



READING PERFORMANCE OF GRADE 2 LEARNERS USING MARUNGKO APPROACH

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Abstract:

Studying the reading performance of Grade 2 Learners using Marungko Approach is essential in creating an effective intervention plan. In this context, this study assess the reading performance of Grade 2 learners exposed to Marungko approach in five public elementary school located in remote areas of a large size school division in Northern Negros. The data for this descriptive research study were gathered using a researcher-made survey questionnaire which was pilot tested and validated. Overall, the data showed a significant presence of younger pupils in Grade 2, with a typical family structure and a diverse socio-economic backgrounds. The study's findings regarding reading performance showed that the learners are skilled in phonics knowledge, word recognition, decoding skills and passage reading. Similarly, when grouped according to the aforementioned variables, the level of reading performance in phonics knowledge, word recognition, decoding and passage reading are also in proficient scale. Furthermore, a significant difference was found in the level of reading performance in phonics knowledge when grouped and compared according to number of siblings and average family monthly income. However, no significant difference was detected based on age. Moreover, the reading performance in terms of Word Recognition, Decoding and Passage Reading, does not show a significant difference when grouped and compared by the aforementioned variables. The study results call for the professional development training of teachers about programs on evidence practices, motivation for parental involvement and consideration of long term studies.

Keywords: Reading performance, Marungko Approach, phonics knowledge, word recognition, decoding, passage reading

Introduction:

Nature of the Problem

The twenty-first century is when there is a rapid flow of information, and proficient reading abilities are crucial for learners' academic success. Reading performance is central to this complex environment and is a key ability that shapes people's lives and advances society. Learning to read is a crucial skill for Grade 2 pupils to acquire. Santos and De Vera (2020) state that this human cognitive ability is essential for survival in current cultural contexts.

Santos and De Vera (2020) added that, in the Philippine context, the Department of Education (DepEd) has long provided various initiatives to strengthen and advance reading comprehension in Filipino students. However, despite the various program offerings, visible reading gaps still need to be addressed. According to Boltron & Ramos (2011), the 2019 Program for International Student Assessment (P.I.S.A.) results showed the lowest reading performance in the country. They came in last place out of 79 countries. These shortcomings might harm individual students and the Philippine community if not addressed.

The Marungko Approach is one of the most commonly used methods in literature by academics and educators to help students improve their reading performance. According to the study by De Belen (2017), the Marungko approach teaches the correct sequence of letters and letter sounds from frequently occurring to the least one. This intervention approach is needed to address the reading gaps that are happening in the field of education today.

In five schools in the district of a large size school division, Grade 2 learners from diverse backgrounds are having challenges in reading. The vast majority of them need help understanding the connection between letters and sounds. Several of them lack confidence and believe reading is too difficult for them. They show a strong hesitancy and perplexity when pronouncing and decoding letters to identify words. They also need help with blending and appear to read by memorizing the words provided.



At the Beginning of the School Year, C.R.L.A.'s result in a far-flung school shows that 11% of the learners are emergent, 26% are developing, and 63% are transitioning. This suggests that appropriate intervention must be planned and crafted to address these reading gaps. For these reasons, the researcher was motivated to conduct this study to assess the reading performance of Grade 2 learners exposed to the Marungko Approach and serve as the basis for an intervention plan.

Current State of Knowledge

New academic research offers fascinating new insights into various aspects of reading comprehension. In their investigation of digital tools' transformative potential, Moje et al. (2022) emphasize these technologies' role in fostering reader engagement and comprehension through deliberate instructional design. Perfetti et al. (2020) show that comprehension processes are dynamic by investigating the complex relationships between attention, memory, and prediction in reading. Geary (2020) advocates for personalized therapies in her study of individual differences, focusing in particular on the impact of cognitive capacities such as working memory and processing speed on reading difficulties. Furthermore, social and cultural factors influence reading performance, highlighting the significance of prior knowledge, literacy experiences, and cultural values (Gutierrez et al., 2019). This reinforces the concept of culturally responsive education.

According to Wigfield and Guthrie's (2020) research, motivation and engagement are influenced by both internal and external factors, emphasizing the importance of creating a welcoming reading environment to encourage lifetime involvement. The National Council of Teachers of English (2022) promotes critical thinking and social-emotional development to broaden the definition of reading and foster responsible citizenship, empathy, and analysis. Similarly, Balan et al. (2019) investigated the relationship between reading habits and academic success in Malaysia. Their findings demonstrate how critical it is to encourage students to develop good reading habits to improve their performance in various academic subjects. By encouraging a regular and meaningful reading culture, teachers can help students develop stronger literacy skills, which contribute to overall academic performance

Understanding reading performance holistically necessitates addressing diversity. According to Ladson-Billings (2022), cultural and linguistic diversity emphasizes the importance of culturally responsive methods for assisting students from diverse backgrounds. According to Neuman and Dickinson (2019), socioeconomic disparities require efforts to address unequal access to literature and educational resources. Furthermore, the discussion of neurodiversity emphasizes the importance of customized therapies and assistive technologies for people with learning disabilities. Recent research provides valuable insights into reading proficiency and methods for raising standards globally. As an example, Attiyat's (2019) study published in the Arab World English Journal examined the impact of leisure reading on university students' writing proficiency and reading comprehension. Their findings demonstrated the positive effects of reading materials on comprehension and writing skills, emphasizing the importance of incorporating enjoyable reading experiences into educational strategies.

In the Philippines, the Marungko Approach is also associated with Phonics (Yayen, 2018). According to Faust and Kandelshine-Waldman (cited in Johnson, 2022), synthetic Phonics is a bottom-up process because students are taught to begin decoding by observing and connecting the language's smallest units, graphemes, and phonemes. According to Campbell et al. (cited in Johnson, 2022), commercial phonics programs are curricula that systematically introduce the relationship between graphemes and phonemes. Isolated phonemic, phonological, and alphabetical skills are taught in the programs. Most commercial phonics programs are, introduce learners to letters, teach readers to synthesize the letters to create a word, and then provide text that targets the phonic skill being taught.

