



READING COMPREHENSION AMONG GRADE 2 LEARNERS: BASIS FOR DEVELOPMENT OF CONTEXTUALIZED ACTIVITY SHEETS

**RONALYN D. HUFANA
TEACHER**

**DON AMADEO PEREZ SR. MEMORIAL CENTRAL SCHOOL-MAIN
URDANETA CITY, PANGASINAN, PHILIPPINES**

Abstract : Reading comprehension is a critical skill essential for academic success and lifelong learning. However, Grade 2 learners of Don Amadeo Perez Sr. Memorial Central School – Main face various challenges that hinder their reading proficiency, including limited access to reading resources, distractions at home, and insufficient time spent reading. Recognizing these issues, this study was conducted to examine the reading comprehension levels of these learners and explore their relationship with selected profile variables to serve as the basis for developing contextualized activity sheets. Using a descriptive-correlational research design, the study surveyed 26 Grade 2 learners through cluster sampling. A validated self-made questionnaire and standardized tools were utilized to gather data, while statistical techniques such as frequency, percentages, chi-square tests, and Spearman's rho were employed for analysis. Findings revealed that most learners had low reading comprehension levels, often influenced by minimal time spent reading at home. Among the profile variables, only the number of hours reading books at home showed a significant relationship with reading comprehension at the 0.01 level. Teachers identified key challenges, including lack of home support, insufficient materials, and varying learning preferences. The study recommends the development of contextualized activity sheets tailored to learners' cultural and environmental contexts. These materials aim to enhance engagement and comprehension skills, addressing identified barriers. Strengthened parental involvement, improved resource allocation, and teacher training on differentiated strategies are also suggested to support learners' reading development effectively.

IndexTerms - Reading, comprehension, Grade 2 learners, development, contextualized, activity sheets

I. INTRODUCTION

1.1 Rationale

Beyond understanding simple words, competency in reading needs active interaction with the book, in-depth examination of its content, and making of data to produce fresh ideas and viewpoints (Saro et al., 2024). Students will suffer academically with this skill. Reading comprehension is crucial for future learning and understanding (Acedillo, 2023).

According to Requiso-Jimenez & Bascos-Ocampo (2022), reading comprehension is essential today. They emphasize the idea that reading is not just a hobby but rather an essential requirement for living life to the fullest and taking an active part in national-building initiatives. Their emphasis on the value of reading comes from their belief that it is a means of acquiring knowledge. They contend that reading is fundamental to human existence and is necessary for both mental and cultural growth.

Moreover, Acedillo (2023) emphasizes how many chores students do every day involve reading, estimating that students read for 80% of their daily assignments. This statistic suggests that reading is essential, demonstrating its importance in both educational settings and daily life. As such, reading comes out as one of the most important hobbies, necessary for both academic endeavors and figuring out the intricacies of modern life. Reading comprehension is still a major problem for Philippine schools, even though its importance in learning has long been acknowledged. Reading helps people with their academic endeavors because it provides them with useful skills and access to a large amount of knowledge. Competency in reading is a prerequisite across all learning domains (Deluao et al., 2022).

About low reading proficiency as determined by national and international large-scale examinations, the Department of Education's current efforts offer chances to improve students' academic performance. According to the Department of Education (DepEd), the Philippines' dismal performance in the 2022 Program for International Student Assessment (PISA) suggests a five- to six-year gap in the nation's learning competencies. In the student assessment for 15-year-old learners conducted by the OECD, the Philippines came in at number 77 out of 81 nations worldwide. The nation received scores of 355 in math, 347 in reading, and 373 in science on the 2022 student evaluation, which was almost 120 points below the average (Ines, 2023). Notably, reading scores remain low, suggesting that every student needs immediate attention to close learning gaps and improve their reading ability.

The subpar results indicated significant shortcomings within the educational system. The necessity for swift intervention was highlighted by the World Bank's 2022 study, which revealed that an alarming 91% of 10-year-old Filipino children struggled with basic reading comprehension.

DepED has revised its K–10 curricula, now known as the MATATAG Curriculum, in light of the aforementioned shortfall. When it comes to giving everyone access to a basic education that is high-quality, timely, inclusive, and responsive, the Department of Education (DepEd) responds quickly. This promise is outlined in the MATATAG Education Agenda, which aims to develop capable people with the necessary competencies and abilities for lifelong learning to become responsible, engaged, and job-ready citizens (DepEd Memorandum No. 54, series of 2023).

The "Catch-Up Fridays" project was started by the Department of Education (DepEd) in accordance with these aims. This intervention program, which is introduced across elementary and secondary schools as well as community learning centers (CLCs) countrywide, is intended to optimize learning possibilities. Throughout the school year, every Friday is set aside for the "Drop Everything and Read" (DEAR) program, which promotes reading and knowledge acquisition in society (Hernando-Malipot, 2024).

