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## Empowering Reading Connections at Home Through the Power of Thirty (30<sup>30</sup>) Approach: A Convergent Design

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### Abstract

**Aim:** This research was designed to determine the overall impact of the Power of Thirty approach in enhancing the reading performance of struggling readers and empowering reading connections at home.

**Methodology:** This research utilized a convergent mixed method design since qualitative and quantitative data were collected and analyzed during a similar timeframe. Purposive sampling technique was used. Thirty (30) student-participants and thirty (30) parent/guardians –participants who expressed their willingness to take part in the study served as respondents. The participants were taken from the identified struggling readers based on the result of the conducted Pre-Phil-IRI and their academic performance during the First Quarter. The participants belonged to the bottom line of frustration level. The researcher monitored and supervised the level of participation of the parents/guardians during the implementation of the Power of Thirty.

**Results:** Results revealed that the participants are in the frustration level before the implementation of the Power of Thirty approach. Reading failure is due to lack of parents' guidance and support, reading materials, interest due to social media, and background knowledge in reading. However, participants' reading literacy skills improved after the Power of Thirty (30) approach to reading which likewise empower reading connections at home. Parental involvement, teacher's guidance, students' interest, and reading materials are dominant factors leading to enhanced reading performance. Moreover, there is significant difference on the reading literacy level of the study participants before and after the implementation of project thirty approach. Parental involvement and reading literacy are significantly related.

**Conclusion:** Students are frustration readers because of the various factors that contribute to their failure to read. The Power of Thirty approach enhanced the reading literacy skills of the participants; strategies embedded in the reading materials helped develop the general reading literacy skills of the frustration readers; and parental involvement is vital in empowering reading connections at home.

**Keywords:** parental involvement, reading connections, Power of Thirty approach to reading, frustration readers

### INTRODUCTION

Reading serves as foundation for learning, makes mind working across different areas, and improves the general language literacy of students. Its effectiveness is the foundation for most of students' academic achievement. Educators are well aware of this so they focus on the development of word skills, vocabulary and reading comprehension.

Teaching reading in school has indeed become a great concern in education. It is always considered as the foundation of teaching. Thus, it has been given priority in the teaching-learning process. Indeed, the Department of Education through its DepEd Order No. 18, s. 2017 which is also known as the "Guidelines on the Utilization of the 2017 Every Child a Reader Program Funds for the Early Language, Literacy, and Numeracy Program: Professional Development Component" reveals that the department is giving focus on the reading literacy skills of students.

As a powerful tool for academic success, reading provides students with access to information. It is an essential part of language instruction at every level because it supports learning in multiple ways. Likewise, learning from reading not only requires basic literacy but good learning strategies as well.



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Moreover, in support to Every Child A Reader Program (ECARP), the Department of Education has issued a policy to strengthen the teaching of reading and develop pupils' reading and communication skills. DepEd Order No. 45, s. 2002 states that every child should be a reader and that no pupil shall be promoted to the next higher level unless he manifests mastery of the basic literacy skills. This is known as "No Read, No Move Policy". This focuses on giving attention to the reading performance of students which is the root cause of their poor academic performance.

Thus, through Philippine Reading Inventory (Phil-IRI), the reading proficiency levels of students are assessed and evaluated. The result of Pre-reading test is the basis of implementing reading programs and adapting different reading strategies to reduce the number of struggling readers or students below their standard reading levels.

Furthermore, the devastating effect of COVID-19 on students' education is evident and alarming. The suspension of face-to-face instructions in schools worldwide during the pandemic has the negative impact and consequences on students' learning. Indeed, the implementation of the Basic Education Learning Continuity Plan of Department of Education did not hit the target and failed to deliver the desired quality learning. Many learners have failed the mastery of basic skills and competencies such as writing, reading literacy, numeracy, and basic arithmetic operations.

For School Year 2022-2023, the Department of Education developed a recovery learning plan framework to address the learning gaps. This was focused on learning remediation and intervention. Its learning recovery intensified reading remediation, established literacy at home and in the community, and empowered parental involvement in teaching. However, it was challenging for school administrators/leaders, teachers, students and parents to do the learning recovery because of various factors which include poor foundation in reading and lack of students' interest, learning materials and parents' cooperation.

Moreover, based on the Pre- Phil-IRI Reading Assessment result of Grade 8 students for School Year 2022-2023 in the locale of the study, there were 7 identified non-readers, 941 frustration readers, 1,370 Instructional Readers, and 656 Independent readers. This implies that 77.9% of the Grade 8 students were struggling readers. In fact, such problem in the reading performance of the students is perennial based on the Phil-IRI results of the three consecutive academic years (2020-2023). Similarly, most identified struggling readers were those who failed or low achievers as reflected in the first grading for school year 2022-2023. The data revealed that 20% of the Grade 8 students failed in English and 31% got the academic grade ranges from 75-79. Hence, these data suggest that conducting remedial reading classes is urgent and vital.

Furthermore, Villegas (2022) stated that in 2018 PISA (Program for International Student Assessment), Filipino students obtained an average score of 340 in the overall reading literacy which was significantly lower than the OECD (Organization for Economic Co-operation and Development) average of 487. Likewise, it was mentioned that among the participating ASEAN countries, Filipino students performed behind Indonesian students by 31 points in the overall reading literacy. Such dismissive result is comparable to the performance of the Philippines in the 2022 PISA which indicates that students in the Philippines are five to six years behind in the learning competencies. In addition, the 2022 PISA report shows the mean score of the participating countries were 472 for Mathematics, 476 for reading, and 485 for Science. The Philippines scores about 120 less than the average score in which they got the score of 347 for reading.

