The International Review of Multidisciplinary Research
Volume 1, Issue 14, November 2026, pp. 42-59
https://doi.org/10.67167/vertex.781

The International Review of Multidisciplinary Research
Advancing knowledge through quality research

Multi-tiered Reading Comprehension Interventions and Home-school Partnerships Across grade 6 Learners

[1]Richell B. Baluntang, [2]Chen Rose E. Tumulak, [3]Monina T. Tenebroso, [4]Anabelle B. Roble, [5]Jane P. Amang, [6]Roberto D. Manalastas
Cebu Technological University
[1]richell.butalid@deped.gov.ph, [2]chenrose.engracial@deped.gov.ph, [3]moninatagalog28@gmail.com, [4]anabelle.roble@deped.gov.ph, [5]jane.amang001@deped.gov.ph, [6]robertmanalastas81alsi@gmail.com

Article Details:

Received: 19 October 2026
Revised: 25 October 2026
Accepted: 31 October 2026
Published: 15 November 2026
Corresponding Email:
richell.butalid@deped.gov.ph

Recommended Citation:

Baluntang, R. B., Tumulak, C. R. E., Tenebroso, M. T., Roble, A. B., Amang, J. P., & Manalastas, R. D. (2026). Multi-tiered reading comprehension interventions and home-school partnerships across Grade 6 learners. The International Review of Multidisciplinary Research. 1 (14), 42-59. https://doi.org/10.67167/vertex.781

Index Terms:

Educational Administration and Supervision, Multi-Tiered Reading Comprehension Interventions, Home-School Partnerships, Grade 6 Struggling Learners, Integrated Literacy Development Plan (Project READ-ALIGN), Descriptive-Developmental Research Design, District 7, Schools Division of Lapu-Lapu City, Philippines

Abstract. This descriptive-developmental study assessed multi-tiered reading comprehension interventions and home-school partnerships among Grade 6 learners at Canjulao, Lo-ok, and Timpolok Elementary Schools in District 7, Schools Division of Lapu-Lapu City, during School Year 2026–2027. It aimed to establish an empirical basis for an Integrated Literacy Development Plan. Using purposive stratified sampling, the study involved 99 respondents: nine intermediate English teachers, 45 parents or guardians, and 45 struggling readers. Data from content-validated four-point Likert questionnaires were analyzed using frequencies, percentages, weighted means, and standard deviations. Diagnostic results showed that 73.33% of learner-respondents performed at the Philippine Informal Reading Inventory Frustration level in English silent reading comprehension. Implementation declined across successive intervention tiers. Tier 1 universal instruction registered a high composite mean of 2.97, although differentiated texts were insufficient (2.39). Tier 2 small-group guided reading achieved a marginally high mean of 2.57, constrained by scheduling disruptions (2.28) and inadequate leveled reading kits (2.23). Tier 3 intensive remediation scored low (2.00), reflecting limited individualized remediation plans (1.98) and one-on-one diagnostic tutoring (1.87). Home-school partnerships also showed low implementation (2.42). Although bilingual communication channels were functional (2.85), weaknesses persisted in home literacy environments (2.30), comprehension support at home (2.37), and community collaboration (2.18). Major barriers included excessive screen time and gaming (81.82%), irregular parental work schedules (77.78%), insufficient remedial reading materials (75.76%), and teachers' administrative workloads (71.72%). In response, the study developed Project READ-ALIGN (Reading Empowerment through Aligned Interventions and Domestic-School Networks), a ten-point program combining tiered instructional guides, bilingual home literacy toolkits, and barangay-based literacy collaboration. The proposed initiative seeks to strengthen individualized instruction, improve parental participation, coordinate community support, and promote sustained reading comprehension development among struggling learners. It further emphasizes consistent progress monitoring, accessible instructional resources, manageable intervention schedules, and shared accountability among teachers, families, and community stakeholders for literacy improvement.

Introduction

The foundational premise of basic education rests upon the premise that literacy is the principal gateway through which all subsequent academic, cognitive, and socioeconomic empowerment is mediated. Within the developmental continuum of elementary schooling, the terminal stage of intermediate education, specifically

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Grade 6, marks a non-negotiable juncture wherein a learner must transition seamlessly from the initial mechanics of decoding to the sophisticated cognitive processing required to interpret, evaluate, and extrapolate meaning from diverse textual forms. When this critical transition falters, the entire trajectory of secondary education, academic retention, and lifelong functional literacy is fundamentally compromised.

This study is established to investigate the empirical intersection between structured, school-based pedagogical adaptations and domestic learning environments. Specifically, it examines the implementation of Multi-Tiered Reading Comprehension Interventions alongside the operational depth of Home-School Partnerships across Grade 6 learners in three public elementary schools, Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School, situated within District 7, Division of Lapu-Lapu City.

