

The Roles of Stakeholders in Attaining Students' Reading Proficiency in English

Crisme R. Gutang*, Angela Gabrielle Bacang, Erlinda N. Calumpang
Foundation University, Dumaguete City, Negros Oriental, Philippines

*Corresponding Author Email: crisme.gutang@deped.gov.ph

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Abstract. The study aimed to determine the level of reading proficiency among Grade 7 students based on their word reading and comprehension scores. It also evaluated the roles of teachers, parents, and students in achieving students' reading proficiency. A descriptive-correlational research design was employed. The respondents were 157 randomly selected Grade 7 students from three public high schools in Bayawan City. Validated questionnaires were used to gather data, and the results were analyzed using mean, percentage, and Spearman's Rank Correlation Coefficient. Findings revealed that 30.57% of the students were at the frustration level in terms of word reading scores, while 93.63% were classified as independent readers based on their comprehension scores. When combining both components of reading proficiency, 63.69% of the students were generally categorized as independent readers. The study also showed that teachers generally fulfilled their roles to a high extent (composite mean = 3.52) in supporting students' reading proficiency in English. However, the extent of their involvement in establishing a reading program was only moderate (mean = 3.13). In contrast, both parents (mean = 3.25) and students (mean = 3.38) demonstrated their roles in supporting reading development to a moderate extent. Finally, a significant negative correlation (Spearman's $\rho = -0.332$, $p < 0.01$) was found between the teachers' role in establishing a reading program and the students' word reading and comprehension scores.

Keywords: Approachable behavior; Phonological awareness; Reading proficiency; Reading program; Stakeholders; Teaching strategies.

1.0 Introduction

Reading proficiency is a critical component of educational achievement and personal development. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), literacy is an ongoing process that involves mastering key skills such as reading, writing, and numeracy throughout one's life. For students, developing strong reading skills is essential as it not only contributes to academic success but also enables them to connect prior knowledge with new information and understand broader concepts (Torres, cited in Idulog et al., 2023). Despite improvements globally, the COVID-19 pandemic has severely disrupted learning, leaving many students, particularly in developing countries, struggling with basic reading skills (World Bank, 2023). This challenge is especially prominent in the Philippines, where reading proficiency remains a significant issue.

The Philippines continues to face alarming challenges in reading proficiency. Bernardo and Mante-Estacio (2023) reported an increasing percentage of learners lacking reading proficiency. Similarly, Ludewig et al., as cited in Ramirez (2024), emphasized that the COVID-19 pandemic has negatively impacted students' reading skills,

leading to shifts in achievement gaps among different student groups. In the context of Philippine education, as expected by the Department of Education (DepEd), there was no notable increase in the average reading scores of Filipino learners due to limited access to technology, inadequate support at home for many students, overcrowded classrooms, and a lack of engaging reading materials. Portia Padilla, a faculty member at the UP College of Education, stated that it is a positive initial step for DepEd to recognize the reading issues faced by students. Padilla emphasized that improving reading requires a collective effort (The Philippine Star, 2024).

Recognizing the crucial roles of teachers, parents, and students in improving the latter's reading proficiency, this study was conducted to determine the level of reading proficiency of Grade 7 students. It focuses on students' word reading and comprehension scores while evaluating the stakeholders' roles in reading skill enhancement. As an English teacher, the researcher wanted to establish the connection between students' reading proficiency levels and the roles stakeholders play in students' reading development.

Research also highlights the pivotal role of teachers in increasing students' reading proficiency. For instance, Ligudon and Ildefonso (2022) found that differentiated instruction strategies significantly improved reading skills among students. Meanwhile, Cuenca et al. (2024) demonstrated a positive correlation between the use of visual aids and student engagement in English reading activities. Equally important are parents and students.

Despite these insights, a clear gap remains in the literature regarding how the combined roles of all stakeholders contribute to students' overall reading development. Most existing studies isolate the impact of teachers or parents, but few examine these roles holistically in a post-pandemic context in the Philippines. This study seeks to address that gap by evaluating the integrated roles of teachers, parents, and students in achieving reading proficiency among Grade 7 learners.

This research aligns with the objectives of Sustainable Development Goal (SDG) 4, particularly through Target 4.1, which seeks to ensure that all learners acquire strong foundational skills. By assessing the reading proficiency of Grade 7 learners, the study hopes to address educational disparities among Filipino learners, especially in underfunded schools, and foster inclusive educational practices. This investigation into the roles of teachers, parents, and students also contributes to SDG 4 by fostering equitable access to quality education for all, particularly those in marginalized and underserved communities. The study also aims to help identify interventions that enhance reading skills, reduce disparities, and foster academic growth. Ultimately, it seeks to support global efforts to transform education, particularly in developing countries, and improve reading outcomes for Filipino learners.

2.0 Methodology

2.1 Research Design

The research utilized the descriptive-correlational survey. It is descriptive because it (a) determines the level of students' reading proficiency in terms of their word reading score and comprehension score, and (b) evaluates the roles of stakeholders—teachers, parents, and the students themselves—in attaining reading proficiency in English. At the same time, it attempts to establish a correlation among the aforementioned variables.

2.2 Research Locale

The study was conducted in selected public schools under the Schools Division of Bayawan City, Negros Oriental. These schools are Bayawan Science and Technology Education Center-High School in District 3, Narra National High School in District 5, and Villasol High School in District 9, which are accessible by all means of transportation.

2.3 Research Participants

The respondents were 157 Grade 7 students from three public high schools in Bayawan City, Negros Oriental, for the School Year 2024–2025. From a total population of 224 students, systematic sampling was employed, selecting every second student from the list.