Moreover, during the first implementation of face to face learning after the two-year distance learning, learning loss was evident. Most of the students were struggling in reading and therefore they have exhibited low attachment or involvement in school, low reading level, failed to comply with the learning activities and most of them got failing grades. They do not have the desire to read and show inappropriate behavior to hide their failure to read. For them, reading is an agony because language, vocabulary and comprehension are limited which caused them to quit in school. Likewise, much of the poor performance of learners in the achievement tests and inability to cope with academic demand is due to failure to comprehend test items and reading materials.

Rohimah (2021) disclosed the two factors affecting the reading difficulty: internal and external. Accordingly, internal factors can be seen from physical or psychological health of students. In this condition, students have found difficulty in reading because of their physical condition or ability to read. On other hand, external factors can be seen in social environment which include parents and school. The non-mastery of the elements of reading, the presence of learner-at-risk, and poor background of reading affect the reading difficulty of learner. Moreover, learner-at-risk is associated with lack of interest in reading and lack of orientation and training to teach reading, thus affect the learner's performance in school (Gonzales & Casilac, 2023). This is supported by Wigraha (2022) who revealed that limited vocabulary, lack of reading interest, lack of background knowledge or absence of knowledge, and the complexity of words or sentences in the text are some causes of poor reading performance. Sanoria and Oco (2023)



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revealed that although there are accessible materials at home, parents have less time to support and teach their children, thus leave them alone with negative attention to reading and poor study habit.

To solve the existing problems in reading, it is believed that parents/guardians and teachers play vital roles in improving the reading performance of students through a well-designed and appropriate instructional materials as a form of intervention coupled with interesting and meaningful activities and learning strategies which can be managed thoroughly.

Hence, the teacher-researcher aims to determine the effectiveness of the "Power of Thirty (30<sup>30</sup>)" reading approach. This would help in enhancing comprehension and developing the love for reading through the help of home learning facilitators who will extend the reading needs of learners with the guidance and training provided by the teacher-researcher. This is conducted physically and virtually to strengthen and empower reading connections at home through the cooperation of teachers, students, and parents/guardians. Likewise, this strengthens the instructional support of teachers to parents/guardians particularly teaching reading at home.

The Power of Thirty (30<sup>30</sup>) is an approach to learning reading that represents thirty (30) learners, particularly struggling readers, thirty (30) parents/guardians who serve as home learning facilitators, thirty (30) days of reading sessions and thirty (30) minutes of reading time in a day. In this approach to reading, the teacher-researcher teaches and guides the thirty parents of identified struggling readers how to teach reading at home through regular meetings, trainings, and conferences. They are trained with the different strategies in teaching reading which likewise integrated in the provided home-based reading materials. During the 30-day timeframe, the thirty (30) struggling readers are given reading materials appropriate to their reading abilities. They should read the given reading materials in thirty days; one reading material with comprehension questions a day, and each material shall be read in thirty minutes. Their parents through the guidance of the teacher-researcher guide their children during the reading sessions. This should be video recorded and/or monitored virtually by the teacher-researcher to determine the reading process. Likewise, to expedite the reading progress of the student-participants, the researcher shall provide a follow reading intervention and individual reading test in school within the 30-day timeframe.

Obviously, this reading approach needs strong involvement, cooperation, and guidance from both parents and teachers. Thus, home learning facilitators guide and help their children to read independently, enhance their reading comprehension, and find reading interesting (Madrigal, Cuerdo & Dionio, 2022). Similarly, Caliskan and Ulas (2022) and Iroegbu and Igweike (2021) proved that parent-involved activities had positive effects on the reading comprehension, reading motivation, and attitudes towards reading. Ramirez, Lytle and Kuhl (2020) confirmed that students will exhibit academic success when their family get involved with their school works.

This research is anchored on the principle of Interactive Approach to Reading which uses a combined or balanced use of both Bottom-up and Top-down processes to developing reading literacy. Likewise, the theory "Integrative Language Teaching" subscribed to a broad set of principles such as; 1) Language should not be taught in the discrete chunks of reading, writing, speaking, listening, but as a whole; 2) Language skills are developed when language is being used as a tool to accomplish a task or reach a goal, not when the language itself is the subject of the study; 3) For language skills to be developed, students need to be exposed to large amount of language that is interesting and useful to them; 4) If students use the skills of listening, speaking, reading and writing naturally in the process of solving problems and completing tasks, they will develop these skills better than if the skills are isolated; 5) Students already have knowledge and experiences that they can bring their exploration of a topic through the use of target language; 6) Students need practice in all varieties of ways that native speakers use the language to develop their proficiency; and 7) A supportive environment is important for the full development of language proficiency. These principles in reading are supported by Whole Language approach which emphasizes the integration of reading, writing, listening, speaking and viewing.

Aligned with the objectives, this would be the realization of the ultimate dream of Department of Education in its policy indicated in the ECARP (Every Child a Reader Program). Likewise, the following could be achieved: (a) It can be of help to the department to strengthen/support reading programs of all schools to enhance the reading performance of the students, despite of the challenges brought by the pandemic. (b) It could guide the department on proper management of reading activities without immolating the health of teachers, parents and learners. (c) It could enhance as well the academic performance through reading programs which could be helpful in increasing the result of all examinations conducted by the department. Moreover, this could be helpful to schools in developing new reading program and projects to upgrade their skills, knowledge, positive attitude and competencies in handling the children/students. And, it could motivate the school administrators to support reading activities. This could motivate teachers to develop instructional materials suited to the struggling readers' needs and interests. This would encourage parents to involve themselves with activities in school through having follow up activities at home



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especially teaching their children how to read and comprehend. Through this, they would be helping the teachers and their children while they share bonding moments with their kids. This can be helpful to students especially struggling readers to perform well academically with the support of people who surround them. In turn, enhancing their reading performance would affect their academic achievement which may motivate parents to continue or become more involved in school activities. Further, the results of this research could help students develop self-confidence thinking that their parents, teachers and school would always give them the support they need. Likewise, students can be motivated to learn to love reading through a reading program which is properly managed.