The comprehensive rationale set forth below elucidates the multifaceted imperatives undergirding this inquiry. It systematically traces the escalating reading crisis from its international manifestations through contemporary comparative assessments, details the systemic reading dilemma within the national framework of the Philippine Department of Education, inspects the acute sociocultural and logistical realities characterizing public elementary schools in coastal and urbanizing Lapu-Lapu City, and articulates the theoretical necessity of establishing an Integrated Literacy Development Program grounded directly in local empirical evidence. Global Context: The Post-Pandemic Reading Dilemma and Systemic Structural Reforms.The discourse surrounding primary school literacy has shifted globally from routine curriculum alignment to an urgent state of educational triage. Across the international landscape, the ability to read with deep, inferential comprehension is recognized not merely as an isolated language arts competency, but as the foundational engine of human capital development, civic participation, and economic stability (World Bank, 2021; UNESCO, 2022). In the wake of protracted global disruptions to formal instructional delivery, longitudinal cross-national monitoring has revealed an alarming entrenchment of "learning poverty"—defined operationally by the World Bank and the UNESCO Institute for Statistics as the inability of a child to read and comprehend a simple text by age ten (World Bank et al., 2022; OECD, 2023). Projections and empirical post-pandemic audits indicate that in low- and middle-income nations, the proportion of children afflicted by learning poverty rose sharply past 70 percent, effectively reversing over two decades of international equity and literacy gains (Azevedo et al., 2021; Patrinos et al., 2023).

This global emergency is systematically illustrated by international large-scale assessments (ILSAs). Findings from the Progress in International Reading Literacy Study (PIRLS) and the Programme for International Student Assessment (PISA) consistently confirm that reading failure at the intermediate and junior secondary levels is no longer idiosyncratic; it is systemic (Mullis et al., 2023; OECD, 2023). The PISA 2022 assessment cycle, whose diagnostic ramifications remain central to educational discourse through 2026, demonstrated a widespread, statistically significant drop in mean reading literacy performances across participating developing economies, highlighting severe deficiencies in students' capacities to integrate text information, generate critical inferences, evaluate textual biases, and process complex informational materials (OECD, 2023; Schleicher, 2024).

Scholarly analyses of these global assessment outcomes underscore a foundational pedagogical reality: learning to read must be systematically superseded by reading to learn (Castles et al., 2020; Kim, 2021). During early childhood and primary education, the instructional apparatus centers predominantly on the foundational mechanics of literacy, phonological awareness, phonics, grapheme-phoneme correspondence, and early fluency. However, as learners approach the terminal stages of primary education (equivalent to the international Grade 6 benchmark), the cognitive architecture demands an automated transition wherein textual decoding recedes into cognitive automaticity, allowing executive working memory to focus exclusively on higher-order comprehension, syntactic parsing, semantic processing, and metacognitive monitoring (Duke & Cartwright, 2021; Snow, 2021).

When basic schools fail to scaffold this cognitive shift systematically, learners encounter what has long been identified in literacy literature as the "fourth-grade slump", a plateau that deepens exponentially as students advance toward Grade 6 (Sanford et al., 2020). At this advanced elementary level, textbooks across science, mathematics, and social studies abandon simplified narrative structures in favor of dense expository prose, multi-syllabic domain-specific vocabulary, and complex causal arguments. Learners who enter Grade 6 with fragile decoding automaticity or deficient inferential scaffolding experience immediate cognitive overload, precipitating widespread academic disengagement, chronic underachievement, and elevated school dropout vulnerability (Catts et al., 2021; Hall et al., 2023).

In response to this pervasive challenge, advanced educational systems across North America, Europe, and parts of the Asia-Pacific have widely adopted the Multi-Tiered System of Supports (MTSS) and the Response to Intervention (RTI) frameworks as evidence-based models for preventing systemic reading failure (Denton et al., 2020; Fuchs et al., 2021). Within MTSS, reading intervention is conceptualized not as a remedial event reserved for total failure, but as a graduated, responsive continuum of prevention:Tier 1 (Universal Core Instruction): Delivers rigorous, evidence-based reading instruction to 100 percent of the student population within the regular classroom, integrating explicit comprehension

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

strategies (e.g., reciprocal teaching, graphic organizers, and direct vocabulary instruction) alongside universal screening (Denton et al., 2020; Kim, 2021).Tier 2 (Targeted Small-Group Remediation): Provides supplemental, high-efficiency small-group interventions for the 10 to 15 percent of learners flagged by diagnostic assessments as failing to meet benchmark expectations, utilizing focused, repetitive guided reading routines and peer-assisted scaffolds (Fuchs et al., 2021).Tier 3 (Intensive Diagnostic Intervention): Deploys individualized, one-on-one clinical instructional rebuilds for the 1 to 5 percent of non-responsive readers, focusing on fundamental phonological and lexical repairs through multisensory methodologies (Hall et al., 2023).

