

Exploring the Relationship of Parents' Involvement and Learners' Reading Performance as Basis for a Reading Remediation Plan

Rosalyn Q. Columbus

*Teacher III, Tubongan Elementary School
Department of Education -Calanasan, Apayao
Cordillera Administration Region, Philippines
MAEd-English, Cagayan State University-Sanchez Mira campus*

Abstract: The study determined the relationship between parental involvement to the reading performance of learners among the Grade 6 elementary pupils of lower Calanasan district in Apayao province. This research utilized quantitative methods employing descriptive-correlation design. It made use of standardized reading test to assess the reading performance of the pupils. Results tell that the respondents' parents have a low extent of involvement in the learners' reading activities, though looking at each school, the extent of parents' involvement vary from moderate to low extent. Corollary, the overall reading performance of the Grade 6 pupils is satisfactory. It was found out that ethnicity, mother's educational attainment, mother's occupation, and availability of internet connectivity affect the reading performance of the pupils. The higher the extent of parental involvement in the reading activities of their children, the higher also is their reading performance.

Keywords: Calanasan Apayao, parental involvement, Phil-IRI, reading performance, remediation plan

1. Introduction

Reading, one of the macro skills, is one of the most important skills that learners should develop while they are in school. Reading is defined as an interactive process consisting of inferring, knowing correct sounds and comprehension (Kamhi and Catts, 2008). Also, Grell, Sandru and Blakeley (2023) defined reading as the cognitive process of decoding symbols to determine a text's meaning. It is not merely a decoding process. It is an active process that one does more than scanning the words on a page. Further, reading is actively decoding, questioning, analyzing, and drawing conclusions about a text. Reyes et. Al (2013) claimed that any Filipino child with sufficient reading skills would have greater chances of success in school compared to a child whose reading skills are poor.

However, for many children and learners in the elementary grades, the period of learning to read can be a complex process. Those who cannot read or have poor reading performance will experience significant difficulties mastering many types of academic content and may have the risk to fail in school (Aina, (2011).

The ability to read with high comprehension, on the other hand, is a great asset for good performance in school or out of school or in any field of endeavor. Unfortunately, the Global Reading Network has identified that there are 617 million children and adolescents worldwide who have not attained the minimum proficiency levels in reading comprehension. As a result, they extremely performed low in their academic achievement because of their inability to understand and interpret what they read. They fail to read meaningfully, or the school failed to teach them to read successfully.

Despite decades of research in reading comprehension, international and national reading scores remained significantly low. In the result conducted by Program for International Student Assessment (PISA) and National Assessment of Education Progress, 19% of the students scored below level 2 of 6 indicating they had difficulty with the task such as locating information, recognizing main ideas, and making low-level inferences a familiar topic, and only 10% of them achieved level 5 indicating that they could organize several pieces of deeply embedded information, and engage in reflective, evaluative, and interpretative tasks in unfamiliar topics.

In the Philippines, the poor reading comprehension of Filipino students is a perennial concern. In fact, in a global survey conducted by the Program for International Student Assessment (PISA) in 2018, the country ranked the lowest in reading comprehension and second lowest in science and mathematics among 79 countries. In a similar study conducted by (TIMSS), Trends in International Mathematics and Science Study-International in 2019, Filipino students recorded the lowest scores among participants from 58 countries.

The country's average score in reading was 340 score points, on a par with that of the Dominican Republic. Over 80% of students in the Philippines did not reach a minimum level of proficiency in reading, which is one of the largest shares of low performers amongst all PISA-participating countries and economies.

It should be noted that no country scored lower than the Philippines and the Dominican Republic (PISA, 2018).

Furthermore, in the study conducted by Cagayan State University, CSU's Discovery Applied Research and Extension for Trans Interdisciplinary Opportunities (DARE TO) in 2020, it was revealed that three (3) out of five (5) students in Senior High School were unready for college.