### Objectives

This study determined the overall impact of the Power of Thirty approach in enhancing the reading performance of struggling readers and empowering reading connections at home.

Specifically, this study sought to answer the following questions:

1. What is the reading literacy level of the student-participants before the implementation of the power of thirty approach?
2. What is the reading literacy level of the student-participants after the implementation of the power of thirty approach?
3. Is there significant difference between the reading literacy levels before and after the implementation of the power of thirty approach?
4. What is the extent of parental involvement of the parent/guardian-participants in teaching reading at home?
5. How does the reading literacy level of the students relate to the parental involvement of parent/guardian-participants?

### Hypothesis

Given the stated research problem, the following hypothesis was tested on 0.05 level of significance:  
Hypothesis: There is a significant difference between the reading literacy levels before and after the implementation of the power of thirty approach

### METHODS

#### Research Design

This study utilized a convergent mixed methods design since qualitative and quantitative data were collected and analyzed during a similar timeframe. During this timeframe, the qualitative and quantitative data were analyzed and compared to see if they confirm or disconfirm each other (Creswell & Creswell, 2018). Since the implementation of the power of thirty reading approach was mostly conducted at home and monitored virtually and face-to face by the teacher-researcher, quantitative and qualitative data were considered to provide accurate and valid result of the study.

#### Population and Sampling

The participants of the study were the thirty (30) students who belong to the handled sections of the teacher-researcher. Likewise, the thirty (30) parents or guardians of the 30 student-participants took part in the research. Purposive sampling technique was utilized. Students-participants and parent/guardians –participants who expressed their willingness served as respondents. They were taken from the identified struggling readers based on the results of the conducted Pre-Phil-IRI and their academic performance during the First Quarter. These students belong to the bottom line of frustration level, therefore need reading intervention. The researcher monitored and supervised the participation of the parents/ guardians during the implementation of the Power of Thirty particularly the level of their participation. Likewise, they were guided through meetings, trainings, conferences, and video chat on the processes and strategies in teaching reading at home.

#### Instrument

Triangulation was used in gathering the data to develop comprehensive understanding of the results of the study: Pre-test and Post-test, Interview, and survey questionnaire. The researcher-made Pre-test and Post- Tests, Interview, and Survey questionnaires were validated by experts in the field.



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### Data Collection

The researcher administered the pre-reading test to determine the reading literacy level of the student-participants utilizing the Phil-IRI assessment guidelines and criteria before the implementation of the power of thirty approach.

The conduct of the power of thirty reading approach was regularly monitored for 30 days by the teacher-researcher through video recorded reading session, interview onsite, virtual kumustahan, and parent-teacher conference.

Simultaneously, an interview was administered to the participants to further supplement the quantitative data gathered. This carried 1 to 2 hours to acquire adequate data from them. During the interview, the researcher formally introduced herself to the participants and mentioned the background and purpose of the study. Likewise, the interview guide questions were delivered using the Mother tongue of the participants so that they feel comfortable in expressing their answers to the given questions. They were given the most convenient time and means of delivering their responses to the given questions. Furthermore, the student-participants were interviewed with the guidance of their parents.

The responses were transcribed, analyzed, and tabulated using thematic analysis through open coding to determine the common theme. However, the formulated themes were only used to supplement the quantitative data gathered to further assess student-participants' reading performance.

Moreover, the student-participants were given post-test after their exposure to the power of thirty reading approach. The results were compared to identify their significant difference. However, the accuracy of the gathered quantitative data from pre-test and post-test were counter checked based on the qualitative data gathered from the researcher's observation during the monitoring and the results of the interview with the participants.

### Treatment of Data

To determine the reading literacy level of the student-participants before and after the implementation of power of thirty approach, frequency and mean were used. Likewise, to determine the difference between the results of pre-and post-test, t-test was utilized. The quantitative results were compared or bumped to the qualitative data gathered by the researcher through interview, video-recorded session and observation.

To determine the level of extent of parental involvement of parent/guardian participants and the relationship of parental involvement and the reading literacy level of the student-participants, an interview was conducted to the participants.

### Ethical Considerations

The researcher observed all research protocols which include letter to the student-participants and their parents informing them of the purpose and processes of the study. Permission from the proper authorities was sought through a letter. Participants were provided with informed consent and given the right to withdraw from the study.

## RESULTS and DISCUSSION

The reading level of the participants was based on the standard assessment of the Department of Education through Phil-IRI (Philippine Individual Reading Inventory) Manual 2018. The participants were taken from the identified struggling readers based on the result of the conducted Pre-Phil-IRI results and their academic performance during the First Quarter. The student-participants belonged to the bottom line of frustration level and therefore need reading intervention.

### The Reading Literacy Level of the Student-Participants Before the Implementation of the Power of Thirty Approach

The reading level of the participant were determined through the standard reading assessment criteria provided by the Department of Education. Table 1 presents the reading literacy level of the student-participants before the implementation of the Power of Thirty Approach



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Table 1  
The Reading Literacy Level of the Student-Participants Before the Implementation of the Power of Thirty Approach

Reading Level	Reading Performance	Frequency	%
Independent		0	0%
Instructional		0	0%
Frustration	Sentence Reader	19	63.33%
	Phrase Reader	7	23.33%
	Word Reader	4	13.33%

The table shows that the participants are all under Frustration level. From the 30 selected participants, 19 of them are sentence readers which reveals that 63.33% of them are frustration readers. Likewise, 23.33% of the respondents are phrase readers and there are 4 or 13.33% word readers. It reveals that the students participants are poor in word recognition, vocabulary, and comprehension.