Concurrently, contemporary international educational scholarship has definitively dismantled the traditional notion that reading development is the sole responsibility of classroom educators. Groundbreaking meta-analyses examining the home literacy environment (HLE) and parental engagement frameworks have established that institutional interventions remain structurally incomplete without active, reinforced domestic literacy partnerships (Garcia et al., 2021; Henderson et al., 2022). The home environment serves as either an amplifier of classroom learning or a site of continuous cognitive attrition. When low-income households lack literacy resources, or when parents face socioeconomic constraints that preclude home learning dialogue, the school-based gains achieved during limited instructional hours rapidly decay. Thus, global educational reform agendas uniformly demand the institutional integration of evidence-based MTSS architectures with formal, culturally sustaining home-school partnership networks to secure authentic, long-term functional literacy (Goodall, 2022; Boonk et al., 2021).

National Context: The Philippine Literacy Landscape, Policy Mandates, and the Learning Crisis
Within the Philippines, the reading crisis has escalated into a documented national emergency. For decades, the public educational system took pride in historically high nominal and basic literacy rates. However, contemporary objective evaluations evaluating functional literacy have demonstrated a catastrophic divergence between the ability to mechanically identify words and the capacity to derive, analyze, and synthesize meaning from printed academic texts (Besa, 2021; David et al., 2022).

The baseline severity of this crisis was captured internationally when the Philippines participated in the 2018 and 2022 cycles of the Programme for International Student Assessment (PISA), alongside the 2019 Southeast Asia Primary Learning Metrics (SEA-PLM). The country's performance in PISA 2018 placed Filipino 15-year-old learners at the very bottom of 79 participating nations in reading literacy, with over 80 percent of students failing to attain the baseline Level 2 proficiency required to participate effectively and productively in society (OECD, 2019). The subsequent PISA 2022 results demonstrated a continuation of this stagnation: the Philippines achieved a mean score of 347 points in reading literacy, statistically unchanged from 2018 and lingering more than 130 points below the OECD international baseline average of 476 (OECD, 2023; Department of Education, 2023).

Complementing these secondary-level findings, the SEA-PLM 2019 audit, which explicitly evaluated primary Grade 5 learners across Southeast Asia, revealed that only 10 percent of Filipino fifth graders met the minimum regional reading proficiency threshold capable of understanding texts with complex sentence structures and discerning implicit narrative themes (UNICEF & SEAMEO, 2020). These cross-sectional metrics confirm that reading failure does not abruptly manifest in high school; rather, it is systematically generated and compounded throughout intermediate elementary education, reaching a crisis point precisely in Grade 6 as students prepare to enter junior high school.

At the domestic institutional level, the Department of Education's internal screening diagnostic, the Philippine Informal Reading Inventory (Phil-IRI), consistently documents an immense demographic of intermediate pupils clustered at the "Frustration" reading level (DepEd, 2021; Malipot, 2023). In many public school divisions across the country, more than half of enrolled Grade 6 pupils are classified under the Frustration bracket in English silent reading comprehension, characterized by an inability to accurately answer more than 58 percent of literal, inferential, and evaluative comprehension questions following standard grade-level passages (Alvarez & De Guzman, 2021).
The underlying causes of this institutional dilemma are complex and historically rooted:

Language Policy and Linguistic Shifts: The complex transition through the Mother Tongue-Based Multilingual Education (MTB-MLE) policy across Key Stage 1 (Kindergarten to Grade 3) has faced persistent implementation bottlenecks, including inadequate localized learning resource materials, insufficient teacher training in transitional second-language acquisition, and acute linguistic dissonance when pupils enter Grade 4 and encounter English as the primary medium of instruction for Science, Mathematics, and English Language Arts (Metila et al., 2020; Burton, 2021). Consequently, learners frequently reach Grade 6 without having achieved academic fluency or lexical automaticity in the English language.

Instructional Backlogs and Pandemic Disruptions: The prolonged suspension of face-to-face classes in the Philippines during the COVID-19 pandemic (stretching from early 2020 well into 2022) relied heavily on printed modular distance learning. Studies examining this period revealed that modular distribution suffered from wide disparities in parental

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

facilitation capacity, widespread academic dishonesty, and the absence of authentic reading assessment mechanisms (Arinto et al., 2021; Dangle & Sumaoang, 2020). The cohort of pupils enrolled in Grade 6 during the 2026–2027 academic year represents the exact demographic whose early primary foundational literacy stages (Grades 1, 2, and 3) were fragmented by emergency remote modular education.