Furthermore, the program's rules can be improved by using Catch-Up Fridays as a forum to get insightful input from senior implementers. In order to ensure the project's efficacy and relevance in achieving educational objectives, it also offers the chance to gather information on students' opinions regarding its execution (DepEd Memorandum No. 001, series of 2024). Reading is the cornerstone of language competency and a basic ability required for success in the classroom, according to Tomas et al. (2021), who believe that reading has a substantial impact on a child's educational journey. Furthermore, it is the fundamental ability for all other study skills (Helarde, 2021).

Research shows that primary kids' gender distribution is typical. In a research conducted in a rural Philippine school, 56% of the students were female and 44% were male. This suggests a higher proportion of females than males. It was also discovered that a significant number of pupils had parents who just completed high school, and many of them did not pursue further education. According to Duque et al. (2022), the students in the same study appear to have three to five siblings, indicating that their family is large. People read for 0.34 hours a day on average in 2020. As opposed to the thirteen minutes that pupils in grade schools read each day, high school students read for as little as four minutes each day (Bureau of Labor Statistics, 2021).

Particularly when compared to international standards, the reading comprehension levels at which pupils currently follow the MATATAG Curriculum exhibit serious difficulties. The World Bank (2022) reports that 91% of 10-year-old Filipino children have difficulty with basic reading comprehension as of 2022, indicating the need for significant improvements in literacy.

According to Caraig & Quimbo's (2022) investigation of students' reading comprehension levels, only 7% of all respondents are categorized as Mastery Level readers. In comparison to the 49% near mastery level and the 44% bad mastery level, the result is poor. However, the findings of the Saro et al. (2024) study showed that during the Matatag Curriculum's Catch-Up Friday sessions, a sizable percentage of pupils showed impressive growth in their reading comprehension. Most children were classified as independent readers, indicating their high competency levels, the study's conclusion stated.

The gender and greatest level of education attained by either parent is insignificant (Lofranco & Luzano, 2023). On the other hand, it appears from Orellano et al. (2024) that there is marginal gender-based disparities in reading comprehension, with women often scoring higher than men on comprehension tests. Additionally, Wu & Hindman (2024) noted that children tend to do better in reading comprehension when their parents have greater levels of education. Early parental involvement has a beneficial effect on literacy because these parents are more likely to participate in structured reading programs.

Lofranco & Luzano (2023) found a statistically significant correlation between pupils' reading comprehension and the number of siblings they had. However, a study by Rambuyon & Susada in 2023 discovered that students in elementary school did not significantly differ in their reading comprehension results based on the number of siblings they had.

Furthermore, the research shows that even brief daily reading sessions greatly enhance reading comprehension, while the effect also varies according to the difficulty of the text being read (Orellano et al., 2024). Conversely, Çigdemir & Akyol's study from 2022 discovered that pupils with greater comprehension scores were those who read more frequently at home. This is consistent with the widely held belief that improved literacy outcomes result from more exposure to reading practice.

According to the study, reading comprehension was severely hindered for pupils who were taught in a language other than their mother tongue. Prior to concentrating on the second language, which is English, the first language needs to be learned. They claim that when pupils study English and their mother tongue together, they become confused (Manlapig, 2020). However, according to Papastefanou et al. (2021), bilinguals outperformed monolinguals in decoding throughout all years.

Tomas et al. (2021) revealed that pupils who did not have a strong foundation in literacy found it difficult to understand new concepts taught in the curriculum and more difficult reading materials. The findings underscored the need for interventions to bridge these fundamental gaps if students' reading comprehension wasn't improving, especially in places with few resources. However, Smith et al. (2021) discovered that although weaker readers were able to somewhat compensate for their relatively poor reading skills in the context of a high degree of background knowledge, readers with lower background knowledge appeared to benefit more from texts with high cohesion.

The English pupils' reading comprehension abilities were enhanced via differentiated instruction. It affects them significantly in comparison to the minimal effect of the conventional procedure (Potot et al., 2023). On the other hand, Smith & Lee (2021), discovered that in a standardized educational context, students' learning preferences had no effect on their reading comprehension. This suggests that material quality was more important than accommodating individual learning styles.

Studies discovered that it was extremely difficult for younger pupils and those with attention issues to stay focused throughout class (Schmidt, 2020). As per de la Mora Velasco & Hirumi (2020), certain pupils' comprehension and concentration skills were enhanced by subtle distractions like background music or adjustable seats.

Academic materials that call for critical thinking are difficult to understand. Understanding authors' points of view, dispositions, and intricate higher-order cognitive tasks were the main areas of difficulty. For instance, while assessing the objectives and tones of authors, participants mentioned lacking previous information (Le et al., 2024). Nevertheless, Al Roomy (2022) demonstrated how teaching children a wide range of critical reading abilities helped them overcome reading difficulties since they were able to read not only what was written directly but also what was being said in between and outside of the lines.