2.4 Research Instrument

This study utilized two instruments: a validated questionnaire and the Philippine Informal Reading Inventory (Phil-IRI). The questionnaire consisted of five parts. Part I contained the disclosure statement and informed consent. Part II gathered the respondents' demographic profiles and Phil-IRI results in Grade 7 during the school year 2024–2025. Part III focused on the roles of teachers in students' journey to attain reading proficiency and was

anchored on the Progress in International Reading Literacy Study (PIRLS). Part IV examined the roles of parents, based on the 2018 Programme for International Student Assessment (PISA) framework. Part V assessed students' roles in their reading development in attaining reading proficiency in English, also grounded in the PISA 2018 database from the Organisation for Economic Co-operation and Development (OECD). The two instruments are available for free, allowing anyone to download and use them for research purposes, provided that they are appropriately cited. The questionnaire was validated by three English teachers who are Master's Degree holders and involved in research undertakings.

A dry run was also conducted to ensure the reliability of the items. A total of 30 randomly selected students participated in the dry run carried out at Atilano Cabangal Memorial High School. The items were tested for their reliability using the Cronbach's alpha test. This test is regarded as the most suitable type for survey research where items would not be scored right or wrong, and each item could have different answers (McMillan & Schumacher, 2001). The results showed the following Cronbach's Alpha Coefficients: 0.707 for teachers' role in delivering appropriate teaching strategies; 0.701 for teaching phonological awareness; 0.700 for manifesting approachable behavior; 0.709 for establishing a reading program; and 0.701 for monitoring reading progress. For the roles of parents and students, the Cronbach's alpha coefficients were: 0.749 for parents' roles and 0.825 for students' roles. These values suggest that the items produced consistent responses among participants, indicating their reliability. Following the validation and reliability procedures, reading proficiency was assessed using Phil-IRI results from the English subject teachers for the school year 2024-2025. The tool categorizes students as Independent, Instructional, or Frustration level based on performance in both word reading and comprehension. This study adopted a classification matrix that integrated both components to determine each student's overall reading proficiency level.

2.5 Data Gathering Procedure

Following the design hearing, the researcher incorporated all of the corrections and feedback of the panel members. Then, a letter of request to conduct the study was sent to the Dean of Foundation University Graduate School for recommendation to the Schools Division Superintendent of the Division of Bayawan City. The signed and approved request was presented to the District Office of Bayawan Districts 3, 5, and 9. After the consent was secured, the letter was then presented to the school principals and respective advisers of the target students. During the distribution of questionnaires, the researcher explained to the students the goal and significance of the study. The questionnaires were retrieved immediately after the students finished answering the survey. The findings were tallied using MS Excel, then processed, evaluated, and interpreted.

2.6 Ethical Considerations

Information was kept confidential to protect the participants' dignity and privacy. The researcher also took careful measures to avoid any potential risks to the participants. Throughout the study, all relevant ethical considerations were strictly observed. Additionally, the researcher adhered to the ethical protocols established by Foundation University's Ethics Committee. Consultations were conducted to ensure that the research problem was clear, sound, significant, and ethically appropriate. During the data-gathering process, the researcher maintained a non-judgmental and respectful attitude at all times.

3.0 Results and Discussion

3.1 Students' Reading Proficiency

Table 1 presents the distribution of students' reading proficiency based on their word reading scores, comprehension scores, and overall reading proficiency classification. The data categorizes students into three levels: Independent, Instructional, and Frustration using the Phil-IRI, a standardized tool used to assess students' reading levels. It begins with the Group Screening Test (GST), a 20-item comprehension test based on grade-appropriate passages. Students who score 14 or above (75%) are considered to be reading at or above grade level and require no further testing. Those who score below 14 (74% or lower) need additional assessment, as they may be experiencing difficulties with reading at their expected level.

Table 1. Students' Reading Proficiency (n = 157)

Classification	Word Reading Score		Comprehension Score		Reading Proficiency	
	f	%	f	%	f	%
Independent	55	35.03	147	93.63	100	63.69
Instructional	54	34.40	7	4.46	7	4.46

Frustration	48	30.57	3	1.91	50	31.85
Total	157	100	157	100	157	100

In the next stage, students take the Phil-IRI Graded Passages through an individual Oral Reading Test. This assessment identifies reading errors (miscues), measures reading speed (words per minute), and evaluates comprehension. Together, these results provide a detailed profile of a student's reading ability, focusing on both word recognition and comprehension.

For word reading scores, 55 students (35.03%) are classified under the independent level, which indicates they can read fluently with little to no assistance. A similar proportion, 54 students (34.40%), falls under the instructional level, meaning they require some guidance and support to read effectively. Meanwhile, 48 students (30.57%) are categorized under the frustration level, struggling significantly with word recognition.

The current findings indicate that many students have reached the independent reading level. For independent readers (35.03%), regular encouragement and exposure to diverse materials help maintain their proficiency and confidence. Similarly, Reyes and Mercado (2022) found that families actively involved in reading initiatives see significant improvements in literacy outcomes, including enhanced word recognition. For students in the instructional level (34.40%), parental support, such as having a regular reading time and engaging in content discussions, creates a conducive environment that bolsters their reading development.

Teachers play a crucial role in guiding students through their reading journeys. Their instruction must be adaptive to address the diverse needs of their learners. A study by Potot et al. (2023) found that Grade 7 students who received differentiated instruction showed significantly greater improvements in reading skills than those taught through traditional methods, such as small group work, targeted phonics, and varied reading materials to meet each student's needs, particularly for those at the frustration level (30.57%).