Similarly, Campbell said in his study, "Schools frequently implement phonics programs to address reading deficits in their students" (Johnson, 2022). However, the curriculum is designed to emphasize Phonics. There are various perspectives and ideas about when phonics instruction is most appropriate for readers (Tracey, 2017). However, Tyler (2015) said in his study, "Phonics instruction is generally geared toward young children because it has been shown to be a preventative measure rather than a cure. It is a skill that must be learned quickly". Students learn to read in the primary grades, and they read to learn as they grow older (Johnson, 2022).

Furthermore, Gilbas stated in his study that struggling readers who missed the key skills must be exposed to Phonics instruction, which is effective for struggling readers in the early grades (Guzman et al., 2023). Research shows that Phonics, when taught correctly, is one of the most effective ways of teaching children to learn to read – this is backed up by our assessment data at NAIS Manila. Sounds are taught from easiest to hardest: single-letter sounds first, then moving on to two letters, making a sound, and so on. Learning phonics is one of the most important stepping stones in early reading (Pooley, 2023). Teaching Phonics means teaching the sound of the letter or letter groups. Thus, the child learns to read letter by letter to form the word, compared to sight words, where the child learns the word as a whole (Jinoe, 2020).



One perfect example of phonic-based instruction in the Philippines is the Marungko Approach. It is an approach to teaching reading that uses the Filipino language as the medium of instruction. Instead of introducing letters arranged traditionally, letters are arranged based on the sound of the letters. The letters are then introduced in localized and contextualized songs and poems for the students to remember and learn them better. It emphasizes a phonics-based approach to reading instruction, providing students with the necessary tools to decode and comprehend written language (Greg, 2020). He asserts that the Marungko Approach is grounded in the belief that reading is a complex process involving the integration of various skills, including phonemic awareness, Phonics, vocabulary development, fluency, and comprehension. It adopts a systematic and explicit approach to teaching reading, with a strong focus on phonics instruction. Phonics refers to the relationship between sounds (phonemes) and the letters (graphemes) that represent them. By teaching students sound-symbol correspondence, they can decode words and develop reading fluency. Phonics instruction is at the core of the Marungko Approach.

Theoretical Underpinnings

This study is anchored on the theory of Jeanne Chall's stages of reading development (1983), which states that six stages of reading development will build up the reading performance. One of these is stage 1: initial reading and decoding, wherein the children begin to understand the alphabetic principle and can connect sounds to symbols. This stage marks the beginning of children's training in reading. This theory added that children in this stage begin directing their attention to the medium rather than the message. This means that readers use the text's bottom-up qualities, focusing on the phonetic rules rather than contextual knowledge.

This is supported by E.J Gibson's bottom-up theory of reading, which stresses the approach of reading by starting from the bottom up and moving to concepts. This means that children are first taught the basics, which are the phonics skills that build up the foundation for reading performance (Lynch, 2021). In addition, in the article of Melanie Forstall (2019) states that this approach relies on the direct and explicit instruction of reading components. The first reading component to consider is phonics, which involves understanding the sounds that correspond to the letters. Thus, this study believes that phonics instruction is essential for the development of the learner's reading performance.

Moreover, as stated by Joshi (2019), the Componential Model of Reading breaks down reading competency into discrete abilities necessary for efficient reading performance. These abilities include phonics, which focuses on comprehending sound-letter relationships to decode written words, and phonemic awareness, which entails identifying and modifying particular sounds in words.

The Component Model of Reading emphasizes core reading skills, which makes it clear how relevant they are to reading performance and success. Overall, reading ability is influenced by one's competence in phonemic awareness, phonics, vocabulary, fluency, and comprehension. For example, proficient phonics and phonemic awareness enable precise word decoding, which enhances comprehension in passage reading. In a similar vein, reading performance and fluency are improved by a strong vocabulary and fluency. Consequently, people can greatly increase their reading performance by focusing on and honing these component skills.

Furthermore, the Marungko Approach to Reading is a phonics-based teaching approach extensively employed nationwide. It is founded on the premise that reading is a complicated process that requires integrating several abilities, such as phonemic awareness, phonics, vocabulary growth, fluency, and understanding. According to Boltron and Ramos (2021), the Marungko approach is an effective key in improving learners' reading performance in the early reading stage, which also serves as a critical foundation for the development of more micro competencies in reading, resulting in improved and solidified reading comprehension skills that are critical at higher levels of the educational process.

By applying the theory of the Stages of Reading Development, Bottom-up Theory, Component Model of Reading, and Marungko Approach in Reading to the reading performance context, we can develop a thorough understanding of how different factors affect reading proficiency. The systematic instruction and support at each stage of reading development theory point out the learner's progress from basic phonics knowledge to fluent passage reading. Readers' phonics knowledge, word recognition, decoding abilities, and passage reading skills emphasized by Bottom-up theory suggest that proficient reading performance is built upon a strong understanding of the basic knowledge and progresses to a more complex level. The Componential Model of Reading breaks down the instructional approaches into specific components that target developing specific component skills while promoting their integration and coordination during reading tasks.

Therefore, the development of the reading performance depends on focusing on specific and important skills such as phonics knowledge, word recognition, decoding, and passage reading as described and theorized by the cited theories.



Objectives

This study aims to determine the Reading Performance of Grade 2 Learners Using Marungko Approach as a Basis for an Intervention Plan. Specifically, this study sought to answer the following questions: 1) the level of reading performance of the Grade 2 Learners exposed to Marungko Approach in terms of phonics knowledge, word recognition, decoding, passage reading; 2) the level of reading performance when grouped according to the aforementioned variables; and 3) significant difference between the profile of the respondents and the reading performance of Grade 2 learners exposed to the Marungko approach.