This implies that the selected participants are frustration under the bottom-line since some of them are sentence readers while others are still phrase and word readers. With the alarming result of the study, the participants seriously need the help of the teachers and their parents or guardians to enhance their reading level. They should work together to inculcate the importance of learning to read to the student-participants.

Furthermore, such results of the study signify that students who had been from distance learning were not given attention in enhancing their reading literacy. They have found difficulty in reading due to various factors which would affect their academic performance as well. Obviously, the participants hardly understand their lessons in all their subjects due to poor comprehension. Thus, teachers shall empower reading connections at home by encouraging parents or guardians to involve themselves into reading tasks. To further expedite the enhancement of the reading performance of the students, it is vital to provide powerful connections between the teachers and parents.

The data above complement with the qualitative data based on the interview conducted, thus, creating the theme:

*Lack of parents 'guidance and support, reading materials, interest due to social media, and background knowledge in reading.*

Reading failure is due to lack of parents 'guidance and support, reading materials, interest due to social media, and background knowledge in reading. This statement is based on the responses of the participants from the question, **why do you find difficulty in reading?** (Questions and responses were delivered using the mother tongue of the participants)

Ten (10) participants disclosed: *Hindi ako tinuturuan at ginagabayan ng aking magulang sa pagbabasa. (I was not taught and guided by my parents).* This reveals that participants were frustration readers due to parents' failure to guide and teach their children. Moreover, seven (7) participants mentioned similar idea although expressed in different ways: *walang babasahin sa bahay kahit gusto kong magbasa (There is no reading material at home even though I want to read).* Eight (8) participants confessed, *palagi akong nagseselfon, nanonood sa YouTube, nauubos ang oras ko sa kapapanood kaya hindi ako nagbabasa (I always use my cellphone, watching You tube and spending most of my time watching, so, I don't have time to read).*

Moreover, it was confirmed by the five (5) participants who belonged to the frustration level-word readers that they lack background knowledge in reading. Hence, they have poor foundation in reading. As mentioned, *hindi po talaga ako marunong magbasa mam, yung mga maikling salita lng talaga ang alam ko: kapag nagbasa ako binabasa ko na parang tagalog lang mam; yung iba alam ko, pero mas marami pong diko po alam ( I really do not know how to read ma'am, I know only short word; I read the word like reading tagalog words, I know how to read but few words only, but there are many words I hardly read).*

Both quantitative and qualitative data presented above imply that participants are considered frustration readers due to lack of parents 'guidance and support, lack of reading materials, and lack of interest due to social media. These situations reveal that parents shall provide enough time to guide their children at home and it is imperative to show interest to work with the teachers to address the existing problem.

Accordingly, parents' listening to their children's reading, reading together, and supporting them have been found to provide significant gains in their literacy, positively affecting variables such as reading speed, accuracy and fluency, academic performance increases. Further, aspects such as comprehension and reading fluency improve



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when there is parental involvement, even more so if parents spend time reading with their children. The students feel more motivated to learn, and their grades improve (Madrigal, et.al., 2020).

As one of the objectives of this study, in empowering reading connections at home, parents should create a comfortable and quiet space for reading to enable children to fully engage with and take pleasure from reading. This could be as simple as a corner in a room which could be decorated as the reading space. This encourages children to pick up a book or a teacher-made reading materials and spend some time in the reading corner. Give students the opportunity to read the book before doing other tasks.

The qualitative and quantitative data above are related to the most recent results of the Program for International Student Assessment (PISA) conducted by the Organization for Economic Cooperation and Development (OECD) which showed that 15-year-old students in the Philippines scored lower in reading, mathematics, and science than those in most of the countries that participated in the survey back in 2018. The Philippines scored the lowest in reading comprehension with a mean score of 340 points, below the survey average of 487 points.

Interpreting the findings in context, OECD notes that expenditure per student in the Philippines was the lowest amongst all PISA-participating countries, and the expenditure was 90% lower than the OECD average.

From the article of the Business World Philippines posted (September 5, 2022) that the world in general — has been facing a “learning crisis,” and it is hoped that the new administration would exert great effort in resolving this crisis in the country as face-to-face classes have resumed.

Furthermore, it was revealed that the two most important skills that affect fluent reading are word recognition and vocabulary knowledge. The inadequacy of these skills negatively affects the reading skills of the students compared to their peers. Inadequacies in reading skills cause students to fall behind in terms of achievement in both reading and other fields. Although they do not have any mental, auditory and visual problems, the concept used for students who fall behind their peers and have difficulty in reading due to insufficient socio-economic and educational opportunities is defined as learning disability (Gedik & Akyol, 2022).

Nurmalasari & Haryudini (2021) found out the students’ reason of their confusion in reading English. Some aspects influence their motivation to learning reading and lack of students’ knowledge in English vocabulary give negative effect of difficulty to arrange the meaning of words for understanding. Hence, teachers shall be aware of what is the appropriate media to increase students’ motivation to reading. Madrigal, et.al. (2020) mentioned that students had experienced difficulty in understanding their learning task because they do not understand the lesson for they lacked comprehension.

Generally, there are two factors that affect the reading performance of learners: internal and external (Rohiman, 2022). Thus, the result of the study proves that the two factors were exhibited by the participants. Likewise, this is similar to the findings of Gonzales & Casilac (2023), Wigraha (2022), and Sanoria & Oco (2023) who proved that the lack of reading opportunities, lack of reading materials, inadequate reading instruction, absence of a reading partnership between parents, teachers, and students, lack of teacher’s commitment and confidence in their ability to teach reading, improper implementation of a reading program, and a lack of monitoring of learners’ progress during interventions are some of the perceived causes of a lack of a reading culture.

