

Parent-Teacher Collaboration Towards Enhanced Reading Comprehension of Students

Princess S. Cruz

Bulacan Agricultural State College, Pinaod, San Ildefonso, Bulacan
princess.cruz0624@gmail.com

Melanie F. Dionisio

Bulacan Agricultural State College, Pinaod, San Ildefonso, Bulacan
melaniefdionisio@gmail.com

Marilyn DL. Polintan

Bulacan Agricultural State College, Pinaod, San Ildefonso, Bulacan
marpol062782@gmail.com

Abstract — This study involved an eight-week action research that is applied and conducted to 20 selected Grade 2 pupils enrolled in San Pedro Elementary School for the school year 2021-2022 with their parents. Those pupils who were chosen fell on the frustration level, wherein the result of Early Grade Reading Assessment (EGRA) - Pretest is used as the basis for intervention. It was done to help pupils improve their reading comprehension skills through parent-teacher collaboration, as well as to teach parents and teachers that collaboration is an essential part that deserves enough attention and deeper understanding. The researchers employed a descriptive-correlational research method to see if collaboration between parents and teachers might help pupils improve their reading comprehension skills. The collected data was statistically examined using t-test for correlated samples. The findings of the study are provided and discussed in light of the study's goal: (1) based on the pretest and posttest results, it was discovered that the students' reading comprehension performance has improved. Furthermore, (2) the findings showed a substantial difference between before and after exposure to parent-teacher collaboration. Lastly, (3) it is recommended that parent-teacher collaboration be prioritized in Continuous Improvement Programs (CIP) that focus on primary grades reading comprehension skills.

Keywords — *Early Grade Reading Assessment (EGRA), Reading Ability, Reading Comprehension, Parent-Teacher Collaboration, Proficient Reader*

I. Introduction

One of the most difficult tasks facing the second-grade teachers is to recognize the degree of reading comprehension of young learners entering his or her class. A great deal of research has been done in this area, how a child goes about acquiring the skill of reading is basically unknown. However, the other side of it, reading comprehension is an area that needs further attention as it has something to do with a child's reading skills.

Reading is a composite [cognitive process](#) of sorting out [symbols](#) to construct or derive meaning. Reading readiness is a process of preparing, encouraging, and engaging the children in reading (UNICEF, 2012). It is also the time when the child is ready to learn to read wherein, they will undergo the transition from being a non-reader into a reader (Schifferdecker, 2013).

Individuals who want a better chance in the workforce must have a high degree of competency and reading proficiency in our society. Individuals must be literate and capable of dealing with the constant changes in our surroundings. In this regard, pupils will not be able to do this if they do not have the requisite abilities and knowledge in their early grades. As a result, the early grades are critical years in a student's life, and a teacher, as well as their parents or guardians, have a significant role to play in laying the foundation.

Teacher-parent collaboration is developing rapidly as an academic partnership that aims to improve students' education status. Teachers are not only involved in educating students but are increasingly involved in working with parents to improve educational outcomes. Significantly, the collaborative partnership between parents and teachers plays a crucial role in developing students' academic performance. The more allotted time given to a student in improving his/her knowledge and skills the more improvement he/she will manifest during the process (Ellis, 2012).

The Early Grade Reading Assessment (EGRA) is an individually administered oral assessment of the foremost skills for literacy acquisition in early grades. It is an assessment that focuses on the "three early stages of reading acquisition" which incorporates emergent literacy (birth to grade 1), decoding (beginning grade 1) and confirmation and fluency (end of grade 1 to end of grade 3). It refers to both a selected assessment tool and has come to be adopted as a generic concept for early grade reading assessment programs.

Given the importance of reading and comprehension, educators have been tasked with ensuring that children receive the assistance they require to develop functional literacy as defined by the country's requirements (Miñoza & Montero, 2019). However, it is asserted that the objective of making pupils proficient readers should not be viewed as a burden that educators must shoulder alone. Learners, parents, teachers, school administrators, and almost every citizen are all concerned. Teachers should not be the only ones responsible for getting pupils to read, not just read but read proficiently. That each instructor must make his or her own decisions and develop his or her own strategy - not sustainable. When failing readers are considered, it has been stated that standard teaching is insufficient.