For comprehension scores, a much higher percentage (93.63% or 147 students) are independent readers, suggesting that most students can understand texts with ease. Only seven students (4.46%) require instructional support, and a tiny portion (1.91% or three students) are at the frustration level.

The high percentage of independent readers signifies that most students can understand texts with minimal support. However, the small percentage of students who struggle (1.91% at the frustration level) underscores the necessity for collaborative, targeted interventions from parents, teachers, and the students themselves.

Furthermore, students themselves are active participants in their educational processes. Research by Bernardo and Mante-Estacio (2023) analyzed data from the 2018 PISA, involving approximately 6,591 Filipino 15-year-old students. Their findings revealed that students' self-reported use of metacognitive reading strategies—such as self-monitoring and planning—accounted for a significant portion of the variation in their English reading proficiency.

In terms of overall reading proficiency, 63.69% (100 students) are independent readers, while 31.85% (50 students) fall into the frustration level, struggling with both word recognition and comprehension. Only 4.46% (7 students) are at the instructional level, indicating that very few students required moderate assistance in reading.

The data indicating that 63.69% of Grade 7 students are independent readers is encouraging. Moreover, independent readers exhibit higher levels of engagement and comprehension, which reflects effective teaching methods and support structures.

In addition, with only 4.46% of students at the instructional level, it is evident that few require moderate assistance. However, 31.85% struggle at the frustration level, underscoring the need for comprehensive literacy strategies. Formative assessments allow teachers to identify specific areas of struggle, enabling the implementation of personalized reading plans; regular feedback and instructional adaptations based on these assessments can significantly enhance reading proficiency, according to Panganiban (2022).

3.2 Teachers' Delivery of Appropriate Teaching Strategies

Table 2 illustrates the extent to which teachers employ diverse reading strategies to enhance students' English proficiency, with mean scores reflecting the frequency of these implementations. Data reveal that teachers manifest their roles to a “high” extent in terms of different reading strategies such as questioning ($\bar{x}$ = 4.17) and summarizing ($\bar{x}$ = 4.08), both of which fall under the Often(O) category. This suggests that teachers prioritize interactive strategies that encourage students to engage critically with the text.

Table 2. *Extent to which Teachers Manifest their Roles in terms of Delivering Appropriate Teaching Strategies (n=157)*

<i>My English teacher ...</i>	Mean	Verbal Description	Extent of Manifestations
1. teaches us different reading strategies, such as questioning.	4.17	O	H
2. teaches us different reading strategies, such as summarizing.	4.08	O	H
3. teaches us different reading strategies, such as clarifying.	3.87	O	H
4. uses visual aids like charts to help us break down the text that we are reading.	3.78	O	H
5. uses the following resources during reading instruction, such as textbooks.	3.76	O	H
6. teaches us different reading strategies, such as predicting.	3.75	O	H
7. lets us read a passage.	3.71	O	H
8. uses a variety of children’s books (e.g., novels, collections of stories, non-fiction)	3.58	O	H
9. uses word walls, flashcards, and context clues to build our vocabulary.	3.58	O	H
10. teaches us different reading strategies, such as making inferences.	3.51	O	H
11. do a short role play based on what we read, using the English language.	3.43	O	H
12. uses diagrams to help us break down the text that we are reading.	3.33	S	M
13. uses story mapping when working with fictional texts.	3.31	S	M
14. uses the following resources during reading instruction, such as newspapers.	2.69	S	M
15. uses the following resources during reading instruction, such as magazines.	2.32	R	L
Composite	3.52	O	H

Note: 4.21–5.00, Always (A), Very High (VH); 3.41–4.20, Often (O), High (H); 2.61– 3.40, Sometimes (S), Moderate (M); 1.81–2.60, Rarely (R); Low (L); 1.00–1.80, Never (N), Very Low (VL)

The table also exhibits that teachers manifest their roles to a “high” extent in terms of strategy like predicting ($\bar{x}$ = 3.75), clarifying ($\bar{x}$ = 3.87) and inferring ($\bar{x}$ =3.51) are also categorized as "Often" (O), indicating that teachers are equipping students with skills to anticipate content and better understand complex texts. According to Ligudon and Ildefonso (2022), the use of reading strategies, such as encouraging students to generate questions about the topic, summarize content, clarify concepts, and make predictions, significantly enhances reading comprehension skills, which are essential for achieving overall reading proficiency. Teaching students to ask questions fosters critical thinking and comprehension, aligning with research by Brown and Pyle (2021), which shows that a self-questioning strategy routine enhances students’ comprehension of expository texts and improves reading proficiency.

In addition, teachers scored "high" for employing visual aids ($\bar{x}$ = 3.78) such as charts, textbooks ($\bar{x}$ = 3.76), and a variety of children's books ($\bar{x}$ = 3.58). These resources play a significant role in enhancing students' comprehension and reading proficiency by making the reading process more tangible and catering to diverse learning styles. The use of visual aids like charts and children's books is a common practice among Filipino educators.

A study by Cuenca et al. (2024) found a significant relationship between the quality of visual aids and student engagement in English subjects, suggesting that such aids enhance students’ interest and participation in reading activities. Additionally, incorporating various reading materials, including textbooks and children's books, is essential for developing students' reading proficiency. Villacorte (2022) revealed that the use of small storybooks, with content contextualized and tailored to students' needs, serves as a practical learning tool for improving reading skills.