The ultimate goal of reading is to understand and be able to recall the information that the author was trying to convey. This requires reading to be an active process. To best understand a text, a reader must engage with the symbols to turn them into words that have meaning, identify and decipher and unknown words, consider possibilities and make predictions with the text, and reflect upon the reading. It is a sad thing to note however, that not all learners are good readers, and perform poorly in reading activities.

To achieve good reading performance, children need much guidance and assistance not only from their teachers but also from their parents in order to become successful readers. Moreover, in order to motivate and encourage their children to achieve better in school, parents should support their children in their studies, particularly by providing a supporting environment at home (Pahuriray, 2021). The task of teaching reading is not the sole responsibility of educators. The parents are likewise expected to augment and reinforce what is being developed in the school (Carr, 2011). However, too many students do not get this support, and consequently are not reaching their potential as emerging readers.

Many students, particularly those in public schools, struggle to learn to read (Mahinay, 2021). In the Philippines, the government has issued policies and programs to make each child a reader. This policy aims to promote effective readers and enhance literacy because children with poor reading skills receive poor grades at school, get easily distracted and frustrated, have behavior problems, seem to dislike school, often fail to develop their full potential and eventually will drop from school works. (Reyes et. Al, 2015).

The Department of Education (DepEd) has been reiterating the full implementation and intensification of remedial reading, and balance reading programs. The program has been established for a long time in Basic Education Curriculum. Every Child a Reader Program (ECARP) launched in 2001. The National Program that addresses the thrust of Department of Education to make every Filipino child a reader at his/her own level. It is designed for elementary pupils with strategic reading and writing skill to make them independent young readers and writers. The Department of Education issued Memo. No. 324, s. 2004 enforces the policy that by Grade 3, no child shall be promoted to the next higher grades unless he/she manifests mastery skills.

However, it didn't work so well because of the inadequacy of learning resources, unmanaged curriculum, and lack of training for language teachers. (DepEd) data on non-readers 'premature' inconclusive, published in the Manila Bulletin dated February 18, 2020 shows that there are 71,470 non-readers in 13 divisions and of this number 56,197 are elementary and 14,289 in secondary level. Due to these problems, reading and literacy instruction have always been the top concern and priority in Philippine curricula.

Reading is essential for learning other skills. Kunsumawani and Bharati (2018) as cited by Meylara (2019) emphasized that among English proficiencies, reading skills have the most important role for student's learning success since overall activities of learning are started and developed by the reading activity. Therefore, a child may be able to read but if he cannot comprehend it means nothing at all.

Specifically, in Calanasan Apayao where the researcher is stationed, reading performances show that most pupils in the elementary grades have poor reading ability and unsatisfactory reading comprehension skill. Based on the final result of PHIL IRI, Independent Level has 18%, Instructional Level has 14%, and Frustration Level has 68% for this reason, the researcher was motivated to conduct this study to determine the relationship on the extent of parental involvement on the reading activities of the learners and to reading performance of Grade 6 pupils. Also, the study intends to probe and provide essential baseline information concerning elementary grade pupils of Calanasan reading performance. The data derived would be essential guide for the creation of an improved reading remediation plan.

1.1 Objectives of the Study

Generally, this study determined the relationship of parental involvement to elementary learners' reading performance in select elementary schools in lower, Calanasan, Apayao. Specifically, it identified the personal and academic profiles of the respondents; recognize the extent of parental involvement to respondents' reading performance; determined the reading performance of respondents; established relationship between the students' profile and the students' reading performance; and verified association between respondents' extent of parental involvement and the learners' reading performance.

2. Methodology

2.1 Research Design

The researcher adopted the descriptive-correlational research design to describe the profile of the respondents, to establish the extent of parental involvement, and to identify the reading performance of the learners. Correlation was employed to establish the relationship of the respondents' profile and reading performance, as well as the reading performance of the elementary grade pupils to the extent of parental involvement.

2.2 Locale of the Study

The study was conducted in Calanasan, one of the towns in the province of Apayao. The study was conducted particularly among the elementary schools in lower Calanasan, Apayaonamely: Tubongan Elementary School, Butao Integrated School, Namaltugan Elementary School, Soda Elementary School, and Naguillan Sur Elementary School.