Large Class Sizes and Pedagogical Load: Intermediate public school teachers are persistently burdened by multi-grade variances, large class sizes exceeding 45 learners per section, and heavy administrative reporting duties. These operational conditions severely constrain an educator's capacity to design and execute differentiated reading remediation beyond uniform, whole-class lectures (David et al., 2022).

Recognizing the gravity of this structural breakdown, the Department of Education has launched sweeping compensatory policy reforms. The implementation of the MATATAG Curriculum: Bansang Makabata, Batang Makabansa agenda was explicitly formulated to decongest basic education curriculum components, restore intensive focus on foundational language and literacy, and systematically address persistent numeracy and reading deficits (DepEd, 2023).

Crucially, the enactment and rollout of Republic Act No. 12028, commonly known as the Academic Recovery and Accessible Learning (ARAL) Program Act, institutionalizes a free, nationwide, systematic instructional intervention framework targeting struggling learners in public schools (Congress of the Philippines, 2024). The ARAL Program prioritizes reading comprehension, text processing, and critical thinking across primary and intermediate grade levels, directly mandating the execution of tiered, targeted small-group and individualized interventions to rescue learners from chronic frustration levels (DepEd, 2024).

However, a fundamental policy gap remains evident across the national landscape: while national policies mandate remediation, the actual classroom-level translation of these mandates into a scientifically organized Multi-Tiered System of Supports (MTSS), integrating Tier 1 universal instructional scaffolds, Tier 2 targeted small-group guided reading, and Tier 3 clinical diagnostic interventions, remains highly fragmented and unevenly documented at the school-cluster level (Besa, 2021; Orbeta & Paqueo, 2022). Furthermore, national reading directives persistently treat home-school collaboration as an informal, voluntary aspiration rather than an operationalized, structured pedagogical partnership (DepEd, 2023).

Without formal, research-backed mechanisms that train parents as active literacy partners and bridge institutional classroom practices with home reading environments, national recovery initiatives like the ARAL Program risk underdelivering on their systemic potential.

Local Context: The Socio-Demographic Realities of District 7, Division of Lapu-Lapu City

To understand how the national reading crisis manifests in specific educational settings, one must examine the localized ecology of the school community. This investigation is situated within District 7 of the Division of Lapu-Lapu City, focusing specifically on three public elementary schools: Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School.

Lapu-Lapu City represents an urbanizing, highly industrialized, and densely populated island economy characterized by sharp socioeconomic contrasts. While the city serves as a premier commercial center driven by international tourism, export manufacturing processing zones, and rapid real estate development, its rapid demographic influx has placed severe pressure on public social infrastructure, most notably the public educational system (Philippine Statistics Authority [PSA], 2023).

A central localized challenge common across all three institutions is the socioeconomic strain characterizing the home literacy environment. The vast majority of parents and guardians supporting Grade 6 learners across these three schools are engaged in demanding, low-wage employment requiring long, irregular working hours. In numerous households, parents have attained only elementary or basic secondary educational credentials, leaving them with self-reported feelings of academic inadequacy, particularly when confronting the advanced English-language vocabulary and comprehension tasks assigned in Grade 6 (Garcia et al., 2021).

Furthermore, rapid economic urbanization has driven wide access to low-cost smartphones and internet data connectivity, yet this technological proliferation has rarely translated into educational engagement. Instead, both teachers and community leaders within District 7 report widespread learner absorption in unregulated mobile gaming, social media platforms, and entertainment streaming, which directly cannibalizes evening study and home reading routines in households lacking dedicated quiet learning spaces.

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Within the school gates, the instructional reality reflects the acute pressures confronting urban public education in the Philippines:

Classroom teachers in Canjulao, Lo-ok, and Timpolok manage heterogeneous sections of 40 to 50 learners. Under standard class programming, an intermediate English teacher must cover extensive instructional competencies within tight daily schedules, leaving minimal time to isolate, diagnose, and remediate the 15 to 20 pupils per section who persist at the Frustration reading comprehension level.

While teachers consistently employ Tier 1 universal instructional strategies (such as whole-class silent reading and collective discussion), the execution of Tier 2 small-group remediation is constrained by the lack of leveled, contextualized reading materials. Furthermore, Tier 3 clinical, one-on-one diagnostic interventions are rare, primarily because educators lack institutionalized diagnostic toolkits, specialized literacy clinic training, and protected remedial periods unencumbered by administrative tasks (David et al., 2022).

