

# Measures Toward Reading Difficulties among Public Elementary School Learners at Patikul West District, Division of Sulu: Teacher's Perspective

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**ABSTRACT.** This study aimed to assess the measures toward reading difficulties among Public Elementary School learners at Patikul West District, Division of Sulu, School year 2024-2025. In this study, the researcher employed the quantitative method or the descriptive-exploratory research design which is appropriate in ascertaining the measure towards reading difficulties among public elementary school learners as perceived by the teachers at Patikul West District, Division of Sulu. The setting of the study was the public elementary schools in Patikul West District, Division of Sulu. There are eleven (11) elementary schools and three (3) primary schools with 146 teachers. The result indicated that most teachers in Patikul West District were female, aged 31 and above, with a Bachelor's degree and under 10 years of service. They agreed on using literacy goals, classroom strategies, and supplementary instruction to address reading difficulties but only moderately agreed on problem identification. No significant differences were found based on teachers' demographics, showing consistent perceptions across groups. Strong correlations existed among literacy goals, classroom strategies, and supplementary instruction, while correlations with problem identification were weak. The findings support the Dual-Route Cascaded Model and highlight the need to improve early identification of reading challenges.

**KEYWORDS:** *Measures, Reading, Difficulties, Elementary School Health programs*

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## Introduction

The global landscape of reading difficulties presents a complex and multifaceted challenge, affecting millions of individuals across socioeconomic and cultural contexts. This issue, often referred to as the "reading crisis," highlights the urgent need for effective interventions and policies to promote literacy worldwide. According to Hall (2015), reading difficulties are defined as "persistent and significant challenges with accurate and fluent decoding, comprehension and/or retention of written information, resulting in impaired academic, social, and emotional functioning." The ability to read early in life is a crucial foundation for lifelong learning. Without this skill, individuals are often left socially and economically disadvantaged.

Globally, the literacy rate stands at 86%, indicating that approximately 774 million people cannot read or write (UNESCO, 2018). Among them, 258 million are children with limited or no literacy skills, particularly in developing regions such as South Asia and Sub-Saharan Africa. India, despite its size and resources, struggles with a substantial literacy gap. Surprisingly, developed countries also face challenges — 65% of American fourth-graders read below or at the basic level, and in the UK, one in five children cannot read by age 11, as reported by the Department of Education. As suggested by Snow and Matthews (2016), early reading difficulties often persist into adolescence and adulthood when left unaddressed, creating long-term barriers to education and employment.

In the Philippines, the reading crisis is likewise alarming. As Claessen et al. (2020) emphasized, reading difficulties are a global concern. According to the Programme for International Student Assessment (PISA) 2018, Filipino students scored an average of 340 in reading — the lowest among participating countries, alongside the Dominican Republic. The results in mathematics (353) and science (357) were also low, though slightly higher than the Dominican Republic. This is further supported by Chavez, Adalia, and Alberto (2023), who highlighted the role of parental support strategies and motivation in aiding children's English language learning, which remains a key component in the development of reading fluency. Furthermore, Garcia and Santiago (2021) pointed out that Filipino learners in rural areas often lack access to adequate learning materials and reading interventions, contributing to their lower literacy performance. Garil (2024) emphasized that socio-cultural factors significantly affect reading comprehension levels, which is particularly relevant in regions with diverse cultural backgrounds such as Sulu.

Particularly concerning is the situation in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), where the 2019 Functional Literacy, Education and Mass Media Survey (FLEMMS) reported a basic literacy rate of only 78.7%, significantly below the national average of 94%. A 2017 assessment by Cardno Emerging Markets revealed that over 200 BARMM teachers scored below 50% in reading comprehension despite training through a DepEd program supported by the Australian government. Chavez (2022) also emphasized the importance of real-life language narratives in informing English language teaching curriculum, which can guide the development of contextually relevant reading interventions in such regions. Similarly, Pretorius and Spaul (2016) stressed that early reading instruction must be rooted in learners' home languages to improve comprehension and overall engagement in multilingual contexts like BARMM. Divinagracia (2024) highlighted the significance of macro- and micromanagement practices in reading comprehension programs, showing how school-level efforts can influence literacy outcomes especially relevant in the post-pandemic recovery of education systems.

In response, the Second Congressional Commission on Education (EDCOM 2) and the Bangsamoro government have collaborated to address these issues by reforming education policies, improving teacher preparation, and enhancing curriculum relevance. As explored by Comeros, Cuilan, and Chavez (2024), parental influence on children's learning styles further affects language development and literacy acquisition, pointing to the need for inclusive approaches that go beyond the classroom. According to Gambrell, Malloy, and Mazzoni (2015), successful literacy initiatives must also integrate motivation, choice, and culturally relevant content to sustain engagement, especially in low-resource settings. Murro (2024) further showed that distance learning models including modular instruction have exposed significant gaps in study habits and academic achievement among elementary students, a concern that resonates in resource-challenged areas like Patikul. Additionally, Garil, Abbas, and Limen (2024) linked grammatical

competence with academic performance, suggesting that foundational language skills are crucial for reading development.

Locally, the Patikul West District in the Division of Sulu experiences persistent reading difficulties among elementary learners. Teachers consistently encounter pupils struggling with reading, which they believe significantly hampers students' academic performance. These challenges echo the findings of Murro, Lobo, Inso, and Chavez (2023), who noted that parents with limited educational attainment face substantial barriers in supporting their children's learning a reality that mirrors the context in many communities in Patikul. Recent research by Santos and Del Rosario (2022) also indicates that community literacy programs, when co-developed with local educators, significantly boost children's reading progress in conflict-affected and disadvantaged areas. Moreover, Ceneciro (2025) highlighted that teacher professional development programs which emphasize engagement and retention can empower educators to design more effective literacy instruction. Recognizing the need for targeted and localized interventions, this study aims to determine the measures toward addressing reading difficulties as perceived by public elementary school teachers in Patikul West District. Their insights will contribute to the development of effective, context-specific strategies to improve literacy outcomes in one of the most challenged regions of the country.