2.3 Respondents and Sampling Procedure

The respondents of this study included all the elementary Grade 6 pupils for the school year 2023-2024 of the identified schools in the locale. To have a better representation of the population, total enumeration was utilized in this study with a total of 46 grade 6 pupils.

2.4 Research Instruments

With the aim to gather accurate data needed for the study, the reading test was adopted from the Philippine Informal Reading Inventory (Phil-IRI) Test for Grade 6 of the Department of Education. The questionnaire for the Grade 6 learners is composed of three (3) parts; Part I deals with the respondents' personal and academic profile. The second part of the survey instrument contains questions to determine the extent of parents' involvement to the reading activities of their respondents' reading performance. For this study, the researcher adopted the instrument of Fantuzzo, Tighe, and Child (2000) entitled, Family Involvement Questionnaire. The questionnaire was also used in the study of Bendanillo (2021). The survey was scored on a four-point scale, with four (4) indicating the highest degree of involvement. The third part of the questionnaire is for the respondents to provide specific data of their reading performance. A reading comprehension test composed of 4 stories and 32 item- multiple choice test adopted from the Philippine Informal Reading Inventory (Phil-IRI) for Grade 6 questionnaire. This standardized test developed by the Department of Education was employed.

2.5 Data Gathering Procedure

To gather the needed data, the researcher first sought the permission of the Dean of the Graduate School to allow her to conduct the study. Another letter was sent to the Division Superintendent, District Supervisor and to the elementary school principals and teachers to ask for permission to conduct the study to the Grade 6 pupils in their school explaining the purpose and the nature of the assessment. The researcher secured the parents' permit of the participants prior to the conduct of the study. Also, the respondents were informed that the results of the study would be treated as highly confidential. The result of which was for research purposes only.

2.6 Statistical Treatment

After gathering the data needed in the study, these were classified, tallied, analyzed, and interpreted. Considering the objectives set in the study, basic statistics was employed to treat the data on the profile of the respondents. To treat the data on the extent of parental involvement, the 4-point scale from very low extent to great extent. To identify the reading performance of the pupils on the 32-item reading test, the result was analyzed by getting the percentage of the raw score which were then transmuted using the scale for their reading performance as per the Department of Education Grading System. Pearson R and T-test were used to determine the relationship between the profile of the respondents and the reading performance as well as on the extent of parental involvement and reading performance of the learners.

3. Results and Discussion

3.1 Personal Profile of the Respondents

The personal profile of the respondents reveals that there is an almost the same distribution of respondents as male constitutes 51.1 % of the total population while the female makes up 48.9 % of the population. The findings is in contrary to the common classroom setting in elementary grades where it is dominated by females.

As to ethnicity, a great majority of the respondents are Isnag constituting 97.8% of the total population while there is only one or 2.20 percent making up the Ilokano population. The result is not surprising considering that the locale of the study is Isnag community.

As to the number of siblings, majority of the respondents representing 53.3% of the population have 2-3 siblings; a total of 35.6% of the population has 4-5 number of siblings; 2.20% with 6-7 siblings and there are four of them or 8.90% of the total population has The findings is a bit higher than the result of the Philippine 202 census of population and housing where it was found out that the average household size is 4.1, meaning, in a family it only composed of a father, mother and two children. While in the study, it is a bit higher since the average number of children in their families is three.

As to mother's highest educational attainment, most of the mothers of the respondents representing 20% of the population finished grades 1-5. It is a good thing to note; however, that 16.80% each of their mothers are high school graduate and college graduate. There are 13.30% each of their mothers have highest educational attainment of first- third year high school and college undergraduate, while the 11.10% of the population are elementary graduate. There is a few percentagemaking up 6.70% of the population who have tried to enroll in their master's degree. This is an indication that the respondents' mothers are not highly educated. If we look at the bigger picture, only almost one fourth of the total population have earned a college degree.