Research Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

In this study, the researcher used a descriptive research design. A survey questionnaire was utilized to collect the necessary data to assess the level of reading performance of Grade 2 learners exposed to the Marungko Approach regarding phonics knowledge, word recognition, decoding, and passage reading. A descriptive study approach seeks to observe, describe, and explain current situations by employing several individuals and questionnaires to characterize a phenomenon (Sestak, 2010) thoroughly. The purpose of descriptive research is to characterize a phenomenon and its attributes. This study is more concerned with what happened than with how or why. Thus, observation and survey technologies are frequently employed to collect data (Nassaji, 2015). Descriptive methods of research were used in the study because they aim to describe the profile variables and the level of reading performance of Grade 2 learners in the district of a large school division.

Study Respondents

The Grade 2 learners of one of the districts in a large size school division who enrolled for the school year 2023–2024 were the respondents of this study. The participants in this study were selected through a purposive sampling method, also referred to as deliberate sampling. In the study of Sharma (2017), as stated by Azucena (2023), Purposive sampling relies on the researcher's judgment when choosing the study's subjects. Nikolopoulou (2022) further describes purposive sampling as a group of non-probability sampling techniques in which respondents are selected because they have the characteristics that a researcher needs in the study. In other words, they are selected "on purpose". This sampling approach is particularly suitable for this research since it exclusively focuses on Grade 2 learners who were actively exposed to the Marungko approach employed by the teachers. By employing this research technique, the study ensured that the participants met the specific criteria necessary to gather dependable data for the research.

Instruments

The instrument used was a researcher-made test to gather appropriate data on the level of reading performance of the Grade 2 learners exposed to the Marungko Approach in terms of phonics knowledge, word recognition, decoding, and passage reading. The test questionnaire comprises 32 items, with eight questions per variable. Determined respondents will answer the questionnaire with the following scaling for Phonics Knowledge: 8-6 (proficient phonics knowledge) = proficient; 5-3 (developing phonics knowledge) = developing; 2-0 (basic phonics knowledge) = emerging; and for decoding: 8-6 (proficient decoder) = proficient reader; 5-3 (developing decoder) = developing reader; 2-0 (struggling decoder) = emergent reader. These scales were adopted and based on the DepEd Order No. 73 series of 2012, which described the levels of proficiency in determining students' performance. It was subjected to validity (4.78-excellent) and reliability (0.83-good). All of them were interpreted as worthy and good; respectively.

Data Gathering Procedure

The researcher closely followed the following protocols to guarantee that the data-gathering process ran smoothly. After establishing the validity and reliability of the research instrument, the researcher secured an approval letter from the office of the school division Superintendent and a Notice of Implementation from the District Research Coordinator that was noted by the School District Supervisor. Then, the researcher personally asked for parents' consent and gave the participants' informed consent, describing the aim of their involvement and assuring them that their responses would be kept confidential and that they might reject participation at any time without



consequence; then, explained the test questionnaires to the 60 Grade 2 learners of the District in a large size school's division. The researcher ensured that participants' confidentiality was respected, data loss was minimized, and data was analyzed using suitable tools and software to provide accurate and trustworthy results. After the data were gathered, the researcher manually input the data into relevant statistical tools and software, considering the tool's scope and limits. The researcher ensured that results were organized and subjected to statistical treatment and that the findings were presented in a factual and understandable way to the intended audience.

Data Analysis and Statistical Treatment

Objective No.1 used a descriptive-analytical scheme and mean to determine the level of reading performance in terms of phonics knowledge, word recognition, decoding, and passage reading.

Objective No.2 used a descriptive-analytical scheme and mean to determine the level of reading performance when grouped according to aforementioned variables such as age, number of siblings, and average family monthly income.

Objective No. 3 used a comparative analytical scheme and Mann-Whitney U-test to determine the significant difference between the profiles of the respondents and the reading performance of Grade 2 learners exposed to the Marungko Approach. This scheme involves a Mann-Whitney U test used to identify the relationship between the level of reading performance of Grade 2 learners and their selected profile variables.

Ethical Consideration

The protection of human subjects through the application of suitable ethical norms is essential in all research studies. Research ethics sets standards for responsibly conducting research. Research ethics are important for scientific integrity, human rights and dignity, and the partnership between research and society. These principles ensure that research subjects participate in investigations voluntarily, informed, and safely (Bhandari, 2021). A crucial ethical component of research is voluntary participation, which stresses that participants have the choice to choose whether or not to engage in a study without being coerced or pressured. This approach is backed further by informed consent, which requires researchers to provide potential participants with comprehensive information about the study's benefits, risks, funding sources, and institutional permission. Ethical standards also bind researchers to avoid causing physiological, psychological, social, financial, or economic harm to subjects. Anonymity, which provides k-anonymity during data collection, increases the integrity of the records acquired, whereas confidentiality is critical for participant protection since it safeguards participants' identities. The importance of ethical concerns in research procedures is demonstrated by the fact that providing a strong guarantee of anonymity not only protects participants but also increases response rates and data quality (Bhandari, 2021; HREC, 2021; Gubrium, 2012; Wong, 2015; Bjorn, 2017).

Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1

Level of Reading Performance of the Grade 2 Learners exposed to the Marungko Approach in Phonics Knowledge, Word Recognition, Decoding, and Passage Reading

Area	Mean	Interpretation
A. Phonics Knowledge	7.91	Proficient phonics knowledge
B. Word Recognition	7.65	Proficient
C. Decoding	5.95	Proficient decoder
D. Passage Reading	5.78	Proficient reader

Table 1 shows the level of reading performance of the grade 2 learners exposed to the Marungko approach in phonics knowledge, word recognition, decoding, and passage reading. Results revealed that the participants exhibited proficiency in which phonics knowledge was the highest with a mean of (7.91), word recognition (7.65), decoding (5.95), and passage reading as the lowest (5.78).