### **Research Questions**

This study aimed to assess the measures toward reading difficulties among Public Elementary School learners at Patikul West District, Division of Sulu, School year 2024-2025.

1. What is the demographic profile of the pupil-respondents in terms of:
  - 1.1 Age;
  - 1.2 Gender;
  - 1.3 Educational Attainment; and
  - 1.4 Length of Service?
2. What is the extent of measures toward reading difficulties among public elementary school learners at Patikul West District, Division of Sulu as perceived by the teachers in the context of:
  - 2.1 Literacy goal;
  - 2.2 Classroom strategies;
  - 2.3 Supplementary instruction; and
  - 2.4 Problem Identification?
3. Is there a significant difference in the extent of measures toward reading difficulties among public elementary school learners at Patikul West district, Division of Sulu as perceived by the teachers when data are classified according to their demographic profile in terms of:
  - 3.1 Age;
  - 3.2 Gender;
  - 3.3 Educational Attainment; and
  - 3.4 Length of Service?
4. Is there a significant correlation among the sub-categories subsumed under the extent of measures toward reading difficulties among public elementary school learners at Patikul West District, Division of Sulu?

### **Foreign Literature and Studies**

*Impact of Reading Difficulties on Academic and Socio-emotional Outcomes.* Reading difficulties have long been linked to limited academic success and negative socio-emotional outcomes such as anxiety and low motivation. The COVID-19 pandemic further exacerbated this issue, disproportionately affecting students with poor reading skills. Main, Hill, and Paolino (2023) examined the implementation of a Direct Instruction program in a secondary school setting and found that while fidelity in implementation was challenging, students' reading ability and confidence improved over three years. This underscores the need for effective and sustained strategies to support struggling readers, particularly in underserved contexts like Patikul West District.

*Global Trends and Literacy Policy Responses.* Globally, disruptions to learning during the pandemic have had severe impacts on literacy. UNESCO (2020) emphasized the role of national policies in mitigating the crisis's long-term effects on youth and adult literacy. Under-resourced schools, underqualified teachers, and outdated curricula continue to hinder educational progress. Literacy is more than an educational goal; it is a driver of social and economic empowerment, especially for women and marginalized populations.

*Reading Interventions and Instructional Strategies.* In alignment with Sustainable Development Goal 4, which aims to ensure inclusive and equitable quality education (UNESCO, 2015), recent literature affirms the need for early reading proficiency as a foundation for lifelong learning. McArthur and Castles (2017) identified a range of interventions used to support learners with reading difficulties, including phonics, phonemic awareness, vocabulary training, and visual word recognition. These strategies reflect the complex and fluid nature of reading challenges.

*Effectiveness of Targeted Interventions.* Dudysh (2015) reviewed several strategies for supporting struggling readers and found that interventions like read-alouds, e-books, phonological instruction, and explicit teaching methods are highly effective. Programs such as Levelled Literacy Intervention and Reading Recovery have shown promising results when classroom instruction alone is insufficient. The role of teachers is pivotal in adapting methods to meet learners' individual needs.

*Case Studies in Reading Challenges and Intervention Approaches.* In Canada, the Pan-Canadian Assessment Program highlighted low reading achievement scores in Manitoba, revealing a need for pedagogical adjustments. Similarly, Sparks (2018) questioned the assumption that learning disabilities predict difficulties in foreign language learning. Using the Simple View of Reading model, Sparks found that most struggling readers demonstrated hyperlexic profiles, suggesting targeted instruction may be more beneficial than labeling students prematurely.

Research in Albania (Shehu, 2015) and India (Mohammad & Hasbi, 2021) confirmed that reading comprehension issues stem from limited exposure, language interference, and a lack of tailored strategies. Teachers should diagnose individual needs and apply responsive techniques both at home and in school. Gediki and Akyolii (2022) demonstrated that methods such as repeated reading, word mapping, and vocabulary development significantly improved fluency and confidence in a struggling fifth-grade reader.

*The Role of Family and Home Environment in Literacy.* Additionally, Chavez, J.V. (2022) emphasized the importance of real-life language use through bilingual parental narratives in shaping curriculum materials, promoting meaningful English language instruction as part of literacy development. Similarly, Comerros, Cuilan, and Chavez (2024) examined how family-driven learning preferences influence language development, pointing to home context as an essential component of early reading success.

## Local Literature and Studies

*Status of Reading Proficiency Among Public Elementary Learners.* In the context of addressing reading difficulties among public elementary learners, several studies provide valuable insights into effective reading programs and teacher-led interventions. Tomas, Villarros, and Galman (2021) emphasized that most learners fall under the frustration level in both English and Filipino reading profiles due to non-mastery of reading elements, lack of reading culture, and learners-at-risk. Their study proposed context-specific reading initiatives such as Literacy Programs and Individual Reading Recovery Programs. Similarly, Miranda, Lucila, and Trilles (2019) used quantitative observation to assess struggling readers' performance using Dolch sight words and the Phil-IRI Manual (2018). Their findings highlighted the effectiveness of strategic reading intervention materials designed based on students' current reading levels.