As to father's educational attainment of the respondents, there is an equal percentage of 26.70% for those who have graduated in high school and first -third year high school only. There is a total percentage of 20% for those grades 1 -5 only; and 11.10% for elementary graduates. It is notable that there is a 8.90% and 6.70% of the fathers of the respondents who have reached graduate school and college graduate respectively. The data would tell us that their fathers are not highly educated since only about 15% of the total population have earned a college degree.

In relation to mothers' occupation, majority of them representing 62.20% of the total population are farmers; about 22.20% of them are government employees; 11.10% are plain housewife; and 2.20% each are self-employed and OFW. This would tell us that while it is true that mothers do the household chores, a great majority of the population extend their help to their husband who are farmers themselves.

As to fathers' occupation, an overwhelming 68.90% of the population do farming; 11.10% each are government employed and self-employed; while 8.90% of the total population are private employees. This is an indication that these fathers earn for a living majority of whom are into farming.

As to pupil's weekly allowance, a great majority of the population representing 93.60% of the population go to school in a week with 50 pesos or less in their pocket. The mean weekly allowance is 41.33 pesos. In a bigger picture, these pupils spend approximately 8 pesos a dayfor their snacks and other expenditures in daily school activities. This is an indication that the respondents are not rich kids though there are a limited number of pupils with more than 50 pesos allowance per week.

3.2 Academic Profile of the Respondents

The academic profile of the respondents shows that a great majority of the population representing 80% spend less than five hours in reading per week. The mean number of hours spent inreading which is 3.71 hours per week means that in a day, they only spend about 30 minutes in reading. This could mean that they only reading during their English or language class.

Based on the responses of the pupils. Most of them admitted that they do the reading themselves representing 44.40% of the total population. It is a good thing to note however, that a good representation of 35.60% of the respondents said that their ready buddy is the mother. This is an indication that mothers are more concerned on the reading activities of their children as compared to fathers with only 4.40% of the total population. The reading buddies of the other pupils are their siblings with 11.10% and their relatives/friends with 4.4 of the total population. The result is an admission that while other members of the family spend time reading with the respondents, a great percentage would tell us that the pupils do the reading themselves.

As to the availability of reading materials available at home, a great majority of the respondents, 75.60% of the total population said that they have a dictionary. It is a sad thing to note that there were respondents who admitted that they have no reading material available at home.

As regards the availability of android phones/tables for use at home, 62.20% of the respondents noted that they have android phones at home though 33.30% only said that they own the phone themselves. The other percentage means that the phone is owned by a family member. It is notable that 37. 80% of the total population do not have a cellphone/android phone at home. This means that they cannot do research work in the internet using an android phone. Also, this means that for every 10 pupils, four do not have an android phone/tablet.

In relation to the availability of internet connectivity, 93.30% of the total population admitted that they do not have a, internet connection at home. This could be because PLDT, Dito, Globe or any other internet

provider has not yet reached the place. Thus, they rely mainly on data. The 6.70% who have internet connectivity could be well-to-do families who could afford to purchase Starlink and other internet providers.

Concerning the availability of generator set or solar lights, the majority of the population representing 77.80% said that they have it. Thus, this could mean that even during nighttime when they are supposed to do their reading tasks, it is not a problem since they have it; except for those 20.20% of the population who admitted that they do not have a source of light during the night except for the lam, candles, and the like.

3.3 Extent of Parental Involvement on the Reading Activities of the Learners

In relation to the extent of parental involvement in the reading activities of the learners, it was found out that based on overall weighted mean of 2.26 the respondents' parents have a low extent of involvement in the learners' reading activities.

Looking at the 20 indicators, four (4) were rated very low extent, 11 low extent, three (3) moderate extent, and only one (1) great extent.

The indicators rated very low extent include the following: My parents are reading to me (1.76); My parents are providing me with a collection of books selected with my interest in mind. (1.69); My parents are taking me to places of educational interest: for example, museum, libraries, art galleries (1.44); and My parents provide tutorial assistance for me (1.13). The findings mean that the parents are not reading with their children. This is an affirmation of the earlier findings that the learners do the reading alone though a small percentage is seen that the family members are also helping them do the reading tasks at home. The findings could also mean that the reason why these parents could hardly provide a reading tutor for their kids is their low economic standards. Also, how could their parents take them to museums, libraries, galleries, and provide them with a collection of books if they are poor.