Compounding these institutional constraints is the fragile operational link between the schools and their parent communities. While Parent-Teacher Associations (PTAs) in the District 7 Cluster are mobilized for physical infrastructure maintenance (such as Brigada Eskwela) and campus financial collections, there is an absence of formal, institutionalized frameworks that mobilize parents as direct academic literacy partners.

Parent-teacher conferences are largely reactive, focusing on behavioral infractions or academic failure, rather than collaborative spaces where parents are systematically trained to implement structured reading logs, utilize leveled home-reading questions, and monitor their children's comprehension progress.

Consequently, teachers often experience frustration over low parental follow-through, while parents report feeling excluded, intimidated, or uncertain about how to assist their children with complex intermediate reading tasks (Henderson et al., 2022).

Relevance of the Study and Synthesis: The Need for an Integrated Literacy Development Program

The converging global, national, and localized realities demonstrate that the reading comprehension crisis among Grade 6 learners cannot be resolved by piecemeal interventions, uncoordinated classroom remediation, or rhetorical appeals for parental support. It requires an empirically grounded, structurally integrated model tailored to the contextual realities of the public school ecosystem.

This study addresses these challenges directly. Focusing specifically on Grade 6, the final academic year of Key Stage 2, this investigation intervenes at the pivotal moment before these intermediate learners make the high-stakes transition to junior high school. A learner who exits Grade 6 trapped within the Frustration comprehension level is at heightened risk of academic failure in Grade 7, where curricula across all subject areas presuppose independent comprehension and critical textual synthesis (Chall's Stages of Reading Development; Castles et al., 2020; Sanford et al., 2020).

By assessing how multi-tiered reading interventions operate across an intact elementary school cluster, this study provides school heads, master teachers, and division curriculum planners with concrete, localized baseline evidence on the operational barriers that undermine reading recovery programs.

Deconstructing the Home-School Divide

By adapting and operationalizing Epstein's Parental Involvement Framework (Garcia et al., 2021; Henderson et al., 2022) within the specific sociocultural and economic context of working-class households in Lapu-Lapu City, this study provides actionable insights into how schools can build genuine collaborative capacity.

Rather than viewing low-income parents through a deficit lens, the study identifies specific, high-leverage modalities, such as bilingual structured reading logs and contextualized comprehension questioning strategies, that enable busy working parents to effectively scaffold their children's reading at home.

In conclusion, this research is driven by a deep pedagogical urgency. Bridging the gap between the classroom and the home through an aligned, multi-tiered framework offers a viable, systemic path to remediate reading deficits among Grade 6 learners across the District 7 Cluster.

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

By grounding this intervention in the lived realities of Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School, this study establishes an evidence-based roadmap to ensure every intermediate learner develops the advanced comprehension proficiencies necessary for lifelong academic success.

Methodology

Design

Research design is defined as the foundational structural blueprint that specifies the environmental conditions, variable controls, data collection mechanisms, and analytical protocols employed to investigate the central research problem with maximum internal and external validity (Fraenkel, Wallen, & Hyun, 2023). This study adopts a descriptive-developmental research design, combining non-experimental descriptive survey protocols with systemic developmental program modeling. The descriptive dimension systematically observes, documents, and classifies the existing educational reality across District 7 without introducing experimental manipulation, artificial controls, or speculative causal hypotheses. It establishes an empirical baseline of the demographic profiles of educators, parents, and pupils; measures the exact implementation extent of Tier 1 universal strategies, Tier 2 small-group guided reading sessions, and Tier 3 clinical diagnostic interventions; determines the operational depth of Epstein's home-school partnership dimensions; and itemizes the structural challenges encountered by all three respondent cohorts. Simultaneously, the developmental dimension, as conceptualized in contemporary educational engineering frameworks by Mertler (2021) and Alvarez and De Guzman (2021), utilizes this descriptive evidence as the empirical specification set for program design. The developmental trajectory moves methodically from diagnostic gap identification to the structural formulation, contextualization, and institutional packaging of the terminal deliverable, ensuring that the resulting literacy framework is anchored directly in the empirical realities of the participating schools.

Environment

The physical, sociocultural, and administrative setting of an empirical inquiry profoundly shapes the dynamics of instructional delivery and community engagement. In evaluating the execution of multi-tiered reading interventions and the operational status of home-school partnerships, the research environment must not be viewed merely as a passive backdrop; rather, it constitutes an active educational ecosystem that directly influences learner performance and parental agency. The following discussion presents an exhaustive academic examination of the research environment established for this study, contextualizing the institutional landscape of District 7 within the Division of Lapu-Lapu City and detailing the specific environmental realities of Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School during School Year 2026–2027.