*Challenges in Program Implementation and Policy Gaps.* A critical analysis of the Philippine Informal Reading Inventory (Phil-IRI) by Abril, Acerbo, and Aboejo (2022) revealed implementation challenges due to teacher workload, limited materials, and inadequate reading infrastructure. This underscores the difficulties faced by teachers, particularly in resource-constrained areas like Patikul West District. Likewise, Gatcho and Bautista (2019) pointed out the lack of clear policies defining the roles and support systems for remedial reading teachers, suggesting the need for strengthened teacher identity and professional development.

*Program Innovations and Community-Based Literacy Efforts.* Ditona and Rico (2021) proposed a Reading Skills Enhancement Program (RSEP) that addressed Grade II pupils' difficulties in oral and silent reading comprehension, validated by strong teacher support. Meanwhile, Galilea, Pradia, and Bawa (2023) showcased the success of the 5Bs Program through tutorial sessions, peer tutoring, and strategic interventions, demonstrating notable improvement among frustrated readers.

*Parental Support and Home Literacy Practices.* Chavez, Adalia, and Alberto (2023) further underscored the value of parental involvement, highlighting how motivation and structured home support contribute to children's English learning and reading acquisition. Murro, Lobo, Inso, and Chavez (2023) revealed that parents with lower educational backgrounds often struggle to assist in their children's distance learning, reflecting challenges in maintaining consistent literacy support at home. Likewise, Chavez et al. (2024) discussed how policy awareness and working conditions affect teachers' capacity to deliver quality instruction a factor highly relevant in rural or disadvantaged settings like Patikul.

*Government and Institutional Responses.* Moreover, Padilla (2023) and the World Bank (2022) raised serious concerns about teacher competency, noting that many educators lack the fundamental skills required to teach reading effectively, with some teachers themselves struggling with comprehension and fluency. DepEd's "Catch-Up Fridays" and the "Hamon: Bawat Bata Bumabasa (3Bs Initiative)" (DepEd Memo No. 173, s.2019) aim to reverse this trend, yet require high-quality instruction and strong institutional support. In Aurora, reading environments and family engagement were identified as critical in addressing learner difficulties (DepEd, 2019). Adding to this, Chavez et al. explored how student exposure to journalism initiatives supports grammar and writing confidence auxiliary literacy benefits that strengthen formal reading and writing development.

Collectively, these studies reinforce the need for localized, teacher-driven, and resource-supported reading interventions vital considerations in shaping the perspectives and practices of educators in Patikul West District, Division of Sulu.

## Methodology

This chapter is a brief discussion on the research methods: research design, research locale, respondents of the study, sampling design, research instrument, data gathering procedure, validity and reliability, and statistical treatment of data.

### 1. Research Design

In "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," John W. Creswell outlines the descriptive method as a research approach that aims to systematically describe a phenomenon, population, or situation.

This study employed the quantitative method or the descriptive-exploratory research design which is appropriate in ascertaining the measure towards reading difficulties among public elementary school learners as perceived by the teachers at Patikul West District, Division of Sulu.

### 2. Research Locale and Respondents

The setting of the study was the public elementary schools in Patikul West District, Division of Sulu. There are eleven elementary schools and three primary schools with 146 teachers.

The source of the empirical data of this study was the one hundred teacher-respondents at Patikul West District, Division of Sulu.

Distribution of respondents		
No.	Name of Elementary School	No. of Respondents
1	Datu Uddin Bahjin Central Elementary school	15
2	Kan-Agui Elementary School	6
3	Gandasuli Elementary School	15
4	Igasan Elementary School	8
5	Kadday Mampallam Elementary School	6
6	Kasulutan Elementary School	10
7	Kaunayan Elementary School	9
8	Liang Elementary School	7
9	Patikul Higad Elementary Echool	8
10	Tanum Elementary School	8
11	Tuup Elementary School	8
Total:		100

### 3. Sampling Design

The sampling design used in this particular study was purposive sampling design that utilized the one hundred teacher-respondents to represent the 11 public elementary schools in Patikul West District, Division of Sulu. This study covered the school year 2024-2025. The purposive sampling in this study ensured the proper presentation of the said respondents.

### 4. Research Instrument

The research instrument used in this study was a survey questionnaire. The survey questionnaire is a checklist that standardized adapted from the study of Hartley, C. (2015) and Karanja, W. (2015).

This particular instrument was composed of two parts. Part I is the demographic profile of a teacher-respondents in terms of age, gender, educational attainment and length of service. Part II includes the literary goal, classroom strategies, supplementary instruction, and problem identification with 5 item statements each.

### 5. Data Gathering Procedure

After the proposal defense, the researcher secured a letter of request from the dean of the school of graduate studies to be forwarded to the District Supervisor of Patikul West District and to the school principals of Datu Uddin Bahjin Central elementary school, Kan-Agui Elementary school, Kan-Agui Elementary school, Gandasuli Elementary school, Igasan elementary school, Kadday Mampallam Elementary school, Kasulutan Elementary school, Kaunayan Elementary school, Liang elementary school, Patikul Higad elementary school, Tanum elementary school, and Tuup elementary school asking permission to allow the researcher to launch his study in the said institutions. The researcher personally administered and retrieved the research instrument among the teacher-respondents of the schools mentioned. After which, it was submitted to the statistician for appropriate treatment and analysis. Furthermore, the final draft of the manuscript was written.

#### 6. *Statistical Treatment of Data*

The statistical tools employed in this study to generate the empirical data were the following:

1. To answer question number 1 on "what is the demographic profile of the teacher-respondents in terms of: age, gender, educational attainment and length of service? " The statistical tool used was frequency and percentage.

2. To answer question number 2 on "what is the extent of measures toward reading difficulties among public elementary school learners at Patikul West District, Division of Sulu as perceived by the teachers in the context of: literacy goal, classroom strategies, Supplementary instruction and problem identification? " The statistical tools used were weighted mean and standard deviation.