In light of previous research, the researchers conducted this study to determine the impact of reading comprehension on reading skills among second graders at San Pedro Elementary School in the Bustos District. The purpose of this study is to assist early grade teachers in dealing with their students' reading comprehension. The researchers decided to undertake this study because second graders are subjected to competing pressures and devastation from their environment as well as technology advances. Second graders today are unable to concentrate just by holding a

reading material in their hands. Modern generations, unlike previous generations, have grown up with the convenience and comfort that technology has offered. It is extremely beneficial to educators and parents in their efforts to educate their children, but it may also be an impediment to their learning. Too much of anything is terrible, as others have stated. When it comes to children's use of technology, too much of it can lead to major problems that will only get worse if not addressed early on. The goal of this study was to see how reading comprehension affects second-graders' reading abilities. Hopefully, it will raise awareness of the issues that exist both within and outside of the classroom, particularly in this new normal.

Literature Review

Reading is also very important for academic performance. It is one of the most crucial skills that an individual learner must possess. It is a requirement in all areas of study. It acts as a bridge for all students to learn different subjects since if a student has trouble reading, he or she may have difficulties in all subject areas (Tomas, et.al., 2021). Reading challenges exist in the world, as Claessen et al. (2020) put it. Because most information is delivered through text, learners must be able to read and comprehend in order to thrive and grasp how society works (Cimmiyotti, 2013).

Many Filipino students lack the necessary reading habits to succeed in school. "The problem of non-reading is at the heart of why the Philippines is so uncompetitive in the global economy, and why so many of our people continue to live in poverty or barely escape it," she said (Luz, 2007).

Reading literacy is critical to human survival (Sahiruddin & Herminingrum, 2021). Reading literacy is thought to be crucial in the development of academic skills. The existence of a collaboration between teachers and parents in supporting children's education is one of the elements determining their literacy development (Bocconi et al., 2012). One of the most powerful indicators of academic performance is literacy. Children who struggle with reading when they first start school are likely to suffer with it throughout their education. The cost of early reading failure is really expensive. Reading is a prerequisite ability for success in our literate society. In an already struggling economy, literacy skills are essential for finding work (McMahon, 2010).

There are various approaches to help children improve their reading readiness. One of these methods is to make reading enjoyable for children by singing and chatting about it. Patience must be observed and the child must be continually encouraged, regardless of how playful the child is when interpreting sounds. It will boost the child's memory abilities and enable him/her to distinguish between different sounds by playing a game of word pronunciation (Stow, 2011).

Other ways of improving reading readiness as identified by Design Instruction (DI, 2013) are as follows:

I. Frequently Reading to the Child

Even if the child is not ready or able to read, allot time to him/her as often as he can stand or enjoy it by reading a variety of books and performing songs and rhymes.

II. Pointing out letters and word

By pointing out letters and words, the toddler can learn that sentences are made up of different words (Wikipedia, 2013). He will recall the shapes of the letters if he is familiar with them. As a result, it is critical to discuss the similarities and variations in the letter shapes. Second, understanding the letters of the alphabet is crucial to preparing youngsters for reading. It will assist him in memorizing his name's letters.

III. Playing word games with the child:

When it comes to teaching and learning language to children, games play a vital part. Games are best employed as an attention grabber in experimental learning and to assist the teacher and parent in their roles as helpers (Bing, 2013).

Word games, for example, must be included in children's play. Playing word games with rhyming words is one of the strategies to teach reading (DI, 2013). Teachers should write rhyming words using common chants so that youngsters may readily fill in the blanks. The ability to detect and make up rhyming words is critical for a child's literacy and language development.

IV. Taking words apart and putting them back together

In order for a child to be ready to read, they must be taught how to manipulate sounds in language. When you break words into phonemes, or sounds into starting, ending, and middle sounds, let the youngster listen closely. For example, you may substitute one sound for another, such as "What is can without the /c/ but with a /p/ sound instead?" This exercise should be combined with playtime so that children like it.