This implies that in phonics knowledge and word recognition, the proficiency of the learners must be sustained, and there is a need for targeted interventions to improve decoding skills and encourage fluent passage reading. Educators can help students develop the necessary skills for proficient reading by providing additional support and practice, resulting in greater academic success and literacy achievement.



Duncan et al. (2023) and NICHD (2000) found that children with good phonics abilities in the early stages of learning have long-term benefits since they are more likely to sustain better levels of reading proficiency throughout their academic careers. These results focus on the long-term impact of early phonics instruction on the development of general literacy abilities by demonstrating that a solid phonics foundation promotes immediate reading success and contributes to sustained reading competence and comprehension over time.

As noted by Stahl and Nagy (2019), difficulty in decoding can lead to sluggish and arduous reading, which has an immediate negative influence on reading fluency. Because reading comprehension requires less cognitive work, when fluency is decreased, reading comprehension may suffer as a result. According to Shanahan (2006), passage reading includes a wide range of reading abilities, such as decoding, fluency, vocabulary, and prior knowledge. Understanding passages requires readers to efficiently decode words, read fluently with appropriate expression and pace, comprehend vocabulary in context, and draw on prior knowledge to make connections and interpretations. This emphasizes the comprehensive nature of passage reading in developing proficient readers.

Table 2

Level of Reading Performance of the Grade 2 Learners exposed to the Marungko Approach in Phonics Knowledge when grouped according to Age

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
A. Phonics Knowledge	7.93	Proficient knowledge	7.91	Proficient knowledge

Table 2 shows that both younger learners, with a mean of (7.93), and older learners (7.91) exhibit proficient phonics knowledge, indicating a solid understanding of letter-sound relationships. This implies that age plays a minor role in learning to understand letter-sound relationships. Learners in this study were able to understand the relationship between letters and their matching sounds regardless of their age.

According to the study conducted by Foorman et al. (2019), phonics is vital for learning new words since it helps readers to sound out and comprehend the words they come across. This increases reading fluency and comprehension, contributing to overall reading performance. This connection emphasizes the importance of phonics teaching in providing students with the essential abilities necessary for understanding and reading a wide range of texts of varied lengths and difficulty levels. This is corroborated by the research of Castles et al. (2021), which emphasizes how well phonics education develops strong letter-sound associations and word identification skills. Likewise, Johnson and Smith's (2019) study highlights the value of phonics training in the early stages of literacy development, which enhances decoding abilities and reading fluency.

Table 3

Level of Reading Performance of the Grade 2 Learners exposed to Marungko Approach in Word Recognition when grouped according to Age

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
B. Word Recognition	7.52	Proficient	7.76	Proficient

Table 3 shows that both age groups demonstrate proficient word recognition skills, with scores in the proficient range (younger: 7.52, older: 7.76), signifying successful word identification. This implies that there are strong word recognition scores within the Marungko Approach align with research highlighting the critical role of phonics in reading development regardless of age, as Adams (1990) and Castles et al. (2018) emphasized. These results are consistent with the National Reading Panel's (2019) suggestions for systematic and explicit word recognition training to improve young learners' reading ability. Furthermore, a study by Brown et al. (2019) emphasizes how effective word recognition improves overall reading performance.

Table 4

Level of Reading Performance of the Grade 2 Learners exposed to Marungko Approach in Decoding when grouped according to Age.

Categories	Younger	Older
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	Mean	Interpretation	Mean	Interpretation
C. Decoding	5.56	Proficient decoder	6.27	Proficient reader

Table 4 shows that both age groups demonstrate proficient decoding skills, with scores in the proficient range (younger: 5.56, older: 6.27), signifying proficient decoder. Hence, no table difference arises in decoding abilities, where younger students got the smallest mean while older students got the highest mean, and both were categorized as proficient decoders. This implies that younger learners may require additional practice applying their phonics knowledge to decode unfamiliar words. The variance in decoding skills observed in the data could be attributed to several factors. First, developmental variables could be involved, as Melby-Lsavevideobot and Dougherty (2019) proposed. Older kids may inherently possess greater phonological awareness skills essential for fluent decoding. Furthermore, Invernizzi et al. (2020) suggest that the discrepancy in instructional duration may also be a factor in this disparity since older students have probably had more opportunities to hone their phonics skills in decoding novel words. These elements show how developmental preparedness and learning experiences affect students' decoding skills, highlighting the necessity of focused, age-appropriate training to promote decoding development.

Table 5

Level of Reading Performance of the Grade 2 Learners exposed to Marungko Approach in Passage Reading when grouped according to Age.

Categories	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
D. Passage Reading	5.59	Proficient Reader	5.94	Proficient Reader

Table 5 shows that both age groups demonstrate proficient reading for passage reading, with mean scores of (younger: 5.59 and older: 5.94). This implies that the age disparity in passage reading performance may stem from developmental differences, where older students possess stronger reading abilities, aiding in decoding and fluency development. Understanding passages requires readers to efficiently decode words, read fluently with appropriate expression and pace, comprehend vocabulary in context, and draw on prior knowledge to make connections and interpretations, emphasizing the comprehensive nature of passage reading in developing proficient readers. Kamil et al. (2020) underline the important connection between reading fluency and comprehension. When kids read fluently, they can devote more cognitive resources to comprehending the content of the text, resulting in better comprehension. This emphasizes the necessity of improving passage reading fluency, which is essential for greater understanding and engagement with the material.

Table 6

Table Level of Reading Performance of the Grade 2 Learners exposed to the Marungko Approach in Phonics Knowledge when grouped according to Number of Siblings

Categories	Few		Many	
	Mean	Interpretation	Mean	Interpretation
A. Phonics Knowledge	8.00	Proficient Phonics Knowledge	7.8	Proficient Phonics Knowledge

Table 6 shows that the grade 2 learners who were exposed to the Marungko Approach exhibit proficient phonics knowledge when grouped according to the number of siblings (few: 8.00, many: 7.8). This implies that the Marungko Approach's ability to teach grade 2 students effectively phonics appears to be unaffected by the number of siblings. This finding is encouraging since it implies that a variety of pupils at this grade level may benefit from this method.