Students' reading comprehension abilities are impacted when they have little or no reading materials at home or in school (Torres, 2021). In contrast, research by Dockx et al. (2020) found no correlation between textbooks and students' average learning gain in reading comprehension.

One aspect that may contribute to challenges to reading is a lack of parental attention during reading time. Reading difficulties in children can be caused by repeated reading sessions at school and a lack of help for reading at home (Rohimah, 2021). According to Çalışkana & Ulaş (2022), parent-involved reading programs improved pupils' reading comprehension, motivation, and attitudes toward reading.

Pancardo et al., (2022) suggest that it would be useless to assess pupils' understanding by traditional testing methods like multiple-choice exams. However, contemporary assessment practices, like including comprehension questions within reading passages rather than having students answer questions at the conclusion of the passage, have a big influence on how well students do. This method of measuring reading comprehension may be more reliable, leading to higher reading comprehension ratings for students (Guerreiro et al., 2022).

The finest teaching strategies are determined by the training of educators, which also enhances students' interests and academic performance (Hafeez, 2021). However, even after receiving training, research revealed that more than 200 teachers in the Bangsamoro region who participated in the DepEd reading program scored below 50% in reading comprehension, and only about 35% of teachers were at least proficient following the program (Chi, 2024).

Kheang et al. (2024) conducted a review that examined the noteworthy influence of reading enthusiasm on students' comprehension skills. A variety of good outcomes are displayed by motivated students, such as making informed predictions, improving performance, conquering obstacles, and lowering comprehension anxiety. For this reason, pupils may benefit greatly from the regular integration of reading motivation into the curriculum. However, reading motivation was not found to be substantially correlated with reading comprehension for either proficient or struggling readers, according to Li & Gan (2022).

The remark raised by Sambayaon et al. (2023) regarding the significant impact of contextualized teaching and learning on the development of students' reading comprehension and skills is well-founded. Also, the concept of adult learning has once again been reinforced using contextualization in the classroom. Learning is motivated; students can connect text and context, analyze the information using their schema, and read instructions with greater confidence.

Furthermore, through the integration of game-based learning principles, Bondaug (2021) investigated the efficacy and validity of the generated instructional material for the development of reading comprehension. Following their participation in the games, pupils' reading comprehension abilities could indeed increase, according to the study's results. In addition, student users stated how the instructional materials encouraged them to participate in their education and provided them with the opportunity to apply various comprehension techniques in order to reach a high level of comprehension of the texts they read. Teacher users also mentioned the greater involvement of the kids in their reading sessions.

Moreover, according to Puspita et al. (2022), using instructional materials built around the Canva software significantly improves students' comprehension of informational texts. It affects how simple it is for educators to meet learning objectives using instructional resources, media, worksheets, and engaging, hands-on activities that help students develop their comprehension of informational texts.

Additionally, Abenir (2023) argues that the teacher-made small books' contextualized reading passages, vibrant illustrations, and word choices have made it easier for readers to understand the stories presented. As a result, these resources have proven to be effective in helping students' comprehension skills.

Based on the empirical observation in Don Amadeo Perez Sr. Memorial Central School – Main, Urdaneta City, some of the learners have low reading comprehension levels. Thus, the study's purpose was to address the issue of low reading comprehension among students and propose a basis for the development of contextualized activity sheets.

The study aimed to determine the current comprehension level of Grade 2 of Don Amadeo Perez Sr. Memorial Central School – Main, Urdaneta City Division.

Furthermore, the results of the study can help educational officials make choices about curriculum, teacher preparation, and resource distribution. It can also prompt a review to promote reading comprehension better. Moreover, research may also help with the creation or updating of teaching resources that close reading comprehension gaps.

1.2 Theoretical framework

This study incorporates foundational theories of reading comprehension and offers a framework to guide the design of targeted learning activities. Here, three relevant theoretical models— the Simple View of Reading (SVR), the Structure-Building Framework, and the Interactive Reading Model— provide a strong basis for understanding and addressing the specific needs of young learners.

First, the Simple View of Reading (SVR) model posits that reading comprehension is the product of two primary skills: decoding and language comprehension (Hoover & Gough, 1990). Decoding refers to the ability to translate written text into spoken words through phonemic awareness and fluency, which is essential for early readers like those in Grade 2. Language comprehension, on the other hand, encompasses vocabulary knowledge and background understanding, both crucial for interpreting and making sense of the decoded words. This dual focus aligns well with the goals of developing contextualized activity sheets, as it highlights the need to include activities that strengthen both word recognition and comprehension of the text's meaning (Perfetti & Stafura, 2014; Kendeou et al., 2009).

Another useful framework is the Structure-Building Framework by Gernsbacher (1991). This model conceptualizes reading comprehension as a process that involves laying a foundation, mapping new information onto existing knowledge, and shifting when new, unrelated information arises. The framework emphasizes mental representations, where students learn to construct coherent "structures" of information as they read, which is essential for understanding complex ideas and narratives. For Grade 2 learners, this approach suggests that activity sheets should encourage students to link new reading material to what they already know and build mental "structures" that support comprehension (Oxford Research Encyclopedia of Education, 2020). Through this framework, educators can design exercises that allow students to map new vocabulary and ideas onto their prior knowledge base, enhancing the depth of their comprehension.