V. Introducing new words to the child

To expand the child's vocabulary, we can begin by teaching him simple terms. Show the child the term and explain what it means. If the term is difficult to pronounce, say it slowly and carefully first, then normally. This will assist the child in fully comprehending the word and correctly pronouncing it. Utilize the new word frequently so that the youngster becomes accustomed to hearing it and can adapt and use it in speech.

Reading is primarily for the goal of comprehension; without comprehension, reading is a pointless activity regardless of the reader's age or ability (2008). In the world of education, reading is becoming increasingly crucial. Students may gain useful facts that they did not previously know via reading. If the students comprehended and transcended the pages to become thoughts and ideas,

this material would be valuable. As a result, it's the ability to comprehend those concepts and thoughts. All lessons and activities require comprehension (Bilbao et al., 2016). Every learner must acquire reading comprehension as one of their reading skills. Despite the reading instructions and strategies supplied by teachers to help pupils improve their reading comprehension, there are still some students who fall below the proficiency level (Bilbao, et. al., 2016).

Parent-teacher collaboration aims to improve students' educational status. When the parents are involved in the learning process, it will benefit students academically and socially (Bower & Griffin, 2011). It is recommended that family literacy initiatives have a greater impact than most educational interventions (European Commission, 2011). In fact, a teacher's role is not limited to educating students, but also involved in working with parents to improve educational outcomes (Ellis, 2012). Every parent's and teacher's goal for students is not for them to finish their study but to see improvements in aspects of life. This will only be attained if parents and teachers work hand in hand (Whirledge, 2016). Good education is not an incident rather it is a product of effective teaching and learning process with the collaborative effort of the teachers, the school, the students, parents, and their home environment (Obeta, 2014).

Parents and teachers have the same aims for their children and students; they want each individual to try their best not just to finish their studies but also to progress in all areas. When parents and teachers work together, this will happen. This can be accomplished in a variety of ways, including maintaining open lines of communication between parents and teachers. Second, parents can assist by scheduling up time at home for homework. Third, teachers can also send newsletters, blogs, phone calls, report cards, and follow-ups to parents. Fourth, parents are welcome to attend parent-teacher conferences to ensure that everyone is on the same page with the teachers and pupils. Fifth, parents can participate in school development projects as volunteers. Sixth, teachers can benefit from parents informing them about what is going on at home. As a result, teachers and parents can collaborate to provide the greatest possible education for their children. (Whirledge, 2016)

Home visitation is an activity of visiting the learners at home to monitor their progress (Spring Montessori School, 2016). It is a way to bridge the gap between the school and home for students, their families and teachers because of socialization and building positive family-teacher partnerships and sharing information about educational progress (Coleman, 2012). Although Filipino parents of all socioeconomic classes regard education as critical to their children's success and are willing to go to great lengths to help their children succeed in school, retention is a major issue in Philippine schools, with many students failing to progress past elementary school (Blair, 2014).

EGRA is a tool for measuring reading acquisition skills in a timely and cost-effective manner. EGRA has been used in 65 countries and 100 languages during the last ten years, demonstrating its reliability and validity (Dubeck and Gove, 2015). The United States Agency for International Development (USAID) and other development partners are dedicated to assisting the

Philippines in achieving stability and prosperity via enhanced governance and human capacity, both of which are built on the basis of high-quality education (USAID, 2012).

II. Methodology

The descriptive-correlational research design was used in this study. It is used to test the degree of relationship between two or more variables. While descriptive research systematically describes a situation, problem, phenomenon, service or program, and attitude towards an issue by providing information on a particular matter.

This study involved an eight-week action research that included selected 20 Grade 2 pupils enrolled in San Pedro Elementary School for school year 2021-2022 and their parents. Selected Grade 2 pupils were chosen, who are on the frustration level, wherein the result of EGRA (pre-test) is used as the basis. Implementation of teacher-parent collaboration during the process is practice. Teacher-made weekly assessment and materials, conduct of home visitation to demonstrate to the parents how to use those materials and asking them to make a journal log showing their allotted time each day in teaching their child using the provided materials to them. After the eight-week process, a post test will be given to determine pupils' improvement using EGRA as a tool.