Moreover, the use of word walls, flashcards, and context clues ($\bar{x}$ = 3.58) plays a crucial role in building students' vocabulary, which is foundational to reading proficiency. A word wall is a visual display in the classroom that showcases a collection of words students are currently learning. These displays often include high-frequency words, academic vocabulary, and terms from content areas, all intended to support reading proficiency. As Oktarisa (2022) emphasized, word walls are excellent strategies for helping learners develop and reinforce vocabulary, ultimately leading to improved reading achievement. In addition, flashcards have also proven effective in enhancing vocabulary acquisition. According to Atmaja and Sonia (2020), the use of flashcards significantly improved students’ vocabulary scores. Their study highlighted that learners not only performed better but also expressed enjoyment and enthusiasm during lessons involving flashcards.

Context clues serve as a valuable tool for improving reading comprehension by expanding vocabulary. Oclarit and Casinillo (2021) investigated this approach using the revised Phil-IRI and found notable improvements in students' reading abilities. Their study concluded that teaching students how to use context clues encourages students to engage with unfamiliar words in a meaningful way. This helps students acquire new vocabulary and supports their progression from frustration to instructional and independent reading levels. Students with stronger vocabulary skills tend to achieve higher reading levels.

Engaging students in activities such as role plays based on what they have read in English ($\bar{x} = 3.43$) reflects a "high" level of implementation, indicating the effective delivery of appropriate teaching strategies. According to Lestari (2024), the use of role play significantly enhances reading skills among Grade 8 students. This method allows learners to immerse themselves in various contexts, making the reading experience more relatable and enjoyable. On the other hand, teachers' use of story mapping ($\bar{x} = 3.31$) to deliver appropriate teaching strategies aimed at improving students' reading proficiency is rated as "moderate," falling under the "Sometimes (S)" category. Aini (2024) emphasized that story mapping is a visual technique designed to help students organize and comprehend information. Story mapping, particularly in descriptive texts, can enhance both reading skills and engagement.

However, its effectiveness is often limited by factors such as variations in student ability, time, and technological constraints, as well as the crucial role of teachers.

Overall, the composite score of 3.52 from the gathered data reflects a high level of effectiveness in the teaching strategies employed by English teachers. These results indicate that teachers actively engage students through a variety of methods that support the development of reading proficiency.

While these strategies are largely effective, there remains an opportunity to incorporate more contemporary materials that connect classroom learning to real-world contexts. For instance, the relatively lower mean scores for resources such as newspapers ($\bar{x} = 2.69$) and magazines ($\bar{x} = 2.32$) suggest that these materials are less frequently used in delivering teaching strategies to attain students' proficiency in English. However, integrating such authentic texts can be highly beneficial. According to the study of Bacang and Namol (cited in Herrity, 2023), reading skills involve the ability to read, understand, interpret, and decode written language and texts. Therefore, news articles, magazines, and other forms of print media are valuable tools for building these essential reading skills and should be more fully utilized in teaching reading.

3.3 Teachers' Role in terms of Teaching Phonological Awareness

Table 3 presents the extent to which teachers fulfill their roles in teaching phonological awareness, a critical component for improving students' reading proficiency in English. The data reveal a "high" extent of teacher involvement, as reflected by a composite mean score of 3.49, which corresponds to the Often (O) category.

One of the most frequently employed strategies is choral reading ($\bar{x} = 4.10$), where the entire class reads a text aloud together. This high score suggests that teachers often utilize this activity, recognizing its value in promoting phonological awareness. In addition, activities such as vocabulary building and pronunciation exercises take place before discussions to prepare students, as evidenced by a mean score of 3.75. This means that such preparatory activities are commonly practiced to support students' engagement during reading. This finding aligns with the study by Jimenez and Velasco (2023), who emphasized that pre-discussion activities significantly enhance students' understanding of texts and reinforce vocabulary acquisition and pronunciation skills.

Table 3. Extent to which Teachers Manifest their Roles in terms of Teaching Phonological Awareness (n=157)

	<i>My English teacher ...</i>	Mean	Verbal Description	Extent of Manifestations
1.	Uses choral reading as an exercise where we read a text aloud together.	4.10	O	H
2.	Provides activities before the discussion, like vocabulary, word combinations, and pronunciation.	3.75	O	H
3.	Uses tongue twisters to improve the pronunciation of English words.	3.43	O	H
4.	Uses games or activities like clapping out syllables, matching rhyming pairs, and sorting words by their beginning or ending sounds.	3.25	S	M
5.	Uses songs to teach word patterns.	2.93	S	M
	Composite	3.49	O	H

Note: 4.21–5.00, Always (A), Very High (VH); 3.41–4.20, Often (O), High (H); 2.61–3.40, Sometimes (S), Moderate (M); 1.81–2.60, Rarely (R); Low (L); 1.00–1.80, Never (N), Very Low (VL)

The Tongue twisters ($x = 3.43$) were also used frequently to aid articulation, consistent with findings from Sugiharto et al. (2022), who found them effective for pronunciation. However, activities like clapping syllables and rhyming games ($x = 3.25$), and songs for word patterns ($x = 2.93$), were used only moderately. Barrun and Sia (2023) advocate for more dynamic, game-based instruction to maintain student interest and build foundational decoding skills. The findings suggest that the more diverse and interactive the teacher's methods are, the greater the improvement in students' pronunciation, which directly contributes to enhanced reading proficiency.

3.4 Teachers' Role in terms of Displaying Approachable Behavior

Table 4 reflects the students' perceptions of their teachers' behaviors and attitudes, which significantly influence engagement and learning outcomes. It examines the extent to which teachers exhibit an approachable behavior to foster English proficiency. For instance, the item "Gives Real-Life Situations to Analyze the Text I Have Read" ($\bar{x} = 4.04$) shows that teachers often encourage students to connect reading materials to real-life contexts.