Lastly, the Interactive Reading Model integrates both bottom-up and top-down processes, allowing for a more dynamic comprehension process. This model posits that readers decode text through a combination of phonemic awareness, vocabulary knowledge, and context-based inference, which is particularly suited to young learners who benefit from interactive, contextualized learning activities. Through this approach, reading comprehension becomes an interactive task where students use decoding skills and actively engage with the text, promoting critical thinking and prediction-making. The model is well-suited for contextualized learning, as it can help students relate textual content to real-world concepts and experiences, fostering meaningful connections that aid retention and understanding (Sharma, 2023).

1.3 Conceptual Framework

This framework uses an Independent Variable (IV) – Dependent Variable (DV) structure, where the independent variables include specific demographic and lifestyle factors: the learner's sex, parents' highest educational attainment, number of siblings, and number of hours spent reading at home each day. The dependent variable is the respondents' current reading comprehension level, providing an understanding of how these factors might influence or predict a child's ability to comprehend text.

The variable "sex" examines potential differences in reading comprehension between male and female students. Research suggests that boys and girls may develop reading skills at different rates, influenced by both biological and social factors (Logan & Johnston, 2009). For instance, some studies have shown that girls often perform better in early literacy skills, which may affect their reading comprehension levels in primary school (Mullis et al., 2017). By assessing this variable, the study can determine if gender influences reading comprehension within the sample of Grade 2 learners and guide activity sheet development to address any observed differences.

Parents' highest educational attainment is another significant factor, as parental education often correlates with children's literacy development and academic success. Higher levels of parental education may mean greater access to reading resources at home and more engagement in educational activities, which can improve children's vocabulary and comprehension skills. Studies by the National Center for Education Statistics (NCES, 2019) show that children whose parents have higher educational levels tend to have stronger reading skills, possibly due to the enriched literacy environment and modeling provided by educated parents. This factor within the framework provides insights into the extent to which parental education impacts Grade 2 learners' reading comprehension, which could influence recommendations for engaging parents in supporting reading at home.

The number of siblings variable examines whether the number of children in a family affects reading comprehension. Previous research has found that children with more siblings may receive less individual attention from parents, potentially impacting their literacy development (Downey, 2001). However, sibling interactions can also foster language development and

comprehension skills. This variable provides a unique perspective on the social dynamics within the home that might contribute to reading comprehension abilities in Grade 2 learners.

The number of hours spent reading books at home daily is critical, as reading practice is foundational for developing literacy skills. Studies confirm that time spent reading independently or with caregivers strengthens comprehension and vocabulary, enabling students to engage with texts more effectively in school (Mol & Bus, 2011). The impact of reading time as an independent variable emphasizes the role of consistent practice outside of school in achieving higher levels of reading comprehension. Tracking this variable will aid in understanding whether increasing reading time could be a beneficial intervention to support struggling readers.

Lastly, for a descriptive analysis, it is important to examine any challenges teachers face concerning learners' reading comprehension. Teachers' perspectives provide essential qualitative data on the obstacles to effective reading instruction in the classroom, including factors such as class size, curriculum constraints, and individual learner needs. Understanding these challenges can inform the design of activity sheets that support teachers in addressing common comprehension difficulties observed among Grade 2 students.

1.4 Statement of the Problem

This study aimed to determine the current comprehension level of Grade 2 of Don Amadeo Perez Sr. Memorial Central School – Main, Urdaneta City Division. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Sex;
 - 1.2 Parents' Highest Educational Attainment
 - 1.3 Number of Siblings; and
 - 1.4 Number of Hours of Reading Books at Home in a Day?
2. What is the respondents' current reading comprehension level?
3. Is there a significant relationship between the current reading comprehension level and the profile of respondents?
4. What do teachers encounter concerning learners' reading comprehension?
5. What instructional materials can be developed based on the findings of the study?

1.5 Scope and Delimitation of the Study

This study aims to evaluate the reading comprehension levels among Grade 2 learners at Don Amadeo Perez Sr. Memorial Central School – Main in the Urdaneta City Division, providing an in-depth look at several factors that may influence or relate to their comprehension abilities.

Firstly, the scope of the study includes the demographic profile of the respondents, which will be examined in terms of sex, parents' highest educational attainment, number of siblings, and the number of hours spent reading books at home each day. These variables are considered essential because they may contribute to a learner's reading habits and abilities, as well as their general cognitive development. This part of the research will provide insights into the contextual factors that might affect reading comprehension at the Grade 2 level.