3. To answer question number 3 on "is there a signing difference in the extent of measures toward reading difficulties among public elementary school learners at Patikul West District, Division of Sulu as perceived by the teachers when data are classified according to their demographic profile in terms of: age, gender, educational attainment, and length of service? " The statistical tools used were the T-test and one-way Analysis of variance (ANOVA).

4. To answer question number 4 on "is there a significant correlation among the sub-categories subsumed under the extent of measures toward reading difficulties among public elementary school learners at Patikul West District, Division of Sulu? " The statistical tool used was Pearson Product-Moment correlation.

Scales to be used		
Point	Scale Value	Interpretation
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Moderately Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

## Results

This chapter presents the analysis and interpretation of the results based on the data gathered for this study. It provides insights into the the measures toward reading difficulties among Public Elementary School learners at Patikul West District, Division of Sulu. Additionally, it examines the demographic profiles of teacher-respondents, including their age, gender, educational attainment, and length of service. The chapter also explores the extent of measures toward reading difficulties among Public Elementary School learners at Patikul West District, Division of Sulu as perceived by the teachers in the context of Literacy Goal, Classroom Strategies,

Supplementary Instruction, and Problem Identification. Furthermore, it investigates the significant correlations and differences in these sub-categories when classified according to the respondents' demographic profiles.

The presentations, analyses, and interpretations of results are based on the proper scoring and statistical treatment of the data, corresponding to each of the research questions outlined in this study.

1. What is the demographic profile of the teacher-respondents in terms of: 1.1 Age, 1.2 Gender, 1.3 Educational Attainment, and 1.4 Length of Service?

### *1.1 In terms of Age*

Table 1.1 presents the demographic profile of teacher-respondents at public elementary schools in the Patikul West District, Division of Sulu, based on age. The data show that out of 100 teacher-respondents, 35 (35%) are aged 21-30 years old, while 65 (65%) are aged 31 years old and above. These findings indicate that the majority of the teacher-respondents are in the older age group (31 years old and above), suggesting that the teaching workforce in the Patikul West District is predominantly composed of experienced and mature educators.

Table 1.1 Demographic Profile of Teacher-respondents at Public Elementary Schools in the Patikul West District, Division of Sulu by Age

Age	Number of respondents	Percent
21-31 years old	35	35.0%
31 years old and above	65	65.0%
Total	100	100%

### *1.2 In terms of Gender*

Table 1.2 presents the demographic profile of teacher-respondents at public elementary schools in the Patikul West District, Division of Sulu, based on gender. The data show that out of 100 teacher-respondents, 28 (28%) are male, while 72 (72%) are female. These findings reveal that the majority of the teacher-respondents in this study are female, indicating that the teaching workforce in public elementary schools in the Patikul West District is predominantly composed of women.

Table 1.2 Demographic Profile of Teacher-respondents at Public Elementary Schools in the Patikul West District, Division of Sulu by Gender

Gender	Number of respondents	Percent
Male	28	28.0%
Female	72	72.0%
Total	100	100%

### *1.3 In terms of Educational Attainment*

Table 1.3 presents the demographic profile of teacher-respondents at public elementary schools in the Patikul West District, Division of Sulu, based on educational attainment. The data show that out of 100 teacher-respondents, 79 (79%) hold a Bachelor's degree, 18 (18%) have a Bachelor's degree with units in a Master's program, 2 (2%) have completed a Master's degree, and 1 (1%) has a Master's degree with units in a Doctoral program. These findings reveal that the

majority of the teacher-respondents possess a Bachelor’s degree, with a smaller proportion pursuing or having completed higher education.

*Table 1.3 Demographic Profile of Teacher-respondents at Public Elementary Schools in the Patikul West District, Division of Sulu by Educational Attainment.*

Educational Attainment	Number of respondents	Percent
Bachelor’s Degree	79	79.0%
Bachelor’s Degree with units in Master’s Program	18	18.0%
Master’s Degree	2	2.0%
Master’s Degree with units in Doctoral Program	1	1.0%
Total	100	100%

#### *1.4 In terms of Length of Service*

Table 1.4 presents the demographic profile of teacher-respondents at public elementary schools in the Patikul West District, Division of Sulu, based on their length of service. The data show that out of 100 teacher-respondents, 34 (34%) have served for 5 years or below, 35 (35%) have 6-10 years of service, 17 (17%) have 11-15 years of service, and 14 (14%) have served for 16 years or more. These findings indicate that the majority of the teacher-respondents, 69%, have 10 years or less of teaching experience, suggesting a relatively younger or less experienced workforce in the district. The smaller proportion of respondents with over 15 years of service (14%) suggests that only a minority of teachers in the area have extensive teaching experience.

*Table 1.4 Demographic Profile of Teacher-respondents at Public Elementary Schools in the Patikul West District, Division of Sulu by Length of Service.*

Length of Service	Number of respondents	Percent
5 years and below	34	34.0%
6-10 years	35	35.0%
11-15 years	17	17.0%
16 years and above	14	14.0%
Total	100	100%

2. What is the extent of measures toward reading difficulties among Public Elementary School learners at Patikul West District, Division of Sulu as perceived by the teachers in the context of: 2.1 Literacy Goal, 2.2 Classroom Strategies, 2.3 Supplementary Instruction, and 2.4 Problem Identification?

#### *2.1 In the context of Literacy Goal*

Table 2.1 presents the extent of measures toward addressing reading difficulties among public elementary schools in the Patikul West District, Division of Sulu, as perceived by the teachers in the context of Literacy Goal. The total weighted mean is 4.3000, with a standard deviation of .53748, corresponding to an overall rating of "Agree." These results indicate that teachers generally agree on the existence and implementation of measures aimed at addressing literacy challenges within their schools.