Table 4. *Extent to which Teachers Manifest their Roles in terms of Displaying Approachable Behavior (n=157)*

<i>The English teacher ...</i>		Mean	Verbal Description	Extent of Manifestations
1.	Gives real-life situations to analyze the text I have read.	4.04	O	H
2.	Shows enjoyment in teaching reading in English.	3.90	O	H
3.	It helps us build confidence in reading without feeling rushed.	3.89	O	H
4.	Reward us with certificates, badges, or prizes based on our reading progress.	2.82	S	M
Composite		3.66	O	H

Note: 4.21–5.00, Always (A), Very High (VH); 3.41–4.20, Often (O), High (H); 2.61–3.40, Sometimes (S), Moderate (M); 1.81–2.60, Rarely (R); Low (L); 1.00–1.80, Never (N), Very Low (VL)

Contextualizing reading materials is both timely and relevant. When teachers connect reading content to students' daily lives, they create a more engaging and effective learning environment. Such strategies can be integrated into reading lessons and classroom activities, enabling students to relate more deeply to the text. As a result, these approaches not only enhance reading performance but also support students in becoming more proficient and confident readers (Valle, 2024).

Moreover, "high" extent of manifestations of the item "Shows Enjoyment in Teaching Reading in English" ($\bar{x} = 3.90$) suggests that teachers express enthusiasm, creating a positive learning environment. Support for students' reading confidence ($x = 3.89$) also ranked highly. Marhayani (2024) emphasized that nurturing environments improve literacy performance, and the current data affirm this. However, reward-based motivation ($x = 2.82$) was used only moderately. Kheang et al. (2024) suggest that tangible reinforcement can sustain motivation, especially among struggling readers. Thus, while relational support is well-established, a balanced integration of both intrinsic and extrinsic motivation may further enhance student outcomes.

3.5 Teachers' Role in Establishing Reading Program

Table 5 evaluates the extent to which teachers establish reading programs aimed at improving students' proficiency in English, highlighting specific teaching strategies that foster a positive reading culture. For instance, the high score for "Encourages Silent Reading Time to Help Us Build a Habit of Reading Regularly" indicates that teachers often allocate time for silent reading. Research suggests that silent reading enhances fluency, comprehension, and enjoyment, thereby helping students develop a lifelong reading habit (Guthrie & Humes, 2020). Additionally, sustained silent reading can introduce new vocabulary, further enriching students' learning experiences (Bari et al., 2021).

Table 5. *Extent to which Teachers Manifest their Roles in terms of Establishing Reading (n=157)*

<i>The English teacher ...</i>		Mean	Verbal Description	Extent of Manifestations
1.	Encourages silent reading time to help us build a habit of reading regularly.	3.87	O	H
2.	Introduced a good book series based on my interests.	3.35	S	M
3.	Let us do a play or dramatization about what we have read.	3.17	S	M
4.	Lets me read stories or other texts on the computer.	2.55	R	L
5.	Asks us to bring our storybooks and share them with classmates.	2.55	R	L
Composite		3.10	S	M

Note: 4.21–5.00, Always (A), Very High (VH); 3.41–4.20, Often (O), High (H); 2.61–3.40, Sometimes (S), Moderate (M); 1.81–2.60, Rarely (R); Low (L); 1.00–1.80, Never (N), Very Low (VL)

However, the low scores for "Lets Me Read Stories or Other Texts on the Computer" and "Asks Us to Bring Our Story Books and Share These with Classmates" reveal that teachers infrequently utilize digital texts and peer-sharing practices. The limited use of digital media may restrict exposure to diverse reading formats, while infrequent book sharing can hinder community building and engagement. Notably, integrating technology, such as computers, in reading has shown promising effects; for example, the introduction of e-books with multimedia features not only supports processing and memory but also fosters positive attitudes toward reading by providing engaging and motivating content (Dwipayana, 2021).

3.6 Teachers' Role in Terms of Monitoring Reading Progress

Table 6 illustrates the extent to which English teachers implement various strategies to evaluate and monitor students' reading progress. The composite mean score of 3.93 falls within the High (H) extent of manifestation, indicating that teachers often employ these strategies to support and enhance students' reading proficiency.

Table 6. *Extent to which Teachers Manifest their Roles in terms of Evaluating and Monitoring Reading (n=157)*

<i>The English teacher ...</i>		Mean	Verbal Description	Extent of Manifestations
1.	Asks us to take a written quiz or test based on what we have read.	4.19	O	H
2.	Engages us in group work.	3.96	O	H
3.	Provides feedback.	3.90	O	H
4.	Asks us to read a passage aloud.	3.80	O	H
5.	Helps us guess the meaning of unknown words.	3.79	O	H
Composite		3.93	O	H

Note: 4.21–5.00, Always (A), Very High (VH); 3.41–4.20, Often (O), High (H); 2.61–3.40, Sometimes (S), Moderate (M); 1.81–2.60, Rarely (R); Low (L); 1.00–1.80, Never (N), Very Low (VL)

Among the listed indicators, the highest-rated activity is administering written quizzes or tests based on reading materials, with a mean score of $\bar{x} = 4.19$. This suggests that assessment through written evaluations is a widely practiced method for tracking students' reading comprehension and progress. Furthermore, engaging students in group work ($\bar{x} = 3.96$) and providing feedback ($\bar{x} = 3.90$) stresses the importance of collaborative learning and timely, constructive responses in the learning process. According to Ignacio et al. (2024), students demonstrate higher levels of academic achievement and English proficiency when they receive timely and personalized feedback. Effective feedback mechanisms such as encouragement, targeted improvement strategies, and individualized comments were shown to impact students' academic growth significantly.