Secondly, the study will assess the current reading comprehension level of the learners, which is the primary focus of the investigation. This evaluation will help establish a baseline of their abilities and identify areas for improvement or further intervention. The research will not only aim to measure comprehension levels but also examine whether there are patterns or correlations between these levels and certain demographic factors.

In addition to examining the learners' comprehension levels, the study will explore if there is a significant relationship between the learners' reading comprehension abilities and the variables in their profiles. This analysis will allow the researchers to determine whether factors like parental education, home reading habits, and family size have a measurable impact on the learners' academic performance in reading.

The study also delves into the challenges faced by teachers concerning learners' reading comprehension. Understanding these challenges is crucial for identifying areas where teachers may need additional support, professional development, or resources. The teachers' perspectives on these challenges will be integral in shaping any recommendations for improvement.

Finally, the study will use the findings to propose potential instructional materials that could be developed to support the learners' reading comprehension. These materials will be contextualized to the specific needs and realities of the learners at Don Amadeo Perez Sr. Memorial Central School – Main. The development of such materials aims to provide targeted interventions based on the identified needs, helping to improve reading comprehension among Grade 2 learners.

The delimitation of the study is also important to note. The research is confined to the learners of Don Amadeo Perez Sr. Memorial Central School – Main and does not include other schools within the Urdaneta City Division or broader regions. This limitation means the findings may not be generalizable to all Grade 2 learners, especially those from different socioeconomic or educational backgrounds. Furthermore, the study focuses only on the specific variables mentioned in the research questions. It does not explore other potential factors that may influence reading comprehension, such as cognitive development, language barriers, or teaching strategies. The study's design is also limited to the use of specific assessment tools to measure reading comprehension, which may not capture the full complexity of each learner's abilities.

1.6 Significance of the Study

The following shows how the results of the study are beneficial to the participants and the stakeholders.

School Administrators. The results of the study provide valuable insights into the current reading comprehension levels of learners. These findings can guide administrators in implementing evidence-based programs and allocating resources effectively to address reading gaps. The development of contextualized activity sheets, rooted in the study's findings, equips administrators with tools to enhance the school's literacy programs and improve overall academic performance..

Teachers. The study sheds light on the challenges encountered in teaching reading comprehension. It offers a clear understanding of the learners' profiles and reading habits, enabling teachers to tailor their instructional strategies to meet the unique needs of their students. The contextualized activity sheets developed from the study serve as practical tools to reinforce reading comprehension in a way that resonates with the learners' experiences and environments.

Learners. The findings aim to improve their reading comprehension skills by addressing gaps identified in the research. Through the use of contextualized activity sheets, learners are provided with engaging and relevant materials that make the learning process more meaningful and effective. Ultimately, this contributes to better academic outcomes and lifelong literacy skills.

Researchers. The study serves as a comprehensive reference for exploring similar topics. It contributes to the body of knowledge on reading comprehension and highlights the importance of contextualized learning materials. The research methodology and findings can inspire further investigations to expand on this study's scope or apply its concepts to other educational settings.

Stakeholders. The study emphasizes the importance of collaboration in fostering literacy development. The results underscore the role of community support in enhancing educational outcomes and provide a basis for advocating literacy-focused initiatives within the local community.

Parents. The study offers insights into the critical role they play in supporting their children's reading development. By understanding the influence of home-based factors such as reading hours and parental education, parents are encouraged to actively engage in fostering a positive reading environment at home. This collaboration between home and school strengthens learners' literacy skills.

Future Researchers. This study provides a foundation for further exploration of reading comprehension strategies and materials. It highlights areas that require additional investigation, such as the long-term impacts of contextualized activity sheets or the role of other socio-economic factors in literacy development. The study serves as a stepping stone for future academic inquiries aiming to improve educational practices and outcomes.

1.7 Definition of Terms

Reading. It refers to the process of decoding written symbols to derive meaning and comprehend written language, often regarded as a fundamental skill for communication and learning (Snow, 2019). In this study, it refers to the learners' ability to recognize words and understand texts as assessed through specific reading comprehension tests and activities designed for Grade 2 students.

Comprehension. It refers to the mental process of understanding, interpreting, and deriving meaning from spoken, written, or visual information (Cain, 2019). In this study, it refers to the learners' ability to grasp and interpret the meaning of texts they read, as measured by their performance on comprehension-related activities and tests.

Contextualize. It refers to the act of placing or relating something to its specific context to make it more meaningful and relevant (Chamot, 2018). In this study, it refers to the process of adapting reading materials and activities to align with the learners' backgrounds, experiences, and local culture to enhance engagement and comprehension.

Activity Sheets. It refers to printed or digital sheets containing exercises, questions, or tasks designed to facilitate learning and practice specific skills (Richards, 2018). In this study, it refers to instructional materials specifically developed based on the findings of the research to address the identified needs in reading comprehension among Grade 2 learners.

Challenges. Lexical Definition: It refers to difficulties or obstacles that require effort or skill to overcome (Ryan & Deci, 2019). In this study, it refers to the difficulties faced by teachers in addressing the reading comprehension needs of Grade 2 learners, as identified through interviews and observations.