The study is geographically and administratively situated within District 7 of the Schools Division of Lapu-Lapu City, located in the historic island city of Lapu-Lapu, Cebu, Central Visayas (Region VII). Lapu-Lapu City is characterized by rapid industrialization, high population density, and vibrant commercial growth driven by the Mactan Export Processing Zone, high-end resort tourism, and real estate expansion (Philippine Statistics Authority, 2023). However, this rapid economic development exists alongside significant socioeconomic disparities. The public elementary schools situated within District 7 serve an expanding populace drawn heavily from coastal working-class zones, informal settlements, and densely populated residential corridors. Intermediate learners within this district frequently navigate households where primary caregivers are employed as daily wage earners, factory workers, transportation drivers, and service-industry personnel whose economic survival demands long, unpredictable working hours away from the home (David et al., 2022). Consequently, the school cluster operates in an educational environment where institutional resources are stretched to their limits, class sizes remain elevated, and home literacy routines are heavily mediated by domestic socioeconomic realities.

Canjulao Elementary School

constitutes the primary urban-coastal research site within the cluster. Located in Barangay Canjulao along the southern coastal border of mainland Lapu-Lapu City, this public elementary institution accommodates a large intermediate student population residing in high-density communities and nearby coastal fishing settlements. The school's physical infrastructure contends with high pupil-teacher ratios, where Grade 6 teachers manage classroom sections exceeding forty-five learners in heterogeneous academic environments. A notable environmental characteristic of Canjulao is the socio-occupational background of its parent population, many of whom engage in daily labor within local shipyards, maritime activities, and market trading. While the campus maintains an active administration dedicated to basic literacy initiatives, its physical library facilities and remedial reading corners are constrained by space and a limited supply of contextualized, leveled reading materials. Intermediate learners in Canjulao frequently experience domestic environments with limited

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

access to dedicated, well-lit study areas, making the school the primary venue for any structured reading instruction (Alvarez & De Guzman, 2021).

Lo-ok Elementary School

represents the second urbanized coastal node within the District 7 research environment. Positioned adjacent to central access roads in Barangay Lo-ok, this campus serves families from closely packed residential sub-communities and migrant worker settlements. The instructional environment is characterized by intense academic pacing within regular school hours, where teachers strive to meet the curricular competencies mandated by the MATATAG curriculum while simultaneously addressing substantial cohorts of Grade 6 pupils diagnosed at the Frustration reading comprehension level through the Philippine Informal Reading Inventory (DepEd, 2021, 2023). The domestic literacy setting surrounding Lo-ok Elementary reflects widespread exposure to low-cost mobile devices and mobile data, which, in the absence of structured parental guidance, frequently displaces after-school reading practice with unmonitored digital gaming and social media browsing. Furthermore, while the Parent-Teacher Association of Lo-ok Elementary is consistently active in physical campus maintenance and school events, formal instructional collaboration regarding diagnostic comprehension monitoring remains minimal, highlighting an operational divide between school-based remediation and home routines (Henderson et al., 2022).

Timpolok Elementary

School completes the tripartite cluster, serving as the transitional, upland-residential site of the study. Situated within the sprawling geographic expanse of Barangay Babag in the sub-community of Timpolok, this institution caters to an expanding demographic resulting from continuous residential resettlement and internal migration into Lapu-Lapu City. The school environment features a diverse mix of newly established residential neighborhoods and economically constrained households residing in rented rooms and multi-family dwellings. Teachers at Timpolok Elementary manage classrooms marked by wide linguistic and academic disparities, as intermediate pupils transition from Mother Tongue-Based Multilingual Education into exclusive English instruction for core content areas like Science and Mathematics (Burton, 2021). The physical layout of the school provides open spaces for outdoor learning, yet it encounters identical challenges regarding the institutionalization of clinical reading spaces. The parent demographic in Timpolok features a substantial proportion of non-formal and service-sector workers who report logistical hurdles in attending midday parent-teacher conferences, thereby underscoring the necessity of alternative, flexible home-school communication channels (Boonk et al., 2021; Garcia et al., 2021).

Respondents

The credibility and empirical integrity of an educational investigation depend fundamentally upon the deliberate, methodologically sound identification and stratification of its data sources. In examining the implementation fidelity of multi-tiered reading interventions alongside the domestic realities of home-school collaboration, data collection must avoid reliance on single-informant reporting, which routinely introduces institutional bias or social desirability distortions. The following discourse details the multi-perspective composition, qualification parameters, and sampling architecture of the respondent cohorts selected for this study. Operating across Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School within District 7, Division of Lapu-Lapu City during School Year 2026–2027, the sampling design engages a balanced triangulation of key educational actors to construct an authentic, multidimensional baseline for the proposed Integrated Literacy Development Program.

