State to protect and promote the right of all citizens to quality education at all levels and to ensure its accessibility. In line with this mandate, reading serves as the foundation of all learning. It is the gateway through which learners access knowledge across subject areas. Early reading development, particularly in the primary grades, is crucial in shaping learners' academic success. DepEd Memorandum No. 34, s. 2025 emphasizes the importance of addressing foundational literacy gaps through the Literacy Remediation Program, highlighting the need for early interventions to support struggling readers and ensure meaningful engagement with the curriculum. Beginning reading encompasses essential components such as phonemic awareness, decoding, fluency, vocabulary, and comprehension. These skills are critical in enabling pupils to understand texts and perform well academically. However, reading development is influenced by various factors, including socio-economic status, parental support, and home literacy environment. In the Philippine context, disparities in these factors often contribute to differences in pupils' reading readiness and academic outcomes.

Observations from classroom settings reveal that some Grade Two pupils struggle with reading tasks despite showing enthusiasm in other learning activities. These difficulties affect their performance across subjects, as reading comprehension is necessary for understanding instructions and concepts. Pupils who experience reading challenges often demonstrate lower confidence, reduced participation, and limited academic progress. Additionally, learners from low-income families with limited access to reading materials tend to lag behind their peers. Despite numerous interventions and programs addressing literacy, gaps remain in identifying the specific influence of socio-demographic factors on beginning reading performance and its relationship with academic achievement. While several studies have examined reading

interventions and literacy programs, limited research focuses on Grade Two pupils in specific local contexts, particularly in relation to how family background and socio-economic conditions affect reading readiness and academic performance. This study is anchored on relevant related studies and literature (RRS) which highlight the importance of early literacy interventions, reading strategies, and socio-economic influences on reading development. Foreign studies such as those by Nilsson (2021), Grönlund and Genlott (2022), and Busick (2023) emphasize targeted reading interventions, ICT-supported learning, and differentiated instruction as effective approaches in improving reading skills. Similarly, local studies by Pocaan (2022), Tomas (2021), and Sta. Ana (2022) demonstrate the effectiveness of reading programs, the role of reading materials, and the impact of literacy interventions on pupils' reading performance.

However, despite these contributions, there remains a research gap in examining the combined effect of socio-demographic variables and beginning reading performance on the academic achievement of Grade Two pupils in selected public elementary schools in Baras District, Division of Rizal. Moreover, there is limited localized evidence that integrates both reading assessment results (such as CRLA) and academic performance data to establish a clear relationship between the two variables. Thus, this study aims to address these gaps by determining the level of beginning reading performance of Grade Two pupils and examining its relationship with their academic performance. The findings of this study are expected to contribute to the development of effective literacy interventions, inform instructional practices, and support the implementation of DepEd's literacy programs in enhancing pupils' reading proficiency and academic success.

2. Material and methods

2.1 Research Design

The study employed the quantitative method of research with documentary analysis as its primary instrumentation in gathering the data needed.

2.2 Locale of the Study

The study was conducted in selected public elementary schools in Baras District, Schools Division Office of Rizal. These schools include Baras Elementary School, Baras-Pinugay Elementary School (Main), Baras-Pinugay Phase 2 Elementary School, Evangelista Elementary School and Santiago Elementary School. These schools provide complete elementary education from kindergarten to grade six.

2.3 Respondents of the Study

The respondents of the study were the selected grade two pupils in public elementary schools in the said district. These consist of 301 grade two pupils. They were chosen using Slovin's formula and simple random sampling technique. They were described in terms of age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation and monthly family income.

2.4 Sample and Sampling Procedure

The respondents of this study were selected Grade Two pupils enrolled in public elementary schools in Baras District, Division of Rizal, namely Baras Elementary School, Baras-Pinugay Elementary School (Main), Baras-Pinugay Phase 2 Elementary School, Evangelista Elementary School, and Santiago Elementary School, with a total of 301 pupils determined through the application of Slovin's Formula to ensure an adequate and representative sample size. A Simple Random Sampling technique was utilized to select the participants, giving each pupil an equal opportunity to be included in the sample and minimizing selection bias. The respondents were described in terms of age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income to provide a comprehensive profile and to examine factors that may influence their beginning reading performance and academic achievement..