Previous literatures have proven that reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together. Likewise, family background of students where homes are conducive to reading, lack of reading materials, lack of functional libraries, and failure to provide appropriate guidance and supports are some factors influencing the reading performance of students. These are indeed evident in the given interview with the participants.

### **The Reading Literacy Level of the Student-Participants After the Implementation of the Power of Thirty Approach**

Home-based reading activities coupled with integrative-based reading materials and strong parental involvement have helped in the development of reading performance of the student-participants. Table 2 shows the reading literacy level of the student-participants after the implementation of the Power of Thirty Approach.



Table 2  
The Reading Literacy Level of the Student-Participants After the Implementation of the Power of Thirty Approach

Reading Level	Reading Performance	Frequency	%
Independent		6	20%
Instructional		14	46.66%
Frustration	Sentence Reader	7	23.33%
	Phrase Reader	3	10%
	Word Reader	0	0%

The table shows that after the thirty days of reading connections at home, there are 6 identified independent readers, 14 instructional readers and 10 frustration readers. This reveals that 20% of the participants exhibited tremendous improvement from being frustration readers to independent readers. Likewise, it is observed that these students performed well in their English classes and exhibited self-confidence in doing their performance tasks. It is noted that 46.66% of the participants become instructional readers. It is noted that these students are those who were phrase readers but were able to answer literal questions from a short story. Likewise, 23.33% of them are still in the frustration level but they still improve from word readers to sentence readers. There are 10% of them still considered phrase readers. As observed, these students who did not improve were those who did not receive guidance and supervision from their parents. During the timeframe of the Project Thirty, the researcher has been encouraging the participants to participate in the class discussion and do the reading tasks.

Additionally, the development of the integrative home-based reading materials with the different reading strategies and approaches have helped a lot in the reading performance of the participants. The reading success of the participants of the study lies on the rigid guidance and unselfish instructional help of the teacher-participants to the parents and students.

Moreover, the quantitative data above are supported with the qualitative data gathered from the 18 participants. Thus, formed the theme:

**Parental involvement, teacher's guidance, students' interest, and reading materials are dominant factors leading to enhanced reading performance.**

The statement is based on the responses from the question, what helps you improve your reading performance? Why did you improve?

Based on the responses of the six (6) participants from those who improved from frustration level to independent level; one of them said: *Kasi po ginagabayan ako ng aking mama at ate sa pagbabasa, ipaalala nila sa akin ung aking babasahin, yung mga materials din na binigay nya sa kin ay laking tulong din kasi nagagabayan kami kung anong dapat gawin* (Because my mother and sister always remind me of my reading tasks; the materials that you have given have helped me a lot because we are guided of what should we do). This statement, although expressed in different way, has similar idea to the responses of the five students. Furthermore, seven (7) of the participants expressed: *Gusto ko yung mga pinabasa sa akin kasi nagpractice muna ako ng pagbabasa ng mga tig-iisang salita, tapos binasa ko na yung mga grupo ng salita, tapos mga pangungusap. Basta sinundan lang po naming ng ate ko yung sinabi dun sa binigay nyong papel (reading materials) kaya natuto ako.* (I like the reading materials because I could practice from words, phrases, and sentences. We just followed the given instructions from the reading materials, that is why I have learned how to read). One (1) participant said, *nagpractice po talaga ako maam kasi ayaw ko pong bumalik sa Grade 8, nagfocus din po ako dun sa hindi ko pa alam basahin* (I really practiced a lot because I do not like to go back to Grade 8; I focused on words I hardly read). This revelation is similar to four (4) participants who stated such feeling in different ways but in similar concept.

This signifies that the reading literacy level of students would improve when there is reading connections at home provided by parents/guardians. Likewise, this implies that the efforts and initiatives of the teachers would not be enough to enhance the reading level of the respondents. Hence, empowering connections at home would not work or effective if parents or guardians do not give support to their children and teachers.

Moreover, the results signify the importance of reading materials congruous to the reading needs of the students. It is noted that reading materials are very important because they are considered equipment to help students in reading class. Likewise, varied reading materials are important because it is one of language skills that have to be learned and mastered by students in learning English. Reading to young children is an important way to



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help them build language skills. It exposes them to new words and ways of using language. It also helps them learn general information about the world, which makes it easier for them to learn about new subjects once they get to school.

The findings of the study is supported by Miñoza & Montero (2019) who revealed that there is no significant relationship between the level of comprehension and parental involvement. However, there is a significant relationship between the influence of parental involvement on the level of comprehension of the respondents. Although the related study showed insignificant relationship between the level of comprehension and parental involvement; the parents' influence to level of comprehension had shown a positive result for this study. Likewise, the study is related to the hypothesis of the present study in terms of the relationship of parental involvement and reading literacy. As mentioned by Iroegbu & Igweike (2021), parents-involved activities have favorable effects on the reading performance of students.

It is noted that by understanding student's interests, the teacher shall provide the reading materials that would be the most fun for them to read. This is because when students are excited about reading, they would be much more likely to voluntarily read on their own outside of school, which is critical for their development as readers.