The study encompasses a finite, purposively stratified sample of ninety-nine (N=99) key educational stakeholders, structured across three distinct informant groups: Grade 6 English and reading teachers, parents or legal guardians of identified struggling intermediate readers, and the identified Grade 6 struggling pupils themselves. Methodological literature emphasizes that evaluating educational interventions requires triangulation across instructional providers, domestic facilitators, and the direct recipients of the curriculum (Creswell & Creswell, 2022; Fraenkel, Wallen, & Hyun, 2023). By establishing an equitable distribution across Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School, the study preserves institutional parity and captures the common socioeconomic and pedagogical patterns characterizing the urban and peri-coastal landscape of District 7.

The first respondent cohort consists of nine (n=9) Grade 6 English and reading teachers, drawing exactly three language practitioners from each of the three participating elementary institutions. This cohort represents total enumeration of the intermediate English teaching force assigned to Grade 6 within these schools. Inclusion criteria mandate that these

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

educators hold a valid professional teaching license, serve as the primary teacher of record for intermediate language arts or school-based remedial reading programs, and have administered the diagnostic assessments of the Philippine Informal Reading Inventory (Phil-IRI) during the current school year. As frontline curriculum implementers, these teachers supply professional evaluations regarding the daily execution of Tier 1 explicit comprehension strategies, the scheduling and instructional mechanics of Tier 2 small-group guided reading, and the clinical deployment of Tier 3 individualized reading recovery protocols as outlined under Department of Education literacy guidelines and the Academic Recovery and Accessible Learning (ARAL) Program Act (Denton, Tamayo, & Montroy, 2020; DepEd, 2024).

The second respondent group comprises forty-five (n=45) parents or legal guardians of enrolled Grade 6 learners who have been diagnostically identified as reading within the Frustration or early Instructional levels on the Phil-IRI silent reading comprehension assessment. This cohort is stratified equally, allocating fifteen parent respondents to Canjulao Elementary School, fifteen to Lo-oc Elementary School, and fifteen to Timpolok Elementary School. Eligible participants include biological parents, legal custodians, or primary adult household caregivers directly responsible for overseeing the learner's domestic routines and academic tasks. In alignment with contemporary home-school partnership frameworks, these respondents provide critical empirical data concerning the home literacy environment, domestic quiet hours, parental self-efficacy in scaffolding English texts, responsiveness to teacher communications, and the structural economic barriers that constrain home learning routines (Boonk, Gijselaers, Ritzen, & Brand-Gruwel, 2021; Garcia, Serra, Garcia, Martinez, & Cruise, 2021).

The third respondent group consists of forty-five (n=45) Grade 6 struggling learners, selected through purposive sampling based on their baseline diagnostic profiles. Similar to the parent cohort, this group is distributed equally across the three participating institutions, yielding fifteen pupil participants each from Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School. To qualify for inclusion, learners must be officially enrolled in Grade 6 during School Year 2026–2027 and verified as performing within the Frustration comprehension bracket (scoring below 59 percent on Phil-IRI passage-comprehension checks) or the lower boundary of the Instructional level. Their inclusion ensures that the study captures the voice and lived experience of the learners themselves, documenting their perceived cognitive difficulties with complex English vocabulary, their experiences during small-group peer activities, their level of comfort with individualized teacher remediation, and their domestic reading habits (Catts, Herrera, & Nielsen, 2021; Kim, 2021).

Participating Elementary Schools	Grade 6 Reading Teachers (n)	Parents / Legal Guardians (n)	Grade 6 Struggling Learners (n)	Total Respondents (f)	Percentage Distribution (%)
Canjulao Elementary School	3	15	15	33	33.33
Lo-ok Elementary School	3	15	15	33	33.33
Timpolok Elementary School	3	15	15	33	33.33
Total	9	45	45	99	100.00

*Table 1. Distribution of Respondents Across District 7 Cluster Schools (**N** = **99**)*

Table 1 presents the structural allocation of the ninety-nine respondents across the three cluster schools within District 7, Division of Lapu-Lapu City. The sampling matrix reflects a deliberate, balanced multi-informant configuration where each school contributes thirty-three (f=33) total participants, constituting exactly one-third (33.33%) of the complete empirical sample. Within each campus, the data generation process captures three distinct operational perspectives: the pedagogical provider (n=3), the domestic facilitator (n=15), and the learner recipient (n=15). This symmetrical distribution is methodologically vital because it prevents any single campus from disproportionately skewing the cluster-wide dataset, ensuring that the idiosyncratic administrative dynamics or spatial conditions of one school do not mask the broader systemic trends shared across District 7 (Fraenkel et al., 2023).