2.5 Research Instrument

The study utilized documentary analysis as its primary instrumentation in gathering data on the beginning reading performance and academic achievement of Grade Two pupils in selected public elementary schools in Baras District. The Comprehensive Rapid Literacy Assessment (CRLA) was used as a standardized instrument to determine pupils' reading performance in terms of word recognition and comprehension, categorized into reading levels such as Low Emerging, High Emerging, Developing, Transitioning, and Reading at Grade Level based on specified accuracy and correct response criteria. In addition, the pupils' academic performance was determined using their average grades for the first quarter, interpreted using a standardized scale ranging from Outstanding to Did Not Meet Expectations. Since the CRLA is a standardized test, it did not require content validation; however, the questionnaire-checklist used to gather the respondents' profile was subjected to validation to ensure its appropriateness and reliability in collecting relevant demographic and socio-economic data.

2.6 Data Gathering Procedure

The study followed the Gantt Chart of Activities in the conduct of the research. This included the formulation of the research problem up to the revision of the manuscript and the submission of the final copy. After the validation of the instrument, the questionnaire-checklist used to determine the profile of the respondents was administered through a Google Survey form. The guidelines of the Data Privacy Act of 2012 were observed in gathering the needed data. Moreover, the researcher obtained the results of the level of performance as revealed in the Comprehensive Rapid Literacy Assessment (CRLA) of the respondents with the approval since permission to conduct the study was obtained from the Office of the Schools Division Superintendent. After retrieval, the data were encoded and processed using the Statistical Package for the Social Sciences (SPSS). Based on the interpreted data, the summary of findings, conclusions, and recommendations were formulated. After the oral defense, the manuscript was revised to incorporate all the comments and suggestions of the oral examination committee. The study was also subjected to an anti-plagiarism test. After the final revision of the manuscript, hardbound copies were submitted to the Office of the Graduate Studies Program and other concerned offices.

2.7 Data Analysis Techniques

For the analysis and interpretation of data, various statistical tools were employed to address the study's objectives. Frequency, percentage, and rank distribution were used to describe the profile of the respondents as well as to determine the level of beginning reading performance of the Grade Two pupils based on their results in the Comprehensive Rapid Literacy Assessment (CRLA). To test for significant differences in the level of beginning reading performance in relation to the pupils' profile, one-way analysis of variance (ANOVA) was applied. Meanwhile, the level of academic performance, as reflected in the pupils' first quarter grades, was analyzed using frequency, percentage, mean, and standard deviation. Finally, correlation analysis was utilized to determine the relationship between beginning reading performance and academic performance, providing insight into the degree of association between the two variables.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

3. Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

The table presents the profile of the Grade Two pupils in terms of selected variables. In terms of age, the majority are 7 years old (61.5%), followed by 8 years old (23.3%), and 9 years old and above (15.3%). In terms of sex, there are more female pupils (55.1%) than males (44.9%). Regarding sibling position, most of the respondents are first-born children (47.2%), followed by second-born (23.9%), third-born (21.3%), fifth or higher (13.3%), and fourth-born (6.0%). As to the number of children in the family, most belong to families with 1–2 children (47.5%), followed by 3–4 children (36.5%), 5–6 children (11.0%), and 7 and above (5.0%). In terms of parents' educational attainment, both fathers (41.2%) and mothers (44.2%) are mostly high school graduates, while only a small percentage are elementary undergraduates (5.6% for fathers and 1.7% for mothers). Regarding parents' occupation, most fathers are engaged in manual labor (29.2%), while most mothers are unemployed (24.6%). Finally, in terms of monthly family income, the largest proportion of families falls within the ₱10,000–₱14,999 bracket (31.6%), followed by those earning below ₱10,000 (28.2%), ₱20,000 and above (20.9%), and ₱15,000–₱19,999 (19.3%). Overall, the data indicate that most pupils come from relatively young, small to moderately sized families with parents who have attained at least high school education and belong to lower to middle-income households.