The power of thirty approach aims of instilling the love of reading to help students to expanding their vocabulary and building independence and self-confidence. The importance of teaching and learning materials is to make lessons interesting, learning easy and enable teachers to easily express concepts. They can significantly increase learners' achievement by supporting learning. The researcher believes that the higher the reading interest, the higher the comprehension skills prevail. Hence, the more diligent a person reads, the higher the interest in reading, which can be traced through the level of comprehension. A great way to promote a love of a reading is to motivate and inspire the students and let them realize the importance of reading. Teachers shall think of reading strategies to make reading interesting and interactive. Likewise, the materials should be relevant to the learners so that they would be more engaged with the text. Likewise, it is important to consider the age of the learners and to select materials that suit their age, skill, and interest.

**Mean Gain Difference on the Reading Level of the Participants Before and After Their Exposure to Power of Thirty Approach**

Table 3 shows the mean gain difference on the reading level of the participants before and after their exposure to power of thirty approach.

Table 3  
 Mean Gain Difference on the Reading Level of the Participants Before and After Their Exposure to Power of Thirty Approach

Reading Comprehension Skills	Mean Score	Computed T-test Value	df	Sig (p-value)	Interpretation	Decision
Before	5.60	6.96	-21.171	0.001	Significant	Reject the null hypothesis
After	12.56					

Note:  $p\text{-value} \leq 0.05$ -significant,  $p\text{-value} > 0.05$ -not significant

As shown on the table, results depict a significant difference on the reading level of the participants in terms of comprehension skills before and after their exposure to the power of thirty. It reveals that the mean score of frustration readers in comprehension skills before their exposure to the Project 30 approach was 5.60 and which increased to 12.56 after the exposure. The computed paired t-test value of 21.171 and the p-value of 0.001 reveal that null hypothesis was rejected. Therefore, there is significant difference on the reading level of the struggling readers before and after the treatment period.

The findings imply that the power of thirty approach to reading was effective in the development of the reading comprehension of the struggling readers. The researcher believed that the following factors contributed to the development of the reading literacy level of the study participants: 1) The parents/ guardians have followed the given instructions provided by the researcher; 2) The home-based instructional materials in reading provided to the participants hooked their interest, capabilities, and skills; 3) The content of each passage was familiar to the study



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participants in which they were given the chance to choose the passage /text tapping on their schema and intrinsic motivation to reading ; 3) There was gradual flow of the given reading activities; 4) Reading connections at home were empowered through the cooperation and support of the parents/guardians.; 5) The reading passages as well as activities given were presented from easy to difficult; 6) The themes of the chosen passages were relevant in which they could relate; 7) The researcher used the whole language approach to reading where other communication skills scaffold the target skill which is reading. With this approach, the researcher exposed the study participants to a series of tasks as important pre-reading, actual reading and post reading of the passages that would help them develop their listening such as following the instructions of the researcher; speaking while doing games/contest, retelling and sharing; writing such as summarizing the story using story pyramid, and viewing skills, interpreting of pictures and monitoring their reading progress. Through these, they were enjoying reading while doing the different tasks expected to develop their basic reading skills which ultimately would impact on higher levels of reading literacy.

Some of the reasons for the effective development of the reading comprehension skills of the study participants and which were based on the results of the interview were: 1) They liked the passages from the reading materials provided by the researcher because: a) They found them interesting to read; b) The passages were short and easy to understand; c) They gave new information; d) They taught moral lesson; and e) the reading activities hooked their interests to read more.2) They found the passages easy to understand because: a) Words found in the passages were simple ; b) They are well guided ; c) The instructions in the given activities are clear and simple; and d) They were motivated and interested to read.

All these findings imply that the power of thirty approach was of great help and effective in enhancing the reading performance of the struggling readers. Intensive reading intervention can significantly improve reading achievement for struggling readers when implemented with fidelity.

Caliskan & Ulas (2022) showed that parent-involved reading activities had a positive effect on the students' reading comprehension, reading motivation, and attitudes towards reading. This research contributed to the present research regarding the impact of family involvement on academic achievement and affective factors.

Parental level of involvement had a significant impact on reading skills development of school pupils. It was concluded that parental involvement was a significant success determinant factor in pupils reading skills development. It was therefore recommended that parents should step up their efforts towards encouraging their children/wards in the development of reading skills at homes. (Iroegbu & Igweike, 2020). Students learned from all aspects of intelligence they have, no matter what the situation is.

It was known that every individual has different learning intelligence. Pedagogically, the findings recommended that educators need to innovate to help meet the needs of diverse learners, enriched reading activities, and differentiated instructions must be integrated to strengthen learner competence in basic reading comprehension (Suson. et al., 2020).

The related studies and literature above revealed the importance of parents' involvement, suitability of reading materials, reading strategies, students' interests, skills, and background knowledge in reading to further uplift learner's self-confidence in doing reading tasks. Thus, support the present study although focused on the different angles of empowering reading connections.

### The Extent of Parental Involvement of the Parent/Guardian-Participants in Teaching Reading at Home

Teaching reading at home needs full guidance and support of the parents or guardians. Table 4 shows the extent of parental involvement of the parent/guardian-participants in teaching reading at home.

Table 4  
 The Extent of Parental Involvement of the Parent/Guardian-Participants in Teaching Reading at Home

Indicator	Frequency	Percentage
No. of Parents/Guardian who extent parental involvement	15	50%
No. of volunteers who extent parental involvement	5	16.67%
No. of Parents/Guardian who DID NOT extent parental involvement	10	33.33%

It is shown in the table that 50% of the parents extended help to their children by guiding and teaching them to read through the guidance of the teacher- researcher. Likewise, it reveals that 16.67% of the volunteers replaced the parents who disclosed that they cannot commit themselves to the home- based reading tasks of their



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children. It is noted that 33.33% of the parents did not extend parental involvement in teaching reading. Thus, through the anecdotal record of the researcher, participants who were not guided by their parents are those who did not improve while some improved one or two steps ahead from their previous reading level.