The mean scores show that the statement "The literacy plan for my school is understood by all teachers" received the highest mean score of 4.49, rated as "Agree." This suggests that the literacy plans in schools are clearly communicated and well-understood by teachers. Similarly, "My school has a goal of increasing literacy for all pupils" (4.44) and "My school has a plan for increasing literacy in specific subject areas" (4.34) also received high ratings, indicating that schools have clear goals and subject-specific literacy strategies in place. On the other hand, the statement "Offer library resources" received the lowest mean score of 3.91, though it is still rated as "Agree." This suggests that while library resources are available, there may be room for improvement in providing additional or more effective resources to support literacy goals.

These findings reveal that schools in the Patikul West District are actively implementing measures to address reading difficulties, with well-defined literacy goals, plans, and teacher support systems. However, the slightly lower rating for library resources highlights a potential area for further enhancement to strengthen literacy initiatives.

*Table 2.1 Extent of Measures Toward Reading Difficulties among Public Elementary School learners at Patikul West District, Division of Sulu as Perceived by the Teachers in the Context of Literacy Goal.*

Statements	Mean	S.D
My school has a goal of increasing literacy for all pupils	4.44	.608
The literacy plan for my school is understood by all teachers	4.49	.541
My school has a plan for increasing literacy in specific subject areas	4.34	.685
My school provides adequate opportunities to help teachers understand literacy goals and plans for the school	4.32	.737
Offer library resources	3.91	.944
Total Weighted Mean	4.30	.53748

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Moderately Agree; (2) 1.50-2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

## *2.2 In the context of Classroom Strategies*

Table 2.2 presents the extent of measures toward addressing reading difficulties among public elementary school learners at the Patikul West District, Division of Sulu, as perceived by the teachers in the context of Classroom Strategies. The total weighted mean is 4.3360, with a standard deviation of .57901, corresponding to an overall rating of "Agree." These results indicate that teachers generally agree on the effectiveness of classroom strategies for addressing reading difficulties and improving comprehension.

The mean scores show that the statement "Word study strategies (word parts, phonics, word origin, etc.) are most effective for increasing comprehension" received the highest mean score of 4.41, rated as "Agree." This suggests that teachers view word study strategies as highly effective in addressing reading challenges. Similarly, the statements "Strategies that motivate students to read are most effective for increasing subject area comprehension" (4.40) and "Vocabulary-based strategies are most effective to subject area comprehension" (4.36) also received high ratings,

indicating strong agreement on the importance of motivation and vocabulary in improving reading comprehension. On the other hand, the statement "Strategies that activate prior knowledge and foster analyzation (i.e., previewing and summarizing) are most effective for subject area comprehension" received the lowest mean score of 4.22, though it is still rated as "Agree." This suggests that while activating prior knowledge is recognized as effective, it may be slightly less emphasized compared to other strategies. These findings reveal that teachers in the Patikul West District generally agree on the importance and effectiveness of a variety of classroom strategies, including word study, vocabulary-based strategies, and motivational techniques, in addressing reading difficulties. The consistent high ratings reflect the active implementation of diverse strategies to improve subject area comprehension among learners.

Table 2.2 Extent of Measures Toward Reading Difficulties among Public Elementary School learners at Patikul West District, Division of Sulu as Perceived by the Teachers in the Context of Classroom Strategies.

Statements	Mean	S.D	Rating
Vocabulary based strategies are most effective to subject area comprehension	4.36	.644	Agree
Word study strategies (word parts, phonics, word origin, etc..) are most effective for increasing comprehension	4.41	.712	Agree
Strategies that focus on fluency are most effective for increasing subject area comprehension		.729	Agree
Strategies that focus on fluency are most effective for increasing subject area comprehension	4.40	.739	Agree
Strategies that motivate students to read are most effective for increasing subject area comprehension	4.22	.836	Agree
Total Weighted Mean	4.3360	.57901	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Moderately Agree; (2) 1.50-2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

### 2.3 In the context of Supplementary Instruction

Table 2.3 presents the extent of measures toward addressing reading difficulties among public elementary school learners at the Patikul West District, Division of Sulu, as perceived by the teachers in the context of Supplementary Instruction. The total weighted mean is 4.4600, with a standard deviation of .49360, corresponding to an overall rating of "Agree." These results indicate that teachers generally agree on the effectiveness of supplementary instruction strategies for addressing reading difficulties.

The mean scores show that the statement "Word study" received the highest mean score of 4.53, rated as "Strongly Agree," suggesting that teachers view word study strategies (e.g., phonics, word parts) as particularly effective in addressing reading challenges. Similarly, "Vocabulary" (4.51) was also rated as "Strongly Agree," emphasizing the importance of vocabulary development in supplementary instruction. The other statements, such as "Previewing" (4.45), "Summarizing" (4.41), and "Fluency" (4.40), received slightly lower ratings but were still rated as "Agree." These

findings suggest that teachers recognize these strategies as effective but slightly less emphasized compared to vocabulary and word study. These findings reveal that teachers in the Patikul West District perceive supplementary instruction strategies, particularly those focused on word study and vocabulary development, as highly effective in addressing reading difficulties. While strategies like fluency, previewing, and summarizing are also valued, the emphasis appears to be on building foundational language skills to support reading comprehension.

Table 2.3 Extent of Measures Toward Reading Difficulties among Public Elementary School learners at Patikul West District, Division of Sulu as Perceived by the Teachers in the Context of Supplementary Instruction.