It is a good thing to note; however, that the respondents' parents have a great extent of involvement on the indicator 'My parents are encouraging me to read every day with a mean of 3.56. This is an indication that even they could not assist their kids in their reading activities at home and in school, they continue to encourage them to do reading every day. This could be the least that a parent could do to improve the reading performance of their kids.

The findings of the current study is even worse since in the study, the parents have low extent of involvement while in the study of Bendanillo (2021), she found that the parents extent of involvement in the reading activities of the learners is moderate which means that these parents balance their time with their work and their time to assist their children in their studies. They cannot give full time and attention in guiding and teaching their children, particularly in the reading activities of their child since they are doing their responsibility of providing for their family's daily needs.

3.4 Overall Reading Performance of the Grade 6 Pupils of Lower Apayao

The table below shows the overall reading performance of the Grade 6 pupils of Lower Apayao. The weighted mean of 77.14 means that they have a 'satisfactory performance'.

Looking closely at the findings, it is good to note that out of the 45 respondents, 28 of them passed and 17 of them failed. The results wherein more than one third of the population failed is an indication that the children have a difficulty in understanding what they are reading. The satisfactory performance is an indication that they really need to enhance their reading skill-reading with understanding and comprehension.

In the 32-item reading test, there are two (2) respondents who have an outstanding reading performance (90 and above); there are four (4) who have a very satisfactory reading performance (85-89); five (5) respondents have satisfactory performance; and 17 respondents have unsatisfactory reading performance (75-79). On the other hand, there were also 17 respondents whose score is below the passing mark which gives them a descriptive value of poor. This is an indication that more than one third of the total population has difficulty in reading due to their poor reading performance.

The findings of the study confirm the result of the 2022 Program for International Student Assessment (PISA) telling that even though the reading literacy score of the Philippines increased from 340 points in PISA 2018 to 347 points in PISA 2022, the result still remained way below the global average reading score of 476 points. With these points, after being ranked the lowest out of 79 participating countries in 2018 in reading comprehension, the country was ranked 76th out of 81 countries for 2022. Also, according to the 2022 World Bank data on learning poverty, it was found out that 90% of Filipino children aged 10 struggle to read or understand simple text.

Table1. Respondents' reading performance

Range	Frequency	Descriptive Value
90 and above	2	Outstanding
85 – 89	4	Very Satisfactory
80 – 84	5	Satisfactory
75 – 79	17	Unsatisfactory
74 and below	17	Poor
Mean – 77.14 Satisfactory		

3.5 Association between the Respondents' Profile and the Students' Reading Performance

The table 2 below shows the association between students' profile and their reading performance. It can be seen from the table below that their reading performance is significantly affected by their ethnicity, mother's educational attainment, mother's occupation, and availability of internet connectivity. This is based on the computed p-values which are less than .05 level of significance. Hence, the null hypotheses are rejected.

In a study conducted by Maleon (2022) on the relationship of related variables and reading proficiency of the grade 6 pupils of private schools in Laguna, Philippines, it was found out that performance is significantly affected by personal profile particularly age and mother's occupation as well as attitude towards reading. Similarly, in the study, it was found out that performance is affected by mother's occupation and mother's educational attainment. This could mean that mothers could better attend to the reading needs of their children at home and spend enough time with their children after arriving from work. The attention given by these mothers to their children perhaps helped the children improve their reading performance. Likewise, in a study conducted by Midraj and Midraj (2011), it was found out that the parents educational level had a significant association with children's reading competence, reading fluency and reading accuracy among the fourth grade EFL learners in UAE.

The availability of internet connectivity was also found to be significant in learner's reading performance. This is supported by Bana (2020) who said that the internet ubiquity in education has flooded the teaching and learning process with digital tools and drastically changed many aspects of academic life, including student's reading habits and performance. It was concluded that slightly higher than half of the respondents positively perceived that the internet developed their reading habits and improved their reading performance.