Encounter. It refers to an experience or meeting, especially one that is unexpected or presents difficulties (Oxford Learner's Dictionary, 2019). In this study, it refers to the situations or issues that teachers face while interacting with learners during reading comprehension activities, as observed and reported in the study findings.

II. RESEARCH METHODOLOGY

This chapter discusses research methodology, which includes research design and the procedures used to solve research problems. Similarly, it discusses the data collection tools as well as the statistical treatments that will be used to analyze the data.

2.1 Research Design

This study employed a descriptive-correlational research design to examine the reading comprehension levels of Grade 2 learners at Don Amadeo Perez Sr. Memorial Central School – Main and explore their relationship with selected demographic factors. The descriptive aspect of the design was utilized to provide a detailed account of the learners' reading comprehension

abilities. At the same time, the correlational component was used to determine the extent of the relationship between the respondents' profiles—such as sex, parents' highest educational attainment, number of siblings, and hours spent reading at home—and their reading comprehension levels.

This design was appropriate for the study as it facilitated the identification and analysis of relationships between variables without manipulating them, ensuring an accurate representation of the existing conditions (Creswell & Creswell, 2018). The descriptive-correlational approach also allowed for the exploration of patterns and potential predictors of reading comprehension, which served as the basis for developing targeted instructional materials, such as contextualized activity sheets.

Data were gathered using structured tools, including a researcher-developed survey for the respondents' profiles and standardized tests to measure their reading comprehension levels. The findings were analyzed to determine correlations and assess the significance of relationships between the identified variables. This design was chosen to address the study's objectives comprehensively while maintaining the reliability and validity of the results.

2.2 Sources Data

The study was conducted at Don Amadeo Perez Sr. Memorial Central School – Main, located in Urdaneta City, Pangasinan. As a central institution within the Urdaneta City Division, the school serves as a hub for elementary education, catering to a diverse population of learners and educators. It operates with a teaching staff of 20 dedicated professionals and is supported by two non-teaching personnel who assist in the administrative and operational needs of the school. The school accommodates a substantial learner population of 502, making it a vibrant educational environment where various challenges and opportunities intersect.

This locale was selected for the study because it reflects a typical public school setting in the region, where teachers and learners face common issues related to literacy and reading comprehension. The Grade 2 learners, as the primary focus of the research, represent an age group crucial for the development of foundational reading skills. Their learning environment at Don Amadeo Perez Sr. Memorial Central School – Main provided a rich context for investigating reading comprehension levels and identifying factors that influence literacy outcomes.

The school is equipped with basic facilities that support primary education, but like many public institutions, it faces challenges such as limited resources and large class sizes. These factors underscore the importance of targeted interventions like contextualized activity sheets, which the study aims to develop. Furthermore, the collaborative attitude of the school administration and teaching staff made the research process seamless, ensuring access to relevant data and facilitating the implementation of the study.

By situating the research in this locale, the study was able to gather valuable insights that are not only relevant to Don Amadeo Perez Sr. Memorial Central School – Main but also potentially applicable to other schools with similar conditions. The findings contribute to addressing the reading comprehension challenges faced by learners in public schools, reinforcing the role of evidence-based strategies in enhancing educational outcomes.

2.3 Population Sampling

This study utilized a cluster sampling technique to select the respondents from the Grade 2 learners at Don Amadeo Perez Sr. Memorial Central School – Main. Cluster sampling is a probability sampling method in which the population is divided into naturally occurring groups or clusters, and entire clusters are randomly selected to participate in the study (Creswell & Creswell, 2018). In the context of this study, the clusters were the Grade 2 sections within the school. Once the clusters were identified, one or more sections were randomly chosen to represent the population of Grade 2 learners.

Cluster sampling was deemed appropriate for this study due to its practicality and efficiency. Given the large number of students in Grade 2, it would have been logistically challenging and time-consuming to collect data from every learner. Cluster sampling provided a feasible solution by narrowing the focus to selected sections while still maintaining the representativeness of the sample. Additionally, the technique minimized the disruption to the school's operations, as data collection was concentrated on a smaller, manageable subset of learners within their natural classroom settings.

Another reason this method was suitable for the study lies in its alignment with the research objectives. The study aimed to assess the reading comprehension levels of Grade 2 learners and examine the relationship between their profiles and reading performance. By employing cluster sampling, the research ensured that the chosen sample was reflective of the larger population, capturing the diversity in learners' backgrounds, reading habits, and comprehension levels. This approach strengthened the validity of the findings and enhanced their applicability to the entire Grade 2 population.

Moreover, cluster sampling is particularly effective in educational settings, where naturally formed groups like classrooms or sections can serve as clusters (Etikan & Bala, 2017). This method allowed the researchers to work within existing organizational structures, streamlining the process of data collection and analysis. The selection of this technique ensured a balance between methodological rigor and practical implementation, making it an ideal choice for the study.