Table 1

Profile of the Respondents in Terms of Selected Variables

Profile	Frequency	Percent	Rank
Age			
7 years old	185	61.5	1
8 years old	70	23.3	2
9 years old and above	46	15.3	3
Total	301	100.0	
Sex			
Male	135	44.9	2
Female	166	55.1	1

Total	301	100.0				
Sibling Position						
First	101	47.2	1			
Second	72	23.9	2			
Third	64	21.3	3			
Fourth	18	6.0	5			
Fifth or higher	40	13.3	4			
Total	301	100.0				
Number of Children in the Family						
1-2	143	47.5	1			
3-4	110	36.5	2			
5-6	33	11.0	3			
7 and above	15	5.0	4			
Total	301	100.0				
Parent's Educational Attainment	Father			Mother		
	f	%	R	f	%	R
Post Graduate Studies	4	1.3	7	2	0.7	7
College Graduate	58	19.3	2	66	21.9	2
College Undergraduate	44	14.6	3	41	13.6	4
High School Graduate	124	41.2	1	133	44.2	1
High School Undergraduate	35	11.6	4	45	15.0	3
Elementary Graduate	19	6.3	5	9	3.0	5
Elementary Undergraduate	17	5.6	6	5	1.7	6
Total	301	100.0		301	100.0	
Parent's Occupation						
Government Employee	28	9.3	4	18	6.0	7
Private Employee	61	20.3	3	34	11.3	4
Self-employed	77	25.6	2	71	23.6	2
OFW	12	4.0	6	7	2.3	8
Manual Labor	88	29.2	1	21	7.0	6
House Helper	7	2.3	7.5	54	17.9	3
Others	7	2.3	7.5	22	7.3	5
Unemployed	21	7.0	5	74	24.6	1
Total	301	100	18	301	100	
Monthly Family Income						
₱20,000 and above		63	20.9		3	
₱15,000 - ₱19,999		58	19.3		4	
₱10,000 - ₱14,999		95	31.6		1	
Below ₱10,000		85	28.2		2	
Total		213	100.0			

3.2 Level of the Beginning Reading Performance of the Grade Two Pupils as Revealed by the Results of Comprehensive Rapid Literacy Assessment (CRLA)

The table presents the level of beginning reading performance of grade two pupils based on the Comprehensive Rapid Literacy Assessment (CRLA), focusing on two key components, word recognition and comprehension. The data show that the High Emerging Readers group has the highest frequency at 33.9% which shows that many pupils are still at the early stage of learning to read. The Developing Readers group follows at 28.2% which reflects that pupils can recognize some words but continue to struggle with comprehension and fluency. Third in rank is the Transitioning Readers group at 20.6% which means that pupils are beginning to read with partial understanding but have yet to achieve consistency in accuracy and comprehension. Meanwhile, 12% are fourth in rank which are classified as Low Emerging Reader showing little to no ability to decode or understand written text. Last in rank is the Reading at Grade Level group at 5.3%, which suggests that pupils' strong proficiency in both word recognition and comprehension. The results reveal that majority of the grade two pupils have not yet reached the expected reading performance for their level. Majority of them belong to the High Emerging and Developing categories, meaning they are still acquiring basic reading skills. Few of them can read fluently and comprehend texts at their grade level. These findings indicate that while some pupils are progressing, some students remain behind in terms of word recognition accuracy and comprehension ability. This may be attributed to some factors such as insufficient reading practice, limited access to reading materials, or the need for more intensive phonics and comprehension instruction. Moreover, the reading performance of most pupils is still below the desired standard, indicating a need for further instructional support and reading interventions. Findings imply that the grade two pupils are struggling to meet the expected literacy benchmarks for their level. Being in the early stages of reading development means that many

pupils are still learning to connect sounds with letters, decode simple words, and make meaning from short texts. At this stage, pupils have not yet mastered essential reading skills such as word recognition, fluency, and comprehension, which makes it harder to focus since most of their effort goes into decoding individual words. Few pupils have developed the fluency and understanding necessary to read smoothly and grasp ideas independently, showing that the majority still require guided instruction and support. If these reading challenges are not resolved early, they may persist and become more difficult to overcome as pupils move on to higher grades. Reading is the foundation of all academic learning, without solid reading skills, pupils may struggle to understand instructions, follow lessons, and absorb information from textbooks in different subjects. This is in relation to the findings of Faleti (2022) who emphasized that early literacy is important for a child's learning success. She explained that early literacy skills such as phonological awareness, vocabulary, and print awareness form the foundation for later reading and writing proficiency. Similarly, Paloma (2021) noted that good readers are phonemically aware and understand the alphabetic principle, while children who lack stimulating literacy experiences tend to perform poorly in reading.