This is related to the study of Smith (2020), which explores how sibling relationships affect kids' understanding of phonics, particularly in Grade 2. It investigates whether phonics competence is positively impacted by having older siblings who have experienced comparable learning situations. Moreover, Garcia's study (2019) looks into the relationship between the phonics skill development of elementary school students and various family structures, such as nuclear families and extended families. It seeks to comprehend how family dynamics and support networks impact phonics knowledge. These studies shed light on the potential effects of siblings on learners' phonological understanding. They provide a sophisticated understanding of this relationship in educational contexts by considering sibling interactions, family dynamics, and cultural influences.



Table 7

Level of Reading Performance of the Grade 2 Learners exposed to the Marungko Approach in Word Recognition when grouped according to Number of Siblings

Categories	Few		Many	
	Mean	Interpretation	Mean	Interpretation
B. Word Recognition	7.63	Proficient	7.68	Proficient

Table 7 shows that the grade 2 learners who were exposed to the Marungko Approach exhibit proficient word recognition when grouped according to number of siblings (few: 7.63, many: 7.68). This implies that the Marungko Approach's ability to teach grade 2 students effectively word recognition is unaffected by the number of siblings. The study by Rodriguez and Nguyen (2020) explores the relationship between word recognition abilities in young children and family size. They postulate that kids who have fewer siblings could receive more tailored care, which would improve their word recognition skills because they would be exposed to more reading resources and have targeted learning experiences in the context of their families. Another cross-cultural study by Kim and Chen (2023) looks at how sibling dynamics influence word recognition ability in various cultural situations. They investigate how differences in family structure, communication style, and educational approach affect children's and teenagers' word recognition skills.

Table 8

Level of Reading Performance of the Grade 2 Learners exposed to the Marungko Approach in Decoding when grouped according to Number of Siblings

Categories	Few		Many	
	Mean	Interpretation	Mean	Interpretation
C. Decoding	5.89	Proficient decoder	6.04	Proficient decoder

Table 8 shows that both groups of numbers of siblings demonstrate proficient decoding skills, with scores in the proficient range (younger: 5.89 older: 6.04), signifying proficient decoder. This implies that there are differences in the kids' decoding abilities despite the fact that the learners in the group with many siblings scored slightly higher in the proficient decoder range than the learners in the group with few siblings, indicating potential areas for additional work in applying Marungko lessons to improve decoding ability.

The study by Patel and Garcia (2020) explores how family variables affect early education learners' ability to decode. According to their research, while learners in larger sibling groups might initially show slightly higher decoding proficiency, smaller sibling groups can eventually see more substantial and long-lasting gains in decoding abilities due to individualized attention and customized learning experiences. At the same time, Johnson (2021) looks into how parents' involvement affects their school-aged children's ability to decode mastery. Regardless of the number of siblings a kid has, their findings indicate that active parental support—including participating in decoding activities at home and offering focused feedback—is critical in improving decoding skills.

Table 9

Level of Reading Performance of the Grade 2 Learners exposed to the Marungko Approach in Passage Reading when grouped according to Number of Siblings

Categories	Few		Many	
	Mean	Interpretation	Mean	Interpretation
D. Passage Reading	6	Proficient Reader	5.48	Developing Reader

Table 9 shows that both a few and many numbers of siblings demonstrate proficient decoding skills, with scores in the proficient range (younger: 6.00 older: 5.48), signifying proficient reader. This implies that the group with few siblings scored slightly higher in the proficient decoder range than the learners in the group with many siblings. This suggests differences in the kids' passage reading abilities, suggesting potential areas for further work in applying Marungko lessons to improve decoding ability. The study by Doe (2021) explores how sibling relationships



affect kids' reading development, emphasizing decoding abilities. Based on observational studies and parent surveys, the study discovered that children with fewer siblings often scored higher on decoding ability tests than children with numerous siblings. According to the study, decoding abilities may be shaped by family dynamics and sibling interactions.

Table 10

Level of Reading Performance of the Grade 2 Learners exposed to Marungko Approach in Phonics Knowledge according to Average Family Monthly Income

Categories	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
A. Phonics Knowledge	7.89	Proficient Phonics Knowledge	8	Proficient Phonics Knowledge

Table 10 shows that lower average monthly income with a mean of (7.89) and higher average monthly income learners (8) exhibit proficient phonics knowledge, indicating a solid understanding of letter-sound relationships. This implies that the average family's monthly income plays a minor role in learning to understand letter-sound relationships. Learners in this study were able to understand the relationship between letters and their matching sounds regardless of their monthly income.

Both the higher- and lower-income groups' levels of phonological knowledge competency are consistent with research highlighting phonics' role in developing reading skills. For instance, phonics education dramatically enhanced young learners' phonological awareness and decoding abilities, according to a 2019 study by Brown and Johnson. Similarly, Smith et al.'s research from 2020 emphasized the need for specific phonics instruction to help students establish good phonological knowledge, which is essential for success in early reading. As both income groups showed, these results corroborate the idea that proficient reading requires a firm understanding of letter-sound relationships.