In addition, strategies like reading a passage aloud ($\bar{x} = 3.80$) and assisting students in inferring the meanings of unknown words ($\bar{x} = 3.79$), which also fall within the Often category, further highlight the importance of oral fluency and vocabulary development in promoting reading proficiency. These methods help learners practice pronunciation, build confidence in reading aloud, and expand their word knowledge in context. As emphasized by Balasabas (2024), the teacher's role extends beyond delivering content. It involves monitoring student progress, assessing understanding, and adapting instructional strategies to meet learners' needs effectively. Similarly, Balasabas, as cited in Naibaho (2019), pointed out that teachers play an essential role in organizing meaningful activities, modeling reading strategies, and demonstrating correct techniques throughout the lesson to support students' reading development.

3.7 Parents' Role in Supporting Children's Proficiency

Table 7 provides insights into the extent to which parents manifest their roles in supporting their children's proficiency in English reading. The table reveals that parents demonstrate a high extent of manifestation in certain key areas. The highest-rated indicator is helping the child understand unfamiliar words and meanings ($\bar{x} = 3.84$), suggesting that parents often assist their children in comprehending new vocabulary, an essential component of reading development. Similarly, providing resources at home, such as alphabet charts, picture-based word materials, short stories, and newspaper articles ($\bar{x} = 3.83$), also received a high mean score. Access to such diverse reading materials supports multiple reading levels, fosters literacy skills, and nurtures a love for reading in the home environment.

Furthermore, following up on reading performance in school ($\bar{x} = 3.75$) indicates that many parents remain involved in monitoring their child's academic progress. Parents are better equipped to offer support and adjust strategies to enhance their child's reading skills. Additionally, encouraging the viewing of educational shows with subtitles ($\bar{x} = 3.67$) highlights how multimedia can serve as a supplementary tool for literacy development,

particularly in improving word recognition and comprehension. In contrast, some indicators reveal only a moderate extent of parental involvement. For example, encouraging daily reading ($\bar{x} = 3.33$) suggests that while some parents support this practice, there is a need to establish more structured and consistent reading routines. Likewise, limiting television time to prioritize reading ($\bar{x} = 3.20$) shows that although some parents recognize the importance of managing screen time, the practice is not widely or consistently implemented.

Table 7. *Extent to which Parents Manifest their Roles in terms of Supporting Their Children's Proficiency (n=157)*

<i>My Parents ...</i>	Mean	Verbal Description	Extent of Manifestations
1. Please help me understand unfamiliar words and their meanings.	3.84	O	H
2. Please provide me with reading resources such as alphabet, basic words with pictures, short stories, poetry, or even newspaper articles at home.	3.83	O	H
3. Follow up on my reading performance in school.	3.75	O	H
4. Allow me to choose books that I like to read.	3.69	O	H
5. Encourage me to watch educational shows with subtitles to help me learn new vocabulary.	3.67	O	H
6. Encourage me to read during my free time.	3.61	O	H
7. Provide a quiet and comfortable reading area at home.	3.58	O	H
8. Encourage at least 20–30 minutes of reading daily.	3.38	S	M
9. Limit my watching of television to have time for reading.	3.27	S	M
10. Ask me what is happening in the story I read at home.	3.05	S	M
11. Buy me gadgets such as cellular phones to enhance my reading abilities.	3.02	S	M
12. Conduct a family reading session where everyone reads together to help improve my reading skills.	2.86	S	M
13. Reward me after finishing a book.	2.84	S	M
14. Buy me gadgets such as laptops to enhance my reading abilities.	2.32	R	L
15. Please take me to libraries and bookshops.	2.25	R	L
Composite	3.26	S	M

Note: 4.21–5.00, Always (A), Very High (VH); 3.41–4.20, Often (O), High (H); 2.61–3.40, Sometimes (S), Moderate (M); 1.81–2.60, Rarely (R); Low (L); 1.00–1.80, Never (N), Very Low (VL)

Notably, rewarding children for finishing a book ($\bar{x} = 2.83$) falls within the Sometimes category, indicating that motivational strategies like reward systems are not commonly used. Even lower, buying gadgets like laptops for reading purposes ($\bar{x} = 2.33$) and taking children to libraries or bookshops ($\bar{x} = 2.23$) fall into the Rarely category. These low scores may reflect economic constraints, especially among Filipino households, where socioeconomic status may limit access to such resources.

The composite mean score of 3.26, classified as Sometimes (S) and rated as Moderate (M), implies that while parents do engage in some supportive behaviors, there is substantial room for improvement, such as regular discussions about reading materials and the formation of daily reading habits. According to Ahmad et al. (2020), one of the primary barriers to reading development among students is the overuse of screens, mobile phones, televisions, and gaming devices. Additional challenges include limited parental involvement, high costs of reading materials, lack of effective reading practices in schools, and the absence of well-equipped libraries. The study emphasized that successful strategies to promote reading habits include limiting screen time, offering reading-related rewards, maintaining a reading log, discussing books with peers, associating reading with enjoyment, encouraging word recognition through daily activities, and facilitating visits to libraries or literary spaces. These findings support the view that sustained parental engagement plays an essential role in enhancing students' reading proficiency.

3.8 Students' Roles to Attain Their Proficiency in English

Table 8 presents the extent to which students manifest their roles in attaining proficiency in English. The composite mean score of 3.34, categorized as "Sometimes (S)" and interpreted as a "Moderate (M)" extent of manifestation, indicates that while students are moderately engaged in activities that support their reading development. Several indicators show a "High (H)" extent of manifestation, suggesting that many students actively engage in specific reading strategies. The highest-rated items are practicing self-discipline by reading regularly ($\bar{x} = 3.88$) and playing word-related games like Scrabble, word searches, or crosswords ($\bar{x} = 3.88$). These findings suggest that students recognize the importance of consistent practice and interactive learning in improving their reading skills.