Table 2

Level of the Beginning Reading Performance of the Grade Two Pupils as Revealed by the Results of Comprehensive Rapid Literacy Assessment (CRLA)

Reading Performance	Word Recognition	Comprehension (Score)	Frequency	Percent	Rank
Reading at Grade level	75% -100% accuracy per 2 minutes	5 - 6	16	5.3	5
Transitioning Reader	51%– 74% accuracy per 2 minutes	3 - 4	62	20.6	3
Developing Reader	20% - 50% accuracy per 2 minutes	1 - 2	85	28.2	2
High Emerging Reader	Less than 25% accuracy	0	102	33.9	1
Low Emerging Reader	0% accuracy	0	36	12.0	4
Total			301	100.0	

3.3 Significant Difference on the Level of Beginning Reading Performance of the Grade Two Pupils as Revealed by the Results of Comprehensive Rapid Literacy Assessment (CRLA) in Terms of Their Profile

Indicated in the table are computed F-values with p-values all higher than 0.05, for age, sex, sibling position, number of children in the family and father's educational attainment, thus, the null hypothesis is accepted, however for the remaining variables the null hypothesis is rejected. This means that there is no significant difference on the level of beginning reading performance of the grade two pupils in terms of their age, sex, sibling position, number of children in the family and father's educational attainment. On the other hand, the level of beginning reading performance of the grade two pupils differs significantly with their mother's educational attainment, parents' occupation and monthly family income. The results imply that pupils' age, sex, sibling position, number of children in the family, and father's educational attainment, do not influence their beginning reading performance. Their reading ability at this stage is independent of these personal characteristics. However, the differences observed with mother's educational attainment, parents' occupation, and monthly family income indicate that these may be factors in shaping early literacy skills. Pupils whose mothers have higher educational levels, whose parents have stable occupations, or whose families have higher income levels may have greater access to learning resources, reading materials, and supportive learning environments at home. The findings are in relation with the study of Gines (2025) who found that teachers' profiles did not significantly affect their instructional practices in teaching beginning reading, but external factors, including parents' knowledge and skills related to reading, posed significant challenges to teaching reading effectively.

Table 3

Significant Difference on the Level of Beginning Reading Performance of the Grade Two Pupils as Revealed by the Results of Comprehensive Rapid Literacy Assessment (CRLA) in Terms of Their Profile

Profile	F-value	p-value	Null Hypothesis	Verbal Interpretation
Age	1.208	.307	Accepted	Not Significant
Sex	.955	.329	Accepted	Not Significant
Sibling Position	1.633	.166	Accepted	Not Significant
Number of Children	1.298	.275	Accepted	Not Significant
Father's Educational Attainment	1.362	.230	Accepted	Not Significant
Mother's Educational Attainment	2.570	.019	Rejected	Significant

Father's Occupation	2.563	.006	Rejected	Significant
Mother's Occupation	2.983	.002	Rejected	Significant
Monthly Family Income	2.678	.047	Rejected	Significant

3.4 Level of Academic Performance of the Grade Two Pupils as Revealed in Their Average Grades in the First Quarter

The table reveals that the academic performance of Grade Two pupils, as reflected in their first quarter average grades, is generally within the Fairly Satisfactory range, with the highest percentage (34.6%) obtaining grades between 75–79. This is followed by 28.5% who achieved Satisfactory performance (80–84) and 21.3% who attained Very Satisfactory performance (85–89). Meanwhile, 13.6% of the pupils fell under Did Not Meet Expectations (below 75), and only 2.0% reached Outstanding performance (90 and above). The computed mean grade of 79.8, with a standard deviation of 4.43, indicates a moderate dispersion of scores, suggesting variability in pupils' academic performance. Overall, the findings imply that while a portion of the pupils are performing at acceptable levels, a significant number are still below the expected mastery, with most clustered in the lower performance categories, indicating the need for academic improvement and targeted instructional support. These results also suggest that pupils' academic performance may be influenced by their literacy skills, as reflected in their results in the Comprehensive Rapid Literacy Assessment (CRLA). Many pupils are still in the High Emerging and Developing reading levels, indicating limited proficiency in decoding and comprehension, which are essential for understanding lessons and completing academic tasks. This aligns with the findings of studies such as those of Encinares (2022), which emphasize the use of varied instructional strategies and supplemental materials to enhance student learning, and Salandanan et al. (2022), who highlighted that poor reading skills can adversely affect performance in other subject areas. Overall, the findings underscore the need for strengthened reading interventions and instructional support to improve both literacy and academic performance among Grade Two pupils.