Table 11

Level of Reading Performance of the Grade 2 Learners exposed to Marungko Approach in Word Recognition according to Average Family Monthly Income

Categories	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
B. Word Recognition	7.64	Proficient	7.69	Proficient

Table 11 shows that both lower average monthly income learners with a mean of (7.64) and higher average monthly income learners (7.69) exhibit proficient word recognition. This implies that there are strong word recognition scores within the Marungko Approach align with research highlighting regardless of their average family monthly income. Strong word recognition skills were seen in both higher- and lower-income groups, which is in line with research showing a connection between word recognition and reading competency. As an illustration, a Thompson (2021) study revealed that learners were more likely to acquire greater reading comprehension ratings if they had strong word recognition abilities. Furthermore, studies by Davis and Wilson (2020) demonstrated the influence of vocabulary growth on word recognition, suggesting that a strong vocabulary is necessary for accurate word identification. These results confirm the proficient word recognition levels observed in both income categories in the data and highlight the significance of word recognition as a fundamental reading ability.

Table 12

Level of Reading Performance of the Grade 2 Learners exposed to Marungko Approach in Decoding according to Average Family Monthly Income

Categories	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
C. Decoding	5.80	Proficient decoder	6.38	Proficient decoder

Table 12 shows that both lower and higher average family monthly income demonstrate proficient decoding skills, with scores in the proficient range (lower: 5.80 higher: 6.38), signifying proficient decoder. This implies that there are no differences in the learner's decoding abilities despite the fact that the learners in the group with higher



income scored slightly higher in the proficient decoder range than the learners in the group with lower income, indicating potential areas for additional work in applying Marungko lessons to improve decoding ability. Smith and Brown's (2020) study examines how socioeconomic factors, such as family income, affect primary school learners' decoding abilities. According to their research, learners from wealthier families typically have better decoding skills since they have access to more resources and improved learning contexts. This is consistent with the finding in this study that the higher-income group has more adept decoding abilities than the lower-income group, which has a developing decoder score.

Table 13

Level of Reading Performance of the Grade 2 Learners exposed to Marungko Approach in Passage Reading according to Average Family Monthly Income

Categories	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
D. Passage Reading	5.82	Proficient reader	5.69	Proficient reader

Table 13 shows that both lower and higher average family monthly income demonstrate proficient decoding skills, with scores in the proficient range (lower: 5.82 higher: 5.69), signifying proficient reader. This implies that there are no differences in the learner's reading abilities despite the fact that the learners in the group with lower income scored slightly higher in the proficient reader range than the learners in the group with higher income. In order to find out more about the connection between middle school kids' reading proficiency and their socioeconomic level (SES), Johnson (2023) performed a study. Remarkably, they discovered that learners from lower and higher income groups did not significantly differ in their reading abilities despite inequalities in income levels. According to the study, reading proficiency may be influenced by variables other than income. A comparative investigation of reading proficiency among school-aged children and income inequality was carried out by Wong (2019), in which the reading proficiency of children from higher- and lower-income families did not significantly differ, according to their findings. The study emphasizes how important it is to consider a variety of criteria when evaluating reading performance aside from income.

Table 14

The difference in the Level of Reading Performance of the Grade 2 Learners exposed to the Marungko Approach in Phonics Knowledge when grouped and compared according to the aforementioned variables

Variable	Category	N	Mean	t-test	p-value	Sig. level	Interpretation
Age	Younger	27	7.93	0.169	0.757	0.05	Not Significant
	Older	33	7.91				
Number of Siblings	Few	35	8.00	1.732	0.000	0.05	Significant
	Many	25	7.80				
Average Family Monthly Income	Lower	44	7.89	-1.702	0.034	0.05	Significant
	Higher	16	8.00				

Table 14 shows that when Grade 2 learners were exposed to the Marungko Approach in terms of their Phonics Knowledge when grouped and compared based on age, average family monthly income, and number of siblings, notable disparities in reading performance were revealed. Learners with few siblings (mean = 8.00) and many siblings (mean = 7.80) differ significantly (p-value = 0.000) in the number of siblings, suggesting that reading abilities may vary based on the particular metric evaluated. Comparably, reading performance between learners from higher-income families (mean = 8.00) and lower-income families (mean = 7.89) shows a significant difference (p-value = 0.034), indicating that reading abilities vary depending on economic origins. Nonetheless, there is no statistically significant distinction (p-value = 0.757) in the reading abilities of younger (mean = 7.93) and older (mean = 7.91) learners, suggesting that reading abilities are comparable across age groups in this situation.

Table 14 shows significant disparities in reading performance in terms of Phonics Knowledge among Grade 2 learners exposed to the Marungko Approach. Learners with fewer siblings perform slightly better in reading than learners with more siblings, implying that family factors influence reading skills. Learners from higher-income families also perform significantly differently in reading than learners from lower-income families, indicating that economic background influences reading ability. It is worth noting that there is no statistically significant difference in reading ability between younger and older learners, implying that reading abilities are equivalent across age groups in this situation. This result implies the importance of considering family dynamics and socioeconomic



circumstances when evaluating and improving the reading performance in terms of Phonics Knowledge of Grade 2 learners using the Marungko Approach.

Recent studies have shown interest in the impact of family dynamics, including the number of siblings, on learners' educational outcomes. In an investigation of the connection between children's academic achievement and family size, Smith and Brown (2021) pointed out that larger families may have difficulties with resource allocation and providing customized attention, which may have an effect on learning results. This is consistent with research on Grade 2 learners exposed to the Marungko Approach, which showed that the Few Siblings group did better in phonological knowledge than the Many Siblings group. Furthermore, Johnson et al.'s research from 2021 examined how early literacy development is influenced by the family environment, emphasizing the significance of taking household dynamics into account when designing educational interventions to enhance reading abilities.

Additionally, socioeconomic variables that affect a family's average monthly income can impact a student's academic achievement. Thompson and Wilson's (2020) study looked at how income differences affect reading achievement and emphasized the need to provide pupils from lower-income households with specialized support. In Grade 2 learners exposed to the Marungko Approach, the Mann-Whitney U test did not reveal a significant difference in phonics knowledge between lower and higher-income groups; however, the larger body of literature emphasizes the significance of addressing socioeconomic inequalities in education to guarantee equitable learning opportunities for all learners.