Statements	Mean	S.D	Rating
Vocabulary	4.51	.595	Strongly Agree
Word study	4.53	.658	Strongly Agree
Fluency	4.40	.620	Agree
Previewing	4.45	.626	Agree
Summarizing	4.41	.605	Agree
Total Weighted Mean	4.4600	.49360	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Moderately Agree; (2) 1.50-2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

#### 2.4 In the context of Problem Identification

Table 2.4 presents the extent of measures toward addressing reading difficulties among public elementary school learners at the Patikul West District, Division of Sulu, as perceived by the teachers in the context of Problem Identification. The total weighted mean is 3.3640, with a standard deviation of .81866, corresponding to an overall rating of "Moderately Agree." These results suggest that teachers moderately agree on the factors influencing reading difficulties and their identification within their schools.

The mean scores show that the statement "Reading difficulties (comprehension error)" received the highest mean score of 4.18, rated as "Agree," indicating that teachers strongly recognize comprehension errors as a primary factor in reading difficulties. Similarly, "Learners' previous academic background" received a mean score of 3.72, also rated as "Agree," highlighting its importance in identifying reading challenges. On the other hand, the statements "School administration" (2.87), "Quality of staff" (3.26), and "Teaching methods" (2.79) received lower mean scores, rated as "Moderately Agree." These findings suggest that while these factors are acknowledged as contributing to reading difficulties, they are not emphasized as strongly as comprehension errors or learners' academic backgrounds. These findings reveal that teachers in the Patikul West District recognize comprehension errors and learners' previous academic backgrounds as key factors in identifying reading difficulties. However, factors such as school administration, quality of staff, and teaching methods are perceived to have a moderate influence.

Table 2.4 Extent of Measures Toward Reading Difficulties among Public Elementary School learners at Patikul West District, Division of Sulu as Perceived by the Teachers in the Context of Problem Identification.

Statements	Mean	S.D	Rating
Reading Difficulties	4.18	.978	Agree
School administration	2.87	1.220	Moderately Agree
Quality of staff	3.26	1.151	Moderately Agree

Learners' previews academic background	3.72	1.036	Agree
Teaching methods	2.79	1.282	Moderately Agree
Total Weighted Mean	3.3640	.81866	Moderately Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Moderately Agree; (2) 1.50-2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

3. Is there a significant difference in the extent of measures toward reading difficulties among Public Elementary School learners at Patikul West district, Division of Sulu as perceived by the teachers when data are classified according to their demographic profile in terms of: 3.1 Age, 3.2 Gender, 3.3 Educational Attainment, and 3.4 Length of Service?

### 3.1 According to Age

Table 3.1 presents the differences in the extent of measures toward addressing reading difficulties among public elementary school learners at the Patikul West District, Division of Sulu, as perceived by the teachers when data are grouped according to their demographic profile in terms of Age. The table shows the t-values and significance values (Sig.) for the variables Literacy Goal, Classroom Activities, Supplementary Instruction, and Problem Identification. All significance values are above the alpha level of 0.05, indicating no significant differences in the perceptions of 21-30 years old and 31 years old and above respondents.

For Literacy Goal, the mean score for 21-30 years old teachers is 4.354, while for 31 years old and above teachers, it is 4.271, with a mean difference of 0.08352, a t-value of 0.739, and a Sig. value of 0.461, which is not significant. Similarly, for Classroom Activities, the mean score for 21-30 years old teachers is 4.331, while for 31 years old and above teachers, it is 4.338, with a mean difference of -0.00703, a t-value of -0.058, and a Sig. value of 0.954, which is also not significant. In terms of Supplementary Instruction, the mean score for 21-30 years old teachers is 4.480, while for 31 years old and above teachers, it is 4.449, with a mean difference of 0.03077, a t-value of 0.296, and a Sig. value of 0.768, which is not significant. For Problem Identification, the mean score for 21-30 years old teachers is 3.063, while for 31 years old and above teachers, it is 3.526, with a mean difference of -0.46330, a t-value of -2.79, and a Sig. value of 0.006, which is not significant.

These findings suggest that Age does not significantly influence the extent of measures toward addressing reading difficulties in the contexts of Literacy Goal, Classroom Activities, Supplementary Instruction, and Problem Identification. Therefore, the hypothesis which states, "There is no significant difference in the extent of measures toward reading difficulties among public elementary school learners at Patikul West District, Division of Sulu as perceived by the teachers when data are classified according to their demographic profile in terms of age," is accepted. This implies that both 21-30 years old and 31 years old and above teachers perceive the effectiveness of these measures similarly across all contexts.

Table 3.1 Difference in the Extent of Measures Toward Reading Difficulties Among Public Elementary School learners at Patikul West District, Division of Sulu as Perceived by the Teachers when Data are Classified according to their Demographic Profile in terms of Age.

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Literacy Goal	21-30 years old	4.354	.50430	.08352	.739	.461	Not Significant

	31 years old and above	4.271	.55614				
Classroom Activities	21-30 years old	4.331	.56971	-.00703	-.058	.954	Not Significant
	31 years old and above	4.338	.58835				
Supplementary Instruction	21-30 years old	4.480	.44510	.03077	.296	.768	Not Significant
	31 years old and above	4.449	.52085				
Problem Identification	21-30 years old	3.063	.68732	-.46330	-2.79	.006	Not Significant
	31 years old and above	3.526	.84230				

Note. \* Significant at alpha 0.05

### 3.2 According to Gender

Table 3.2 presents the differences in the extent of measures toward addressing reading difficulties among public elementary school learners at the Patikul West District, Division of Sulu, as perceived by the teachers when data are classified according to their demographic profile in terms of Gender. The table shows the t-values and significance values (Sig.) for the variables Literacy Goal, Classroom Activities, Supplementary Instruction, and Problem Identification. All significance values are above the alpha level of 0.05, indicating no significant differences in the perceptions of male and female respondents.