Table 4

Level of Academic Performance of the Grade Two Pupils as Revealed in Their Average Grades in the First Quarter

Grade	Verbal Interpretation	Frequency	Percent	Rank
90 and above	Outstanding	6	2.0	5
85 – 89	Very Satisfactory	64	21.3	3
80 – 84	Satisfactory	86	28.5	2
75 – 79	Fairly Satisfactory	104	34.6	1
Below 75	Did Not Meet Expectation	41	13.6	4
Total		301	100.0	
Highest Grade = 91		Mean = 79.8		
Lowest Grade = 71		Standard Dev. = 4.43		

3.5. Significant Relationship Between the Level of Beginning Reading Performance of the Grade Two Pupils and The Level of their Academic Performance

As reflected in the table, the result shows a correlation coefficient of 0.931 with a p-value of 0.000, which is lower than the 0.05 level of significance. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between the level of beginning reading performance of the grade two pupils as revealed by the results of Comprehensive Rapid Literacy Assessment (CRLA) and the level of their academic performance. The findings indicate that the grade two pupils who performed better in beginning reading may demonstrate stronger word recognition, fluency, and comprehension skills also tend to achieve higher academic performance. On the other hand, those who struggle with reading are more likely to perform below expectations in their subjects. This positive correlation means that reading ability is a key factor influencing pupils' overall learning outcomes. This implies that as pupils' reading performance improves, their academic performance is also likely to increase. Since reading serves as the foundation for learning in all subject areas, developing pupils' literacy skills can greatly enhance their ability to understand lessons, follow instructions, and apply knowledge effectively. Therefore, schools and teachers should prioritize strengthening reading instruction and interventions to build solid literacy foundations that support success across the curriculum. The findings are in connection with Oclarit and Casinillo (2021) who found that improved reading comprehension through context clue strategies significantly enhanced pupils' reading ability, which in turn improved their overall academic achievement. Likewise, Nilsson (2021) found that targeted reading interventions and consistent literacy support helped struggling readers improve both their reading skills and confidence, leading to better academic performance.

Table 5

Significant Relationship Between the Level of Beginning Reading Performance of the Grade Two Pupils and The Level of their Academic Performance

Variables	r coefficient	p-value	Null Hypothesis	Verbal Interpretation
Level of Beginning Reading Performance and Level of their Academic Performance	0.931	0.000	Rejected	Significant

4. Conclusion & Recommendations

The study concludes that selected demographic factors such as pupils' age, sex, sibling position, number of children in the family, and father's educational attainment do not significantly influence their beginning reading performance. However, socio-economic variables including mother's educational attainment, parents' occupation, and monthly family income were found to be significant predictors, highlighting the important role of family background in literacy development. Furthermore, the findings established that the beginning reading performance of Grade Two pupils is significantly related to their academic performance, indicating that reading proficiency is a key factor in learners' overall academic success.

In view of these conclusions, it is recommended that school administrators implement intensive reading remediation and enrichment programs focusing on foundational literacy skills. Strengthening parental involvement through literacy workshops and partnerships with LGUs and NGOs is also encouraged to support learners, particularly those from low-income families. Teachers are advised to employ differentiated instruction, integrate reading across subject areas, and continuously enhance their competencies through training on effective reading strategies and the use of tools such as the Comprehensive Rapid Literacy Assessment (CRLA). Additionally, fostering strong school-home collaboration, implementing the proposed action plan, and conducting further related studies are recommended to sustain and improve pupils' reading and academic performance.

Compliance with ethical standards

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating respondents for their contributions

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