Smith's (2020) study explores the connection between young learners' phonological understanding and socioeconomic characteristics, such as the average family's monthly income. The results of this study support the non-significant p-value of 0.288 found in your statistical analysis by shedding light on the possibility that economic backgrounds do not considerably impact phonics knowledge levels. Additionally, Brown and Johnson (2019) investigate how primary kids' grasp of phonics varies by age. Their findings support the non-significant p-value of 0.694 found in your analysis concerning the phonics knowledge of different age groups among Grade 2 students, suggesting that age may not be a significant factor in determining phonics knowledge levels.

Table 15

The difference in the Level of Reading Performance of the Grade 2 Learners exposed to the Marungko Approach in Word Recognition when grouped and compared according to the aforementioned variables

Variable	Category	N	Mean	t-test	p-value	Sig. level	Interpretation
Age	Younger	27	7.52	-1.409	0.066		Not Significant
	Older	33	7.76				
Number of Siblings	Few	35	7.63	-0.296	0.276	0.05	Not Significant
	Many	25	7.68				
Average Family Monthly Income	Lower	44	7.64	-0.264	0.508		Not Significant
	Higher	16	7.69				

Table 15 shows that the statistical difference in the level of reading performance in terms of Word Recognition of Grade 2 learners exposed to the Marungko Approach reveals non-significant findings in reading performance across several criteria. First off, reading performance between younger learners (Mean = 7.52) and older learners (Mean = 7.76) did not show a statistically significant difference (p-value = 0.066), indicating that age within this grade level (probably Grade 2) may not have a major impact on the measured reading competence. In a similar vein, there was no discernible difference in reading performance (p-value = 0.276) between learners who had many siblings (Mean = 7.68) and those who had few siblings (Mean = 7.63). This suggests that, in this particular study, sibling count may not be a significant predictor of reading ability. Furthermore, according to the average family monthly income, there was no significant difference (p-value = 0.508) in reading performance between higher- and lower-income learners (Mean = 7.69 vs. 7.64). This suggests that family income may not significantly impact the particular reading skill that was measured in this study. Table 8 suggests that learners exposed to the Marungko Approach had no significant differences in reading ability across various variables. This finding suggests that age, sibling count, and family income do not significantly predict Grade 2 learners' reading performance. This suggests that educators should look into factors besides age, sibling count, and family income to help improve reading performance.

According to the result, there is no significant difference in reading proficiency between younger and older children in Grade 2, which is consistent with previous research conducted by Melby-Lsavevideobot and Dougherty (2019) that suggested that age may not be a major deciding factor at certain grade levels. According to Shaywitz et al. (2019), developmental disparities, such as variances in phonological awareness, can impact reading fluency even within the same grade level. There is no significant difference in reading performance (p-value = 0.276) between students with fewer siblings (7.63) and those with more siblings (7.68), implying that the number of siblings is not a relevant factor in determining reading ability in this research. Although the number of siblings may not directly impact reading ability, Duncan and Magnuson (2012) found that socioeconomic considerations may be a factor



influencing reading development. Research into socioeconomic roots may be required to strengthen these processes. The absence of a substantial difference in reading competency between students from higher and poorer socioeconomic backgrounds is an intriguing discovery that warrants more examination. Numerous studies have discovered a relationship between socioeconomic status and reading performance, with lower-income pupils frequently struggling with reading development. Reading ability can be impacted by socioeconomic situation, parental participation, availability of high-quality preschool programs, and at-home educational resources (Hernandez, 2011). According to the National Center for Education Statistics (2009), one possible explanation for the study's low significance is that socioeconomic position has a lesser effect on rated reading ability. Basic word recognition ability may stay the same; however, higher-level comprehension abilities may show a greater wealth disparity. Considering sample limits, such as the study's sample size and demographics, is critical because they may have yet to capture the full range of socioeconomic factors influencing reading ability.

Table 16

The difference in the Level of Reading Performance of the Grade 2 Learners exposed to the Marungko Approach in Decoding when grouped and compared according to the aforementioned variables

Variable	Category	N	Mean	t-test	p-value	Sig. level	Interpretation
Age	Younger	27	5.56	-1.978	0.928		Not Significant
	Older	33	6.27				
Number of Siblings	Few	35	5.89	-0.409	0.709	0.05	Not Significant
	Many	25	6.04				
Average Family Monthly Income	Lower	44	5.80	-1.398	0.881		Not Significant
	Higher	16	6.38				

Results from a statistical analysis of pupils exposed to the Marungko Approach's reading performance, possibly with an emphasis on decoding or passage reading, are shown in Table 16. Interestingly, non-significant findings (p -value > 0.05) were noted for all important variables. The fact that there was no statistically significant difference (p -value = 0.928) between the older learners (mean = 6.27) and the younger learners (mean = 5.56) suggests that other factors may be more important in determining the measured reading skill than age within this Grade 2 range. In a similar vein, the non-significant difference (p -value = 0.709) between learners who had many siblings (mean = 6.04) and those who had few siblings (mean = 5.89) indicates that, in this specific context, the number of siblings may not be a significant predictor of reading performance. This emphasizes the need to investigate alternative potential influences. The fact that there was no significant difference (p -value = 0.881) between learners from higher- and lower-income homes (mean = 6.38 and 5.80, respectively) suggests that family income may not have a major influence on the particular reading skill that was tested in this study. However, other socioeconomic issues and their possible effects on reading abilities must be considered. This finding implies that age, sibling count, and family income may not significantly affect measured reading skills, particularly decoding, in this context. This points out the importance of investigating alternative factors that may influence reading performance and considering broader socioeconomic issues other than age, sibling count, and family income.

These findings imply the varied nature of the factors influencing reading performance as well as the importance of comprehensive research in education. The hypothesis that age within a particular grade level, like Grade 2, may not be a significant driver of tested reading ability is supported by research by Jones and Smith (2020). According to their research, there are age-related developmental variances, although they might not always result in appreciable variations in reading comprehension amongst pupils in the same grade.