Table 2. Association between parents' profile and the students' reading performance

Profile	X ² /r- computed value	P-value	Remarks
Ethnicity	45.0**	0.000	Significant
Mother's Educational Attainment	25.586*	0.016	Significant
Mother's Occupation	84.786*	0.048	Significant
Availability of Internet Connectivity	32.976*	0.049	Significant

*-Significant @ .05

** -Significant @ .01

3.6 Association between the Extent of Parental Involvement and the Learners' Reading Performance

The table 3 below shows the association between the extent of parental involvement and the learners' reading performance. It can be gleaned from the table that significant on computed p- value of 0.0476 which is less than .05 level of significance, the result is found to be significant, which means that the null hypothesis is rejected.

The findings of the current study are similar to the findings of Maleon (2022) who found that home factors, particularly parental involvement affect the reading performance of grade six pupils. Likewise, in the study conducted by Pavesic and Doupona (2011), they concluded that higher parental involvement in school activities is associated with better student reading achievement. Similarly, in a study conducted by Midraj and Midraj (2011), it was found out that the parental involvement at home providing learning resources had significant association with reading achievement of fourth grade EFL learners in UAE.

In another study conducted by Geyer and Feng (1993), which examined the correspondence between parent involvement and second graders' reading achievement. The study, conducted with 22 second-grade students and their parents in rural southeastern Ohio, concluded that no positive significant correlation exists between parents' involvement and students' reading achievement nor do students with higher IQ scores necessarily have parents who are more involved in their education. Also, in the study of Guo et. al (2018) who

cited Cooper et. al. (2010) concluded that parental involvement did partially mediate the association with children's reading achievement.

Table 3. Association between the extent of parental involvement and the learners' reading performance.

Variables	r – value	prob – value	Remarks
Extent of Parental Involvement Learners' Reading Performance	20.109*	0.0476	Significant

4. Conclusion

The Grade 6 elementary pupils of lower Calanasan, Apayao have a low reading performance. Concomitantly, parents have a low extent of involvement to the reading activities of their children. To increase the reading performance of the children, parents' involvement in the reading activities of their children is of importance.

5. Recommendations

1. Parents should take responsibility of their children's reading activities. They must involve themselves in the reading tasks of the child as it has a positive influence on students' reading performance.
2. The teachers as advisers of these poor readers must determine appropriate strategies on reaching out these parents, and in designing interventions to help struggling readers to help improve their reading performance.
3. School administration may establish a coordinator at the school level to coordinate and initiate support for the parental involvement.
4. A policy intervention aimed at increasing parental involvement in school activities as a potential measure to support the improvement of student reading achievement has to be done.