For Literacy Goal, the mean score for male teachers is 4.357, while for female teachers, it is 4.278, with a mean difference of 0.07937, a t-value of 0.661, and a Sig. value of 0.510, which is not significant. Similarly, for Classroom Activities, the mean score for male teachers is 4.386, while for female teachers, it is 4.317, with a mean difference of 0.06905, a t-value of 0.533, and a Sig. value of 0.595, which is also not significant. In terms of Supplementary Instruction, the mean score for male teachers is 4.543, while for female teachers, it is 4.428, with a mean difference of 0.11508, a t-value of 1.047, and a Sig. value of 0.298, which is not significant. For Problem Identification, the mean score for male teachers is 3.314, while for female teachers, it is 3.383, with a mean difference of -0.06905, a t-value of -0.377, and a Sig. value of 0.707, which is also not significant.

These findings suggest that Gender does not significantly influence the extent of measures toward addressing reading difficulties in the contexts of Literacy Goal, Classroom Activities, Supplementary Instruction, and Problem Identification. Therefore, the hypothesis which states, "There is no significant difference in the extent of measures toward reading difficulties among public elementary school learners at Patikul West District, Division of Sulu as perceived by the teachers when data are classified according to their demographic profile in terms of gender," is accepted. This implies that both male and female teachers perceive the effectiveness of these measures similarly across all contexts.

*Table 3.2 Difference in the Extent of Measures Toward Reading Difficulties Among Public Elementary School learners at Patikul West District, Division of Sulu as Perceived by the Teachers when Data are Classified according to their Demographic Profile in terms of Gender.*

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Literacy Goal	Male	4.357	.58716	.07937	.661	.510	Not Significant

Classroom Activities	Female	4.278	.51954	.06905	.533	.595	Not Significant
	Male	4.386	.52473				
	Female	4.317	.60117				
Supplementary Instruction	Male	4.543	.44840	.11508	1.047	.298	Not Significant
	Female	4.428	.50941				
Problem Identification	Male	3.314	.76290	-.06905	-.377	.707	Not Significant
	Female	3.383	.84370				

Note. \* Significant at alpha 0.05

### 3.3 According to Educational Attainment

Table 3.3 presents the differences in the extent of measures toward addressing reading difficulties among public elementary school learners at the Patikul West District, Division of Sulu, as perceived by the teachers when data are classified according to their demographic profile in terms of Educational Attainment. The table shows the F-values and significance values (Sig.) for the variables Literacy Goals, Classroom Strategies, Supplementary Instruction, and Problem Identification. All significance values are above the alpha level of 0.05, indicating no significant differences in the perceptions of respondents with varying levels of educational attainment.

For Literacy Goals, the F-value is 0.408, with a Sig. value of 0.747, which is not significant. Similarly, for Classroom Strategies, the F-value is 0.374, with a Sig. value of 0.772, indicating no significant differences. In terms of Supplementary Instruction, the F-value is 1.104, with a Sig. value of 0.351, which is also not significant. Lastly, for Problem Identification, the F-value is 0.370, with a Sig. value of 0.775, which is not significant as well.

These findings suggest that Educational Attainment does not significantly influence the extent of measures toward addressing reading difficulties in the contexts of Literacy Goals, Classroom Strategies, Supplementary Instruction, and Problem Identification. Therefore, the hypothesis which states, "There is no significant difference in the extent of measures toward reading difficulties among public elementary school learners at Patikul West District, Division of Sulu as perceived by the teachers when data are classified according to educational attainment," is accepted. This implies that teachers, regardless of their educational background, perceive the effectiveness of these measures similarly across all contexts.

Table 3.3 Difference in the Extent of Measures Toward Reading Difficulties Among Public Elementary School learners at Patikul West District, Division of Sulu as Perceived by the Teachers when Data are Classified according to their Demographic Profile in terms of Educational Attainment.

Sources of Variation		Sum of squares	Df	Mean Square	F	Sig.	Description
Literacy Goals	Between Groups	.360	3	.120	.408	.747	Not Significant
	Within Groups	28.240	96	.294			
	Total	28.600	99				
Classroom Strategies	Between Groups	.383	3	.128	.374	.772	Not Significant
	Within Groups	32.807	96	.342			
	Total	33.190	99				
Supplementary Instruction	Between Groups	.805	3	.268	1.104	.351	Not Significant
	Within Groups	23.315	96	.243			
	Total	24.120	99				
	Between Groups	.758	3	.253	.370	.775	Not

Problem Identification	Within Groups	65.592	96	.683	Significant
	Total	66.350	99		

Note. \* Significant at alpha 0.05

### 3.4 According to Length of Service

Table 3.4 presents the differences in the extent of measures toward addressing reading difficulties among public elementary school learners at the Patikul West District, Division of Sulu, as perceived by the teachers when data are classified according to their demographic profile in terms of Length of Service. The table shows the F-values and significance values (Sig.) for the variables Literacy Goals, Classroom Strategies, Supplementary Instruction, and Problem Identification. All significance values are above the alpha level of 0.05, indicating no significant differences in the perceptions of respondents with varying lengths of service.

For Literacy Goals, the F-value is 1.596, with a Sig. value of 0.195, which is not significant. For Classroom Strategies, the F-value is 0.241, with a Sig. value of 0.868, which is also not significant. In terms of Supplementary Instruction, the F-value is 0.135, with a Sig. value of 0.939, which is not significant. Lastly, for Problem Identification, the F-value is 2.657, with a Sig. value of 0.053, which is also not significant.