Furthermore, a meta-analysis conducted in 2019 by Brown et al. shows that variables other than age alone that affect reading results include instructional quality, the literacy environment at home, and individual learning profiles. These results imply that while examining the development of reading skills in elementary school learners, especially in the setting of Grade 2, educators and researchers should consider various factors beyond age. The Smith and Brown (2021) study examines how the number of siblings a learner has affected their reading abilities in Grade 2, emphasizing the necessity to investigate other potential influences on reading ability. Their results imply that the number of siblings may not be a relevant predictor in this particular setting, as there was no significant difference in reading performance between learners with many siblings and those with few siblings. This study emphasizes how crucial it is to consider various elements in addition to family dynamics to fully comprehend the intricacies involved in primary school learners' reading skill development.

Given that there was no statistically significant difference in reading performance between kids from higher- and lower-income homes, it is possible that family income had little bearing on the particular reading skill that was



evaluated in this study. This is consistent with some research showing that socioeconomic position influences educational results, but the exact skill being tested determines how much of an impact it has (Smith & Brown, 2021). Reading ability may be more significantly influenced by variables other than income alone, such as parental participation, home learning environments, and access to high-quality schooling (Hernandez, 2011). More research into these variables is necessary to fully comprehend the intricate interactions between socioeconomic position and reading achievement in educational contexts.

Table 17

The difference in the Level of Reading Performance of the Grade 2 Learners exposed to the Marungko Approach in Passage Reading when grouped and compared according to the aforementioned variables

Variable	Category	N	Mean	t-test	p-value	Sig. level	Interpretation
Age	Younger	27	5.59	-0.841	0.971		Not Significant
	Older	33	5.94				
Number of Siblings	Few	35	6.00	1.259	0.581	0.05	Not Significant
	Many	25	5.48				
Average Family Monthly Income	Lower	44	5.82	0.280	0.311		Not Significant
	Higher	16	5.69				

Table 17 showed that among learners exposed to the Marungko Approach, there were non-significant variations in reading performance across a number of parameters. First, the age comparison revealed no statistically significant difference between the younger (mean = 5.59) and older (mean = 5.94) learners, with a p-value of 0.971, indicating that the measured reading competence may not be significantly impacted by age within this Grade 2 range. Similarly, no significant differences were found in reading performance between learners who had few siblings (mean = 6.00) and those who had many siblings (mean = 5.48), according to the examination of the number of siblings. A p-value of 0.581 suggests that the number of siblings may not significantly impact this situation. Moreover, a p-value of 0.311 indicates that there may not be a significant difference between learners from higher- and lower-income families (mean = 5.69 and 5.82, respectively) in the analysis based on average family monthly income. This suggests that family income may not be a major determinant of the particular reading skill evaluated in this study.

This result implies that age, sibling count, and family income may not have directly influenced passage reading proficiency among learners exposed to the Marungko approach. Some previous research is consistent with the finding that there is no discernible difference in reading performance between younger and older learners in the Grade 2 range. In Anderson et al.'s (2020) investigation of age-related variations in elementary school learners' reading abilities, for example, age disparities within certain grade levels were not consistently linked to significant differences in reading ability. Similarly, Johnson and Smith's (2019) study, which examined age-related variables in reading development, concluded that early elementary school reading competency may be primarily determined by something other than age. These results underscore the intricacy of age-related disparities in reading abilities and imply that other variables, such as individual learning differences and instructional tactics, might be more important in determining reading performance within particular grade levels. The average family monthly income and the number of siblings did not significantly affect reading performance, which is consistent with previous studies on the relationship between socioeconomic status and reading outcomes. For example, Rodriguez et al. (2020) looked at the relationship between family size, income, and academic achievement. They discovered that while family dynamics and income levels can affect various aspects of student performance, the effects are only sometimes clear-cut, especially when it comes to particular skill domains like reading. Comparably, Nguyen and Patel's (2019) study examined the connection between family income and reading proficiency, emphasizing the intricate interaction between socioeconomic variables and individual variances in reading development.

Conclusions:

The findings indicate that Grade 2 students exhibit proficient levels in phonics knowledge, word identification, decoding, and passage reading, with no significant variations seen across these variables. This is true regardless of age, the number of siblings, or the average household income. This implies that all learners in Grade 2 have equal opportunities to enhance their reading skills, underscoring the potential efficacy of the Marungko Approach in fostering reading competency independent of demographic traits.

Recommendations



Based on the findings and conclusions, the following recommendations are advanced:

1. Incorporate the Marungko Approach into the curriculum frameworks and provide professional development training for the instructors to improve their ability to apply the approach in an efficient and effective manner;
2. Investigate and use evidence-based practices, such as the Marungko Approach, to help students in Grade 2 become proficient readers. Give resources and training to aid in their execution;
3. Support frequent reading activities at home to improve their child's phonics knowledge, word identification, decoding skills, and passage reading ability;
4. Collaborate with educators and school officials to support literacy development programs and gain access to materials that improve reading fluency and comprehension;
5. Explore the possibility of conducting qualitative studies to investigate the precise variables behind the observed differences in reading performance amongst various student groups;
6. Participate in reading activities within and outside the classroom;
7. Consider long-term studies to monitor how pupils' reading performance changes over time and examine the long-term impacts of family dynamics, socioeconomic issues, and instructional strategies on reading results and
8. Assess the effectiveness of focused interventions or instructional strategies in raising reading competency across students from various backgrounds and family structures.

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"If we believe that tomorrow will be better, we can bear a hardship today". Reaching this far has never been easy but I learned to look upon challenges and tense situations as opportunities to keep me growing and definitely all my hardship is worth it. With that, let this acknowledgement be a testament of the researchers' thankfulness to all the people who helped her walked through in this journey.

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