Statistical tool utilized in this study was t-test for correlated samples. It is applied in comparing the mean before and after is compared. The pretest which is the mean before is measured afterwards intervention is implemented and the posttest which is the mean after is measured. Then two means; the pretest and posttest are compared statistically.

III. Results and Discussion

Table 1. EGRA Pre-test scores of the selected Grade 2 Pupils

Pupil No.	SCORES PER COMPONENT										Total (397)
	C1 2	C2 (100L /min)	C3a (100L /min)	C3b (10 sounds)	C4 (50 w /min)	C5 (50w /min)	C6a (59 w /min)	C6b (5)	C7 (5)	C8 (16)	PRE
1	2	35	27	1	8	8	0	0	5	2	88
2	2	40	7	5	15	7	0	0	5	5	86
3	2	25	10	7	12	10	0	0	5	8	79
4	2	32	7	3	6	3	0	0	4	4	61
5	2	29	12	6	5	4	0	0	5	5	68
6	2	40	9	7	11	10	11	1	4	3	98
7	2	32	18	3	10	3	0	0	4	2	74
8	2	29	23	0	2	3	8	0	0	0	67
9	2	33	30	5	4	3	0	0	0	0	77
10	2	35	23	0	4	3	0	0	0	0	67
11	2	25	27	4	10	8	0	0	5	2	83
12	2	29	33	0	0	0	0	0	0	0	64
13	2	45	15	3	5	5	0	0	0	0	75
14	2	40	8	8	15	8	0	0	4	0	85
15	2	29	26	0	0	0	0	0	0	0	57
16	2	50	23	6	5	5	0	0	5	0	96
17	2	34	29	5	0	0	0	0	5	0	75
18	2	20	15	4	12	8	0	0	3	2	66
19	2	33	23	0	0	0	0	0	0	0	58
20	2	22	17	3	10	10	0	0	3	2	69

Table 1 shows the EGRA Pre Test scores per component of selected Grade 2 pupils. It shows failure to meet the expectation set for their grade level. The components are as follows;

- C1 - Orientation to Print
- C2 - Letter Name Knowledge
- C3a -Letter Sound Knowledge
- C3b - Initial Sound Identification
- C4 - Familiar Word
- C5 - Invented Word Decoding
- C6a - Oral Passage Reading
- C6b - Reading Comprehension
- C7 - Listening Comprehension
- C8 - Dictation

Table 2. EGRA Post test scores of the Pupils

Pupil No.	SCORES PER COMPONENT										Total (397)
	C1	C2	C3a	C3b	C4	C5	C6a	C6b	C7	C8	POST
	2	(100L/ min)	(100L/ min)	(10 sounds)	(50 w/min)	(50w/m in)	(59w/ min)	(5)	(5)	(16)	
1	2	43	45	5	18	17	10	3	5	6	154
2	2	50	30	9	20	15	23	5	4	8	166
3	2	45	32	9	16	16	14	3	5	9	151
4	2	45	14	6	9	10	11	4	5	8	114
5	2	32	25	9	7	11	19	3	5	8	121
6	2	55	32	9	21	20	24	4	5	9	181
7	2	35	21	7	15	12	22	4	5	7	130
8	2	31	29	4	9	10	21	4	3	6	119
9	2	42	39	6	10	10	16	3	3	6	137
10	2	39	32	5	9	9	15	4	3	6	124
11	2	36	36	6	15	15	18	3	5	11	147
12	2	32	38	5	9	9	15	2	3	9	124
13	2	55	21	5	10	11	18	3	3	10	138
14	2	44	19	9	20	20	25	2	5	9	155
15	2	31	30	5	14	9	18	2	3	9	123
16	2	62	34	8	16	12	28	3	5	10	180
17	2	41	32	7	12	9	17	2	5	11	138
18	2	28	24	6	14	15	10	2	4	9	114
19	2	35	29	5	7	5	8	2	2	8	103
20	2	29	25	5	20	14	12	4	4	12	127

Table 2 shows the EGRA Post Test scores per component of selected Grade 2 pupils. The result shows a significant change compared to the pre test result conducted.

Table 3. EGRA result per component enhanced before and after exposure to parent-teacher collaboration.