These findings suggest that Length of Service does not significantly influence the extent of measures toward addressing reading difficulties in the contexts of Literacy Goals, Classroom Strategies, Supplementary Instruction, and Problem Identification. Therefore, the hypothesis which states, "There is no significant difference in the extent of measures toward reading difficulties among public elementary school learners at Patikul West District, Division of Sulu as perceived by the teachers when data are classified according to length of service," is accepted. This implies that teachers, regardless of their years of service, perceive the effectiveness of these measures similarly across all contexts.

Table 3.4 Difference in the Extent of Measures Toward Reading Difficulties Among Public Elementary School learners at Patikul West District, Division of Sulu as Perceived by the Teachers when Data are Classified according to their Demographic Profile in terms of Length of Service.

Sources of Variation		Sum of squares	Df	Mean Square	F	Sig.	Description
Literacy Goals	Between Groups	1.359	3	.453	1.596	.195	Not Significant
	Within Groups	27.241	96	.284			
	Total	28.600	99				
Classroom Strategies	Between Groups	.248	3	.083	.241	.868	Not Significant
	Within Groups	32.943	96	.343			
	Total	33.190	99				
Supplementary Instruction	Between Groups	.101	3	.034	.135	.939	Not Significant
	Within Groups	24.019	96	.250			
	Total	24.120	99				
Problem Identification	Between Groups	5.087	3	1.696	2.657	.053	Not Significant
	Within Groups	61.263	96	.638			
	Total	66.350	99				

Note. \* Significant at alpha 0.05

4. Is there a significant correlation among the sub-categories subsumed under the extent of measures toward reading difficulties among public elementary school learners at Patikul West District, Division of Sulu?

Table 4 presents the correlation among the sub-categories subsumed under the extent of measures toward addressing reading difficulties among public elementary school learners in the Patikul West District, Division of Sulu. The computed Pearson correlation coefficients (Pearson  $r$ ) indicate the degree and direction of relationships among the variables Literacy Goal, Classroom Strategies, Supplementary Instruction, and Problem Identification. Correlations marked with "" are significant at alpha 0.01.

The relationships between the variables are as follows:

1. Literacy Goal and Classroom Strategies exhibit a moderate positive correlation ( $r = 0.515$ , Sig. = 0.000), indicating that as literacy goals become clearer or more effectively implemented, classroom strategies are likely to be strengthened.
2. Literacy Goal and Supplementary Instruction show a high positive correlation ( $r = 0.397$ , Sig. = 0.000), suggesting that the establishment of effective literacy goals positively influences supplementary instructional strategies.
3. Literacy Goal and Problem Identification have a weak and non-significant negative correlation ( $r = -0.140$ , Sig. = 0.166), indicating no significant relationship between these variables.
4. Classroom Strategies and Supplementary Instruction demonstrate a high positive correlation ( $r = 0.425$ , Sig. = 0.000), reflecting that strong classroom strategies align closely with effective supplementary instruction.
5. Classroom Strategies and Problem Identification have a weak and non-significant negative correlation ( $r = -0.097$ , Sig. = 0.377), suggesting no significant relationship between these variables.
6. Supplementary Instruction and Problem Identification exhibit a weak and non-significant positive correlation ( $r = 0.097$ , Sig. = 0.335), indicating no meaningful relationship between these variables.

The findings reveal significant positive correlations between Literacy Goal and Classroom Strategies, Literacy Goal and Supplementary Instruction, and Classroom Strategies and Supplementary Instruction, suggesting that these sub-categories are closely interrelated. However, there are no significant correlations between Problem Identification and the other sub-categories, indicating that measures related to problem identification operate independently of the other sub-categories.

The hypothesis which states, "There is no significant correlation among the sub-categories subsumed under the extent of measures toward reading difficulties among public elementary school learners at Patikul West District, Division of Sulu," is rejected. This suggests that while many measures are interconnected, problem identification does not strongly align with other sub-categories in addressing reading difficulties among learners.

*Table 4 Correlation Among the Sub-Categories Subsumed under the Extent of Measures Toward Reading Difficulties among Public Elementary School Learners at Patikul West District, Division of Sulu.*

Variables		Pearson $r$	Sig.	N	Description
Dependent	Independent				
Literacy Goal	Classroom Strategies	.515**	.000	100	Moderate
	Supplementary Instruction	.397**	.000	100	High
	Problem Identification	-.140	.166	100	Not Significant

Classroom Strategies	Supplementary Instruction	.425**	.000	100	High
	Problem Identification	-.097	.377	100	Not Significant
Supplementary Instruction	Problem Identification	.097	.335	100	Not Significant

Note. \*\*Correlation coefficient is significant at alpha .01

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

## Conclusion

The following was concluded based on the findings of the study:

1. Majority of the teachers are in their early 30s and older, female teachers outnumber their male counterparts, with a few pursuing graduate studies, and mostly barely new in service.
2. The result suggests that while library resources are available, there may be room for improvement in providing additional or more effective resources to support literacy goals. Effective classroom strategies including word study, vocabulary – based strategies, and motivational techniques are very much needed in addressing reading difficulties. Building foundational languages skills to support reading comprehension is a must. However, factors such as school administration, quality of staff, and teaching methods are perceived to have a moderate influence on reading difficulties.
3. The demographic profile of the teacher – respondents failed to reject the null hypothesis. Other factors may have influence the respondents’ perception on the reading difficulties of learners at Patikul West District, Division of Sulu.
4. The different correlational results could only mean that the teacher – respondents have different perception towards the different variables in question.

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