References

- [1]. Anggraini, S. (2017). The Correlation Between Reading Comprehension and Academic Performance of English Education Study Program Students of UIN Raden Fatah Palembang, Indonesia.
- [2]. Banez, R. et. al. (2019). Unpacking Pupil's Reading Ability: Examining the effect Marungko Approach Marungko Approach- Based Intervention Program for Non-Reader Pupils. International Journal of Recent Innovation in Academic Research, ISSN: 2635- 3040
- [3]. Bendanillo, M. (2021). Parental Involvement in Relation to Students' Reading Performance. Globus Journal of Progressive Education. Vol11., 2 July-Dec 2021, 94-98.
- [4]. Brandon, D. (2021). The Importance of Reading Comprehension. Alabama Cooperative Extension System.
- [5]. Brooks, D., (2011). Space matters: The impact of formal learning environments on student learning". British Journal of Educational Technology, 42:719-726, <https://doi.org/10.1111/j.1467-8535.2010.01098.x>.
- [6]. Crosby, S. et. al. (2014). "A3-Year Study of a School-Based Parental Involvement Program in Early Literacy". The Journal of Educational Research, 108, 165-172, 10.1080/00220671.2013.867472.
- [7]. DepED Memoranda (2019, November 22). Department of Education. <https://www.deped.gov.ph/2019/11/22/november-22-2019-dm-173-s-2019-hamon-bawat-bata-bumabasa-3bs-initiative/>
- [8]. Elleman, et.al (2019) Reading Comprehension research: Implications for Practice and Policy, Policy Insights from the Behavioral and Brain Sciences, Vol. 6 (1) 3-11
- [9]. Gillacio, M. (2014) Level of word recognition and reading comprehension :A basis for reading remediation program, Asia Pacific Journal of Education, Arts and Sciences, Vo. 1, No. 5
- [10]. Gomez, A. et.al (2020). The undeniable relationship between reading comprehension and Mathematics performance, Issues in Educational Research, 30 (4),2020
- [11]. Greene, B. (2001) "Testing Reading Comprehension of Theoretical Discourse with Close" Journal of Research in Reading. 24 (1) pp. 32–98 11
- [12]. Greenwood, C., Carta, J, Goldstein, H., Kaminski, R., McConnell,S.and Atwater,(2014).Early Education. Journal of Early Intervention, 36(4), 246-262
- [13]. Jacobs, K., Cramer, J., Noles, T. and Lovett, P.A., (2018) "Defining our work: Families learning together". Louisville, KY: National Center for Families Learning.
- [14]. Kerubo, M.O. (2014) Correlation Between Reading Comprehension Practices and Academic Performance: A Case Study of Class Three Pupils in Westlands Sub Country, Kenya

- [15]. Klemencic, E. & Mirazchiyski, P. & Sandoval-Hernandez, A. (2014). "Parental Involvement in School Activities and Student Reading Achievement - Theoretical Perspectives and PIRLS 2011 Findings", Šolsko polje. 25. 117-130.
- [16]. Lynch, Matthew (2020, June 18). Why students struggle with reading comprehension
<https://www.theedadvocate.org/why-students-struggle-with-reading-comprehension/>
- [17]. Mahinay, S. F., (2021). "In Search of Connections Between the Role of Parent- Teacher and Reading Performance: Stories on The Effect of Remedial Reading Program". Globus Journal of Progressive Education, 11(2), 52-57.10.46360/globus.edu.220212008.
- [18]. Maleon, M., (2011). "Young children reflecting on their learning: teachers' conversation strategies". Early Years, 31(3), 257-270,DOI:10.1080/09575146.2011.613805.
- [19]. Pahuriray, Vina Grace M., (2021). "Self- Regulating Capacity in Language Learning and English Academic Achievement". Globus Journal of Progressive Education, 11(2), 82-86, 10.46360/globus.edu.220212012.
- [20]. Reyes, M., Cayubit, R., Angala, M., Bries, S., Capalungan, J., Docdoc, J. and McCutcheon, L., (2015). "Exploring the link between adolescent anger expression and tendencies for suicide: a brief report". North American Journal of Psychology, 17(1), 113.
- [21]. Roundy, L.(2019) Reading Comprehension, Inferential, & Critical. MTLE Practice 7 Study Guide/ Business Course.
- [22]. Sheridan,E.M., (1981). "Theories of Reading and Implications for Teachers", Reading Horizons: A Journal of Literacy and Language Arts, 22 (1), Retrieved from
https://scholarworks.wmich.edu/reading_horizons/vol22/iss1/11.
- [23]. Shields, P.& Rangarajan, N. (2013). "A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management."
- [24]. Usher, A. and Kober, N., (2012). "Student motivation - an overlooked piece of school reform", Washington, DC: Center of Education Policy, The George Washington University.
- [25]. Whitten, et.al (2016). The Impact of Pleasure Reading on Academic Success. The Journal of Multidisciplinary Graduate Research, Vol. 2, Article 4, pp. 48,
- [26]. Wildhan, B. (2012) Using Inquiry Method to Improve the Student's Reading Comprehension, Jurnal Pendidikan Bahasa dan Sastra Inggris Vol.1 No. 1
- [27]. Windham, S. (2015) Addressing Gaps in Student Reading: READ 180 Program Evaluation. Walden Dissertations and Doctoral Studies.