Pre	Post	Increase	% of Increase
88	154	66	75
86	166	80	93
79	151	72	91
61	114	53	87
68	121	53	78
98	181	83	85
74	130	56	76
67	119	52	78
77	137	60	78
67	124	57	85
83	147	64	77
64	124	60	94
75	138	63	84
85	155	70	82
57	105	48	84
96	180	84	88
75	138	63	84
66	114	48	73
58	103	45	78
69	127	58	84

Table 3 shows the EGRA result per component enhanced before and after exposure to parent-teacher collaboration. Each component is targeted every week with the exercises given to the pupils which they need to accomplish to track their progress. Additional intervention materials such as carton blocks of syllables, word strips, sentence strips, and jumbled words are provided and facilitated to the pupils through parent-teacher collaboration. Percentage of increase in the scores shows that intervention and parent-collaboration aided in their progress.

Table 4. The Result of the Study.

Pre	Post	Difference	Difference ^2
88	154	66	4356
86	166	80	6400
79	151	72	5184
61	114	53	2809
68	121	53	2809
98	181	83	6889
74	130	56	3136
67	119	52	2704
77	137	60	3600
67	124	57	3249
83	147	64	4096
64	124	60	3600
75	138	63	3969
85	155	70	4900
57	105	48	2304
96	180	84	7056
75	138	63	3969
66	114	48	2304
58	103	45	2025
69	127	58	3364
		1235	78723

$$\begin{aligned}
 &= \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{n}}{n(n-1)}}} \\
 &= \frac{-61.75}{\sqrt{\frac{78723 - \frac{(1235)^2}{20}}{20 - (20 - 1)}}} \\
 &= \frac{-61.75}{\sqrt{6.48}}
 \end{aligned}$$

$$= \frac{-61.75}{2.55}$$

$$= -24.22$$

$$a = 0.05$$

$$df = n-1$$

$$t_{0.05} = 24.22$$

$$24.22 > 1.729$$

Table 4 presents the result using t-test for correlated samples with computed value of 24.22. Hence, there is a significant relationship between parent-teacher collaboration and enhanced reading comprehension of students.

The result of the study shows that pupils whose parents have an active role in the school showed higher academic achievement compared to those who did not collaborate with the school administration (as cited in McWayne et.al's, 2004). A recent study by Porter (2008) indicated that when parents and teachers collaborate, students' reading achievement improves.

IV. Conclusion

Researchers have been studying parental participation for several years (McWayne, J., Cohen, & Sekino 2004; Carpenter & Lall, 2005; Miñoza & Montero, 2019; Hampton, Javier & Jubay, 2019; and Sahiruddin & Herminingrum, 2021; and Benavides & Guan, 2021), and they have found that it has a significant role in a student's academic success.

Collaboration between parents and teachers is stressed as a beneficial potential for fostering students' achievement in a well-managed school environment. A school that fosters shared accountability and pursues strong verbal communication with parents can also help students succeed academically. As a result of these factors, continuous and open contact with parents may result in greater student motivation and enhanced academic performance, particularly in reading comprehension.

There are limitations to this study because it is only a pilot study on reading comprehension growth with parental involvement in the teaching and learning process. Along these lines, it's important to acknowledge interventions that work in boosting parental participation, particularly for parents who aren't necessarily involved in their children's education or aren't included at all.

This has implications for teachers and school administrators in that parent-teacher collaboration will be empowered to take the necessary steps to benefit not only the learners but the entire school, which is something that is desperately needed in public schools. The current study hopes to continue the exploration of parent-teacher collaboration to improve learners' reading comprehension skills. Teachers must consequently widen their perspectives to collaborate not just with parents but also with other stakeholders in the academic community. This study also hopes that the initial intervention program for improving learners' reading skills would be improved further to accommodate the Philippines' ever-changing types of learners.

V. Recommendations

In general, the school administrator, the parents, and the teachers advise that a constant effort be made to organize and facilitate parent-teacher-led activities with the end objective of shared governance and quality education for the 21st century learners.

Parent-teacher collaboration towards enhanced reading comprehension of learners is critical for creating proficient readers. As a result, it is advised that parent-teacher collaboration be prioritized in Continuous Improvement Programs that focus on primary grades reading comprehension skills.

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