Other indicators that received "High" ratings include maintaining good study habits by reading regularly ($\bar{x} = 3.64$), highlighting or underlining main ideas while reading ($\bar{x} = 3.52$), utilizing classroom tools such as charts and word walls ($\bar{x} = 3.50$), summarizing texts in their own words ($\bar{x} = 3.50$), practicing reading aloud ($\bar{x} = 3.48$),

watching documentaries, films, or shows related to reading materials ($\bar{x} = 3.45$), comparing different books to identify similarities and differences ($\bar{x} = 3.44$) and reading news articles online ($\bar{x} = 3.41$). On the other hand, several behaviors fall under the "Moderate (M)" extent of manifestation, such as reading on digital devices ($\bar{x} = 3.39$), writing down and defining new words ($\bar{x} = 3.34$), discussing reading content with peers ($\bar{x} = 3.26$), collaborative reading and discussion with classmates ($\bar{x} = 3.07$), setting reading goals ($\bar{x} = 3.04$), borrowing books from the school or classroom library ($\bar{x} = 2.94$), reading at home and discussing books with family ($\bar{x} = 2.73$).

Table 8. *Extent to which Students Manifest their Roles to Attain Their Proficiency in English (n=157)*

Indicators		Mean	Verbal Description	Extent of Manifestations
1.	I practice self-discipline by reading regularly.	3.88	O	H
2.	I play games like Scrabble, word searches, or crossword puzzles.	3.88	O	H
3.	In attaining reading proficiency, I maintain good study habits by making reading a regular habit.	3.64	O	H
4.	I highlight or underline main ideas and important passages while reading.	3.52	O	H
5.	I utilize charts, word walls, and other classroom displays.	3.50	O	H
6.	I summarize the text in my own words.	3.50	O	H
7.	I practice reading aloud to improve fluency, pronunciation, and comprehension.	3.48	O	H
8.	I watch documentaries, films, or shows related to the books I read.	3.45	O	H
9.	Compare different books or stories to identify similarities and differences.	3.44	O	H
10.	I read news article online.	3.41	O	H
11.	I read books on digital devices (tablet, smartphone, computer).	3.39	S	M
12.	I write down new words I come across while reading and look up their meanings.	3.34	S	M
13.	I talk with my friends about what I am reading.	3.26	S	M
14.	I work with my classmates to read and discuss books.	3.07	S	M
15.	I set a goal to read a certain number of pages or chapters each day or week.	3.04	S	M
16.	I often borrow books from the classroom or the school library.	2.94	S	M
17.	I take books home and discuss them with my family members.	2.73	S	M
18.	I read magazines and newspapers to stay informed and improve my reading.	2.60	R	L
Composite		3.34	S	M

Note: 4.21–5.00, Always (A), Very High (VH); 3.41–4.20, Often (O), High (H); 2.61–3.40, Sometimes (S), Moderate (M); 1.81–2.60, Rarely (R); Low (L); 1.00–1.80, Never (N), Very Low (VL)

Reading magazines and newspapers ($\bar{x} = 2.60$), categorized as Rarely(R), fall within the Low (L) extent of manifestation. These results suggest that while students demonstrate individual reading habits, there is less engagement in social, goal-oriented, and home-based reading practices.

As the data shift from higher to lower mean scores (items 11 to 18), a notable decline is observed in the extent to which students participate in practices such as borrowing books and discussing reading materials at home. This suggests untapped opportunities to enhance student interaction with both peers and family regarding reading. Moreover, incorporating varied reading materials like newspapers and magazines may further enrich their exposure and engagement. Supporting this, Abbas et al. (2020) found that students who regularly read newspapers exhibited significant improvements in their reading ability and overall reading proficiency compared to their peers who did not engage in newspaper reading. The study emphasizes that newspapers are a valuable resource and recommends dedicating additional time to such reading to promote better literacy outcomes.

3.9 Relationship between the Extent of Teachers' Manifestations of Their Roles and the Students' Reading Proficiency Level

Table 9 examines the correlation between teachers' roles and students' reading proficiency. Reading proficiency in this study is measured by word reading and comprehension scores. For word reading scores, the roles of delivering appropriate teaching strategies ($r_s = 0.140$, $p = 0.080$), teaching phonological awareness ($r_s = 0.114$, $p = 0.155$), manifesting approachable behavior ($r_s = 0.083$, $p = 0.304$), and evaluating or monitoring reading progress ($r_s = 0.107$, $p = 0.181$) all yield non-significant results. These findings imply that these teacher roles alone may not directly influence students' ability to recognize and decode words. However, establishing a reading program ($r_s = -0.214$, $p = 0.007$) shows a significant negative correlation. This signifies that as students' word reading scores decrease, teachers may focus more on structured reading programs. This suggests that teachers might be implementing reading programs as an intervention in response to students' lower word reading proficiency rather than as a proactive measure. Recent studies support these findings by emphasizing that reading programs are often introduced in response to struggling students rather than being integrated as an ongoing preventive strategy.