2.4 Instrumentation and Data Collection

The data for this study were gathered using a self-made questionnaire specifically designed to address the research objectives. The questionnaire was developed to collect information on the learners' demographic profiles, such as sex, parents' highest educational attainment, number of siblings, and hours spent reading books at home. It also included items aimed at identifying the challenges faced by teachers in teaching reading comprehension and the learners' current reading comprehension

levels. To ensure the reliability and validity of the instrument, it underwent expert validation by three specialists in the fields of education and literacy. Each expert assessed the questionnaire using a 10-item Likert scale, evaluating its clarity, relevance, and alignment with the study’s objectives. Necessary revisions were made based on the experts’ feedback before finalizing the instrument.

Once validated, the questionnaire was administered face-to-face to the selected respondents. This mode of administration ensured that participants fully understood the questions and allowed the researchers to address any clarifications immediately. The direct interaction also minimized the likelihood of misinterpretation, which could compromise the quality of the data collected.

The use of a self-made questionnaire was appropriate for this study because it allowed the researchers to tailor the instrument to the specific needs of the research. Unlike standardized tools, the self-made questionnaire was customized to reflect the unique context of the Grade 2 learners at Don Amadeo Perez Sr. Memorial Central School – Main, as well as the local challenges associated with reading comprehension. This customization ensured that the data collected were relevant and actionable, serving as a strong basis for developing contextualized activity sheets.

Moreover, the expert validation process enhanced the credibility of the questionnaire by ensuring its content validity. This step confirmed that the instrument was aligned with the study’s objectives and capable of capturing the necessary data. According to Creswell and Creswell (2018), expert validation is a critical step in designing research instruments as it reduces the risk of bias and ensures that the tool measures what it intends to measure. The use of a Likert scale for validation provided a systematic and quantifiable means of evaluating the questionnaire’s effectiveness.

The face-to-face administration of the validated questionnaire further supported the reliability of the data collection process. This approach allowed for direct engagement with the respondents, fostering a more accurate and thorough collection of responses. As Etikan and Bala (2017) noted, face-to-face data collection is particularly effective in ensuring high response rates and maintaining the integrity of the responses, especially when working with young learners. Below is the rating used in the instrument’s validation.

Numerical value	Score Range	Description
5	4.51 – 5.00	Very High (VH)
4	3.51 – 4.50	High (H)
3	2.51 – 3.50	Moderate (M)
2	1.51 – 2.50	Low (L)
1	1.00 – 1.50	Very low (VL)

2.5 Tools for Data Analysis

The data underwent a rigorous analysis employing appropriate statistical methods through IBM SPSS Statistics 20 to derive valuable insights and make significant discoveries. This process ensured the precision of the results in accurately portraying the actual situation and providing solutions to the research's addressed concerns.

To answer sub-problem 1, the profile of the respondents, frequency counts, and percentages were used.

To answer sub-problem 2, current reading comprehension level, scores are described using the Literacy Level Scale (FLAT-Functional Literacy Assessment Tool) with descriptive equivalent shown below:

Score	Descriptive Equivalents
6	Local Material Level + Comprehension
5	Story Level + Comprehension
4	Story Level
3	Paragraph Level
2	Word Level
1	Letter Level
0	Nothing

To answer sub-problem 3, the test to determine whether there is a significant relationship between profile and school heads’ perceived levels of supervisory skills and profile, Chi-Square Test, and Spearman Rank were utilized.

To answer sub-problem 4, problems encountered by the teachers concerning learners’ comprehension, the weighted mean was computed and described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Very Highly Serious (VHS)
4	3.51 – 4.49	Highly Serious (HS)
3	2.51 – 3.49	Moderate Serious (MS)

2	1.51 – 2.49	Slightly Serious (SS)
1	1.00 – 1.49	Not Serious (NS)

III. RESULTS AND DISCUSSION

This chapter presents the study's results based on the gathered, analyzed, and interpreted data. The results are arranged according to the order of the problems stated in the previous chapter.

Test of Relationship Between the Reading Comprehension Level and Profile Variables of Grade 2 Learners

Profile	Comprehension Reading Level	
	Statistics	p-value
Sex ^a	0.268	0.599
Parents Highest Educational Attainment ^b	0.349	0.080
Number of Siblings ^b	-0.036	0.860
Number of Hours Reading Books at Home^b	0.632**	0.001

**Correlation is significant at the 0.01 level (2-tailed)

^aChi-Square Test; ^bSpearman – Rank

This table illustrates the relationship between the reading comprehension level and profile variables of Grade 2 learners at Don Amadeo Perez Sr. Memorial Central School – Main, Urdaneta City Division. The statistical analysis reveals varying degrees of significance among the variables tested.