The data imply that students who were given further reading intervention at home have learned to love reading and enhance their reading level. Thus, it is vital that teachers should empower reading connections at home by motivating parents to involve themselves in the said activity.

Furthermore, based on the interview conducted with the participants, they have learned how to comprehend particularly to literal questions because their parents/guardians have practiced asking questions from the beginning up to the end of the story. This likewise has helped them understand more the stories they are reading. Moreover, following the given reading time everyday had helped them a lot to develop their reading habit.

It was discussed comprehensively by Stutzel (2019) that it is important to get parents involved in their child's learning even before they step foot into a school. The responsibility should not fall solely on schools; it needs to be a community effort. Getting parents involved is one of the greatest assets educators can use to ensure that all students are successful. Thus, it is important that all educators are trained on how to use the greatest asset that they have available to them. Similarly, in this study, the researcher found out that students whose parents were identified as more positively involved in the reading activities of their children have higher levels of reading performance and more academic success.

Moreover, considering the importance of parental involvement as evident in the present study, teachers shall look at ways how they can involve parents more within their children's education specifically their reading skills and determine barriers that may cause parents to be less involved or seem not to be involved. Thus, the power of thirty approach aims to acquire effective collaboration between the teachers and parents to meet the basic literacy skills of the students. This partnership includes parents, families, teachers working together to support students' reading routine and learning as well. Definitely this requires responsibility from both sides in order to make the required progress.

The present study is supported by Reese (2021) who suggested a positive relationship between communication being used to boost parental engagement and student achievement. Research has shown that family engagement can positively impact children's development. Parents and teachers share responsibility in creating a strong, trusting partnership with the common goal of supporting the child's growth and development. (Reiman, 2021), and (Madrigal, et.al., 2022)

As cited by Delgado (2019), the participation of parents in the educational process means that teachers and parents share the responsibility to teach students and work together to achieve educational goals. To this end, it suggested that teachers invite parents to regular school meetings and events and that parents voluntarily commit to prioritizing these goals. When parents have better communication with teachers, they learn to value the work and the challenges that teachers face, which makes the teachers feel appreciated. It also helps the teachers to get to know the student more, allowing them to teach in a more personalized and effective way.

A good connection of the parents and teachers helps them understand the reading needs of their children. This would make them feel comfortable and help their children gain confidence as they are being guided on their daily undertaking particularly in reading.

The related literature above and the results of the study proved the necessity of parental involvement in the success of the academic performance of the students. Thus, in teaching reading at home, parent could possibly help their children developed their reading skills.

### **Relationship of the Reading Literacy Level of the Students and the Parental Involvement of Parent/Guardian-Participants**

*Parental involvement can greatly affect the reading literacy of the students. (The theme below was formulated based on the given responses).*

The result of the interview with the students was validated by conducting further interview to ten (10) parents who expressed their willingness to be part of the interview. Furthermore, below are the common responses expressing similar idea with other responses although they are stated in different ways.

One of the parent-respondents revealed: "After our conference, I guided her in reading; If I'm busy, her sister will teach her. We are following the given schedule; that's why she can now comprehend. We will still do this although we are already done with our Project 30 to prepare her to Grade 9. Her grades increase too." This statement is similar to the revelations of five (5) parents who stated the similar concept/idea but expressed in



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different ways. Obviously, parents are as well supported by other members of the family during the implementation of the Power of Thirty.

On other hand, a parent disclosed, *Nung una pa lang ay gusto na nya yung binabasa nya kasi nagsimula pinabasa ko kung ano yung pagkasunod sunod ng mga gawain sa binigay nyong babasahin niya. Lahat ng di nya alam ,yun itinuro ko sa kanya.* (From the beginning of our reading session, he already like what he is reading because they are arranged accordingly. All unfamiliar words were taught to him). This is similar to the responses of the two parents. Moreover, one of the parent-respondent mentioned: *Palagi ko sinasabi sa kanya na magpractice na magbasa kahit nasa school siya at kung meron siyang hindi alam basahin tanungin lang sa akin kapag nasa bahay at sayo din mam kapag nagbabasa siya sa school.* (I always remind her to practice reading even if she is inside the school and there are words she cannot read just ask from me if she/he is reading at home or to you if she is inside the school.)

The theme above based on responses of the parents implies that involvement of parents/guardians in the reading journey of their children has helped them uplift their children's confidence and reading literacy level. Thus, parental involvement is related to the reading literacy skills of students.

Moreover, the responses of the study participants stated above are supported by the graph below which shows the quantitative relationship of the reading literacy and the parental involvement.

### Relationship of the Reading Literacy Level of the Students and the Parental Involvement of Parent/Guardian- Participants

Parents play an important role in the academic and reading success of their children. Their involvement in school shows their support to their children and cooperation with the teachers. It is known that teacher-parent's relationship would champion the ultimate goal which is the students' academic success. Figure 1 shows relationship of the reading literacy level of the students and the parental involvement of parent/guardian- participants

Figure 1  
Relationship of the Reading Literacy Level of the Students and the Parental Involvement of Parent/Guardian-Participant