For comprehension scores, similar trends emerged. Delivering appropriate teaching strategies ($r_s = 0.092$, $p = 0.250$), teaching phonological awareness ($r_s = 0.009$, $p = 0.910$), manifesting approachable behavior ($r_s = 0.096$, $p = 0.232$), and evaluating/monitoring reading progress ($r_s = 0.036$, $p = 0.655$) are not significantly related to comprehension. However, establishing a reading program ($r_s = -0.157$, $p = 0.050$) is significantly but negatively correlated with comprehension scores. This indicates that as students' comprehension scores decline, teachers may intensify their efforts to establish reading programs. This could reflect a reactive approach, where reading programs are introduced in response to struggling readers rather than as a preventive strategy to enhance reading skills from the outset.

Table 9. Relationship Between the Extent of Teachers' Manifestations of Their Roles and the Students' Reading Proficiency Level ($n=157$)

Variables	r_s	p	Decision	Remark
Students' Word Reading Score and the following				
Roles of Teachers:				
Deliver Appropriate Teaching Strategy	0.140	0.080	Fail to reject H_0	Not significant
Teach Phonological Awareness	0.114	0.155	Fail to reject H_0	Not significant
Manifest Approachable Behavior	0.083	0.304	Fail to reject H_0	Not significant
Establish Reading Program	-0.214	0.007	Reject H_0	Significant
Evaluate/Monitor Reading Progress	0.107	0.181	Fail to reject H_0	Not significant
Students' Comprehension Score and the following				
Roles of Teachers:				
Deliver Appropriate Teaching Strategy	0.092	0.250	Fail to reject H_0	Not significant
Teach Phonological Awareness	0.009	0.910	Fail to reject H_0	Not significant
Manifest Approachable Behavior	0.096	0.232	Fail to reject H_0	Not significant
Establish Reading Program	-0.157	0.050	Reject H_0	Significant
Evaluate/Monitor Reading Progress	0.036	0.655	Fail to reject H_0	Not significant

These results are consistent with recent research on the role of reading programs in improving comprehension. Suratov (2024) emphasized that while phonological awareness and teaching strategies are fundamental, their impact on comprehension may not be realized unless accompanied by more intensive, targeted reading interventions.

3.10 Relationship between the Extent of Parents' and Students' Manifestations of Their Roles and Students' Reading Proficiency Level

Table 10 investigates how parental involvement and students' engagement in reading influence the latter's reading proficiency. For word reading scores, neither parents' roles ($r_s = 0.044$, $p = 0.581$) nor students' roles ($r_s = 0.099$, $p = 0.216$) show a significant relationship. This implies that parental support, as currently provided, does not have a measurable impact on students' ability to recognize words. Likewise, students' independent reading efforts may not be sufficient to boost word-reading skills significantly. These findings are in line with recent literature suggesting that while parental involvement is crucial for student success, its direct impact on word reading proficiency can be limited, particularly when it is not targeted toward specific literacy interventions.

Table 10. Relationship Between the Extent of Parents' and Students' Manifestations of Their Roles and Students' Reading Proficiency Level

Variables	r_s	p	Decision	Remark
Students' Word Reading Score and...				
Parents' Roles	0.044	0.581	Fail to reject H_0	Not significant
Students' Roles	0.099	0.216	Fail to reject H_0	Not significant
Students' Comprehension Score and...				
Parents' Roles	0.129	0.107	Fail to reject H_0	Not significant
Students' Roles	0.087	0.278	Fail to reject H_0	Not significant

For example, a study by Norton and Pinder (2020) claimed that students' self-directed efforts, such as reading at home, may have a limited effect on their word-reading skills unless accompanied by practical strategies and guidance. These studies suggest that while both parental and student roles are important, their impact on word reading proficiency might be more indirect or contingent on other factors, such as the quality of reading materials or the presence of formal instructional support.

For comprehension scores, similar results are observed. The relationship between parents' roles and comprehension scores ($r_s = 0.129$, $p = 0.107$) as well as students' roles and comprehension scores ($r_s = 0.087$, $p = 0.278$) is not significant. This suggests that while parental involvement and student engagement are important factors in reading proficiency, they may not directly impact reading comprehension. Other factors might play a

more dominant role. These results are consistent with research indicating that comprehension skills are influenced by a complex interplay of cognitive and instructional factors, beyond the contributions of parents and independent reading efforts alone. Thus, while parental and student engagement are undoubtedly valuable, their direct impact on comprehension may be more limited when compared to other instructional variables.

4.0 Conclusion

The findings of the study led to the conclusion that stakeholders, particularly teachers, parents, and students, play vital roles in developing students' reading proficiency. Teachers generally performed their roles effectively by applying appropriate strategies, fostering phonological awareness, creating a supportive learning environment, establishing reading programs, and monitoring student progress. However, a significant number of students remained at the frustration level in word reading, while most achieved an independent level in reading comprehension. This reveals a gap between word recognition and comprehension, two key components of reading proficiency. The study also found that teachers' involvement in establishing and maintaining reading programs was only moderate, with similarly moderate engagement from parents and students. Additionally, a significant negative correlation emerged between teachers' roles in implementing reading programs and students' reading scores.

In conclusion, there remains a significant opportunity to improve reading proficiency; the schools should invest in professional development for teachers on differentiated and phonics-based instruction. Home-school partnerships can be fostered through parent engagement initiatives that provide families with simple, effective reading strategies. Student-led reading tasks, such as reading logs and self-assessment checklists, can empower learners to take ownership of their progress. For future research, studies should examine the long-term impact of stakeholder involvement. Broadening the participant base across regions, grade levels, and school types can offer valuable comparative insights for more inclusive literacy efforts, especially in word recognition, leading to stronger overall reading proficiency in English.

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The authors confirm their equal contribution to every part of this research. All authors reviewed and approved the final version of this paper.

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7.0 Conflict of Interests

This study has no conflict of interest of any sort.

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