The sex of the learners showed no statistically significant relationship with reading comprehension levels ($\chi^2 = 0.268$, $p = 0.599$), aligning with findings by Lofranco and Luzano (2023), who suggested that gender does not strongly influence comprehension. However, some studies, such as Orellano et al. (2024), noted slight advantages in female students' reading outcomes, hinting at marginal gender-based differences.

The highest educational attainment of parents also did not yield a significant relationship ($\rho = 0.349$, $p = 0.080$). This result contrasts with Wu and Hindman's (2024) assertion that higher parental education fosters improved literacy outcomes through increased engagement and structured learning at home. However, it corroborates the findings of Lofranco and Luzano (2023), where parental education levels were not always determinative in influencing children's reading skills.

Similarly, the number of siblings showed no significant correlation with reading comprehension ($\rho = -0.036$, $p = 0.860$). This finding agrees with Rambuyon and Susada's (2023) study, which found no clear link between sibling count and comprehension outcomes, though other literature (e.g., Lofranco & Luzano, 2023) suggests that larger families might indirectly impact reading habits due to resource constraints.

Conversely, a highly significant relationship emerged between the number of hours spent reading books at home and reading comprehension levels ($\rho = 0.632$, $p = 0.001$). This result highlights the critical role of regular reading practice, echoing findings by Çigdemir and Akyol (2022), who reported substantial literacy improvements among students engaging in frequent home reading. These outcomes reinforce the widely held belief that exposure to reading fosters literacy development, emphasizing the importance of creating supportive environments at home and in schools.

These results provide a strong empirical basis for designing targeted interventions. For example, programs like DepEd's "Drop Everything and Read" (DEAR) initiative align well with the evidence supporting increased reading practice. Moreover, contextualized teaching and learning strategies, as highlighted by Sambayaon et al. (2023), could address the observed gaps by tailoring reading materials to students' experiences, thereby fostering engagement and comprehension.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations based on the results gathered, analyzed, and interpreted.

4.1 Summary

The study aimed to assess the reading comprehension levels of Grade 2 learners at Don Amadeo Perez Sr. Memorial Central School – Main, Urdaneta City Division, and provide a basis for the development of contextualized activity sheets to address identified challenges.

The study pursued to test the following hypotheses in their null form at a 0.05 level of significance: There is no significant relationship between reading comprehension levels and profile variables of Grade 2 learners at Don Amadeo Perez Sr. Memorial Central School – Main, Urdaneta City Division.

This study used the correlational research design, which is appropriate for this study since it will describe the relationship between reading comprehension levels and profile variables of Grade 2 learners at Don Amadeo Perez Sr. Memorial Central School – Main, Urdaneta City Division.

This study used cluster sampling to identify the participants. The data collection was conducted using a self-made questionnaire validated by experts to ensure reliability. Statistical tools such as frequency, percentages, chi-square tests, and Spearman rank correlation were employed to analyze the data effectively.

4.2 Conclusions

From the presented results, the following conclusions are drawn:

1. Most of the learners were male, with parents who were predominantly high school graduates. Most learners had one to three siblings and spent 30 minutes or less reading at home, reflecting limited reading engagement outside of school.
2. Current Reading Comprehension Levels: The reading comprehension levels of the Grade 2 learners varied, with many learners falling below letter and letter levels. Only a small percentage achieved paragraph-level comprehension, indicating a need for targeted interventions to improve literacy.
3. Among the profile variables examined, only the number of hours spent reading at home showed a significant positive relationship with reading comprehension levels. This suggests that time spent reading is crucial for improving comprehension skills.
4. Teachers identified distractions and a lack of support at home as the most pressing challenges to learners' reading comprehension. Other issues included limited learning materials, mismatched teaching strategies for different learning preferences, and insufficient teacher training.
5. The findings suggest that socio-economic and environmental factors, such as parental educational attainment, access to resources, and home support, play a significant role in shaping learners' reading abilities.
6. The study underscored the importance of developing contextualized activity sheets to address learners' specific challenges and improve their reading comprehension levels effectively.

4.3 Recommendations

Based on the results of the study, the following recommendations are hereby presented:

1. Parents should be encouraged to allocate dedicated reading time at home and provide a conducive environment for their children to read regularly. Initiatives such as family reading programs or parent workshops could support this effort.
2. Conduct regular professional development programs for teachers, focusing on innovative teaching strategies, differentiated instruction for diverse learning preferences, and the use of contextualized materials tailored to learners' needs.
3. Create activity sheets that are relevant to the learners' cultural and environmental contexts to make learning more relatable and engaging, improving comprehension outcomes.
4. Strengthen partnerships between schools and families by organizing activities that emphasize the importance of reading and provide strategies for parents to support their children effectively.
5. Schools and local governments should work together to ensure that learners have adequate access to books, digital resources, and other supplementary materials that can aid in reading comprehension.
6. Identify students with the lowest comprehension levels and provide them with additional support through remedial classes, peer tutoring, or mentoring programs to help bridge learning gaps.

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