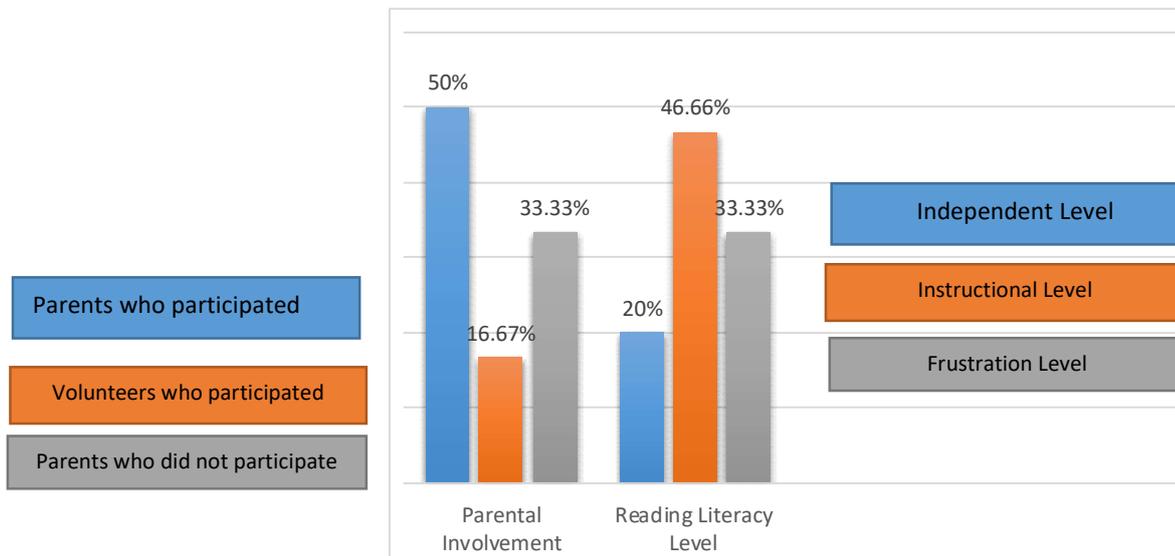


Figure 1 shows that a total of 66.67% parents/ guardians guided and taught reading to the student-participants at home, while 33.33% of them did not comply. Based on the interview, parents' failure to teach their



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children is due to conflict with other works. However, they were always reminded of their reading tasks. On other hand, the 20% of the participants become independent and 46.67 % of them become instructional readers after the thirty reading approach. However, there were still 33.33% of them who remain frustration reader.

Obviously, there are 33.33% parents who failed to teach reading to their children and found out that their children are still in the frustration level. On other hand, study participants who were given attention by their parents/guardians have significant improvement in terms of word recognition and reading comprehension. Hence, these imply that parental involvement and teaching reading at home are important factors to improve the reading performance of the students. Considering the total number of hours a day in which students are just staying in the classroom 5 to 6 hours during week days while they are home of almost 18 hours a day, parents should give ample time to focus not only on the academic performance of their children but their reading literacy as well.

Furthermore, the above data imply that there is significant relationship between the reading literacy level and parental involvement. Thus, with the help of parents, teachers shall empower reading connections and motivate them to bring their children into the world of adventure through reading. As mentioned, reading provides readers with a new set of learnings and a vast array of knowledge that will benefit their academic journey. Reading is a prerequisite in all learning areas (Tomas et al. 2021). It acts as a bridge for students in learning different fields of study because if a learner struggles in reading, he/she may struggle with learning other subject areas. Every learning institution must put great emphasis on the reading literacy of every learner as it contributes to significant impacts on their general education. However, reading literacy is not merely being able to identify and articulate the words.

According to Hernandez (2019), reading is found a complex process for it is not only a sole process of recognizing printed or written text but putting meaning of what is read. Hence, the accuracy of reading is measured through comprehension. A good reader must demonstrate that something gained from the reading activity is the most important by-product of a reading process. Kasmawati et al. (2020) also support that comprehension is the aim of reading. Reading comprehension is the primary goal for readers among proficient readers and is the most common assumption for reading comprehension (William, 2019, as cited in Kasmawati et al., 2019). Therefore, a reader needs to grasp the context of the reading material as it is the central pillar of the reading activity.

The above related studies and literature prove that parental involvement to students' reading endeavor along with reading materials suited to students' interest and reading skills, and teachers' support and guidance are essential. These are indeed components of the power of thirty.

### Summary of Findings

The reading literacy level of the study participants before the Power of Thirty approach as revealed by the Pre-Phil-IRI and written tests showed that all of them belonged to frustration level and their failure to read is due to lack of parental support and guidance, reading materials, and students' interest in reading, and background knowledge in reading. However, the reading literacy level of the study participants was developed after the implementation of the Project Thirty approach to reading. Thus, there is significant difference on the reading literacy level of the study participants before and after their exposure to the Power of Thirty. Parental involvement, teacher's guidance, students' interest, and reading materials are dominant factors leading to enhanced reading performance.

### Conclusions

Students are frustration readers because of the various factors that contribute to their failure to read. The reading materials embedded with various reading strategies and parental involvement developed the general reading literacy of the study participants as revealed by the results of the pre-tests and posttests on the identified basic reading skills in word recognition and reading comprehension. Most of the parents/ guardians /volunteers exhibited guidance and support to the study participants during the implementation of the Power of Thirty. Thus, parental involvement and development of reading literacy skill of the study participants are significantly related. The Power of Thirty approach to reading developed the reading skills for word recognition and reading comprehension skills of the study participants as revealed by the results of the quantitative and qualitative data. Parental involvement is essential in empowering reading connections at home. Thus, considered foremost ingredient of the Power of thirty. The implementation of the Power of thirty applying Bottom-up and Top-down reading process or interactive reading hooked frustration readers' interest to read.

### Recommendations

Continuous enhancement of learners' reading literacy skill should be intensified through different reading projects and programs. The implementation of the "Power of Thirty" approach to reading and empowering reading



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connections at home should be given utmost priority among teachers and school administrators. Delimited in the 30-day time frame to expedite the practical completion of the study, longer period is recommended. Parallel studies may be conducted considering other aspects of developing reading skills not just among struggling readers but to all types of student-readers.

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