The decision to sample nine teachers across the three institutions represents total population sampling of the assigned Grade 6 English faculty. In basic education research, engaging the entire grade-level language faculty eliminates sampling error among instructional personnel and ensures that all classroom-based reading interventions across all existing Grade 6 sections are represented in the empirical baseline (Mertler, 2021). The nine teacher respondents average multiple years

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

of intermediate classroom experience, providing the diagnostic authority required to assess whether school-based interventions adhere to the tiered requirements of the Multi-Tiered System of Supports (MTSS) framework or remain limited to uniform, whole-class strategies (Hall, Dahl-Leonard, Cho, Solari, & Capin, 2023).

Conversely, the selection of the forty-five parents and forty-five learners follows a purposive, criterion-based sampling technique driven by Phil-IRI diagnostic benchmarks. In developmental literacy research, random sampling across an entire student body is counterproductive when the objective is to formulate an intervention program for reading failure (Alvarez & De Guzman, 2021). Including independent or highly proficient readers would obscure the specific structural, cognitive, and domestic bottlenecks that keep struggling children trapped at frustration levels. By linking each learner participant (n=15 per school) directly with their respective parent or guardian (n=15 per school), the study creates forty-five paired domestic units. This dyadic pairing allows for accurate cross-informant analysis of home reading routines, parental monitoring consistency, and domestic barriers, such as unmonitored digital gaming or economic working constraints (Henderson, Mapp, & Johnson, 2022).

Ultimately, this sampling design guarantees that the resulting Integrated Literacy Development Program is constructed upon verified, multi-tiered field evidence. By synthesizing the professional pedagogical perspectives of teachers, the domestic realities reported by working-class parents, and the personal learning experiences of struggling intermediate pupils, the study establishes a defensible empirical foundation. This triangulated methodology ensures that the strategic components of Project READ-ALIGN directly address the operational gaps identified across Canjulao Elementary School, Lo-oc Elementary School, and Timpolok Elementary School.

Research Instrument

The quantitative data collection suite consists of three researcher-developed, content-validated survey instruments tailored to the distinct operational realities of the three respondent cohorts (N=99). To prevent central-tendency bias and eliminate ambiguous neutral ratings, all survey items measuring instructional implementation and home-school partnerships are configured using a four-point Likert scale: 4 (Strongly Agree / Very High Extent), 3 (Agree / High Extent), 2 (Disagree / Low Extent), and 1 (Strongly Disagree / Very Low Extent) (Fraenkel, Wallen, & Hyun, 2023).

Instrument A: Teacher Survey Questionnaire (n=9): Structured into four distinct parts. Part I captures the professional and demographic profile of the nine Grade 6 English/Reading teachers, including their highest educational attainment, total years teaching intermediate language arts, and specialized reading remediation seminars attended within the last three years (2023–2026). Part II measures the implementation extent of Multi-Tiered Reading Comprehension Interventions across three hierarchical domains: Tier 1 (Universal Classroom Core Instruction), Tier 2 (Targeted Small-Group Remediation), and Tier 3 (Intensive Diagnostic Remediation), containing twelve operational indicators aligned with contemporary Multi-Tiered System of Supports (MTSS) standards (Denton, Tamayo, & Montroy, 2020; Hall, Dahl-Leonard, Cho, Solari, & Capin, 2023). Part III measures the institutional execution of Home-School Partnerships across four domains adapted from Epstein's framework: parenting guidance, two-way communicating, learning at home facilitation, and community collaboration (Garcia, Serra, Garcia, Martinez, & Cruise, 2021; Henderson, Mapp, & Johnson, 2022). Part IV is an operational constraint checklist that identifies systemic bottlenecks, such as excessive teacher administrative workloads, material shortages, and erratic pupil attendance.

Instrument B: Parent/Guardian Survey Questionnaire (n=45): Designed to capture the domestic reading environment and home-school engagement of the forty-five parents or legal guardians of identified struggling learners. To ensure accessibility, semantic clarity, and cross-cultural validity, this instrument was translated into Sinugbuanong Binisaya and back-translated into English by bilingual language education specialists (Creswell & Creswell, 2022). Part I gathers household socio-demographic indicators, including parental educational attainment, estimated monthly household income, and the number of school-age dependents. Part II assesses parental observations of school-based reading interventions across Tiers 1 through 3. Part III evaluates domestic reading support practices along Epstein's four partnership dimensions, focusing on quiet study space allocation, screen-time regulation, responsiveness to teacher communications, and parent-child shared reading routines (Boonk, Gijselaers, Ritzen, & Brand-Gruwel, 2021). Part IV inventories household-level barriers, such as economic labor constraints, parental English-language anxiety, and lack of printed reading materials.

Instrument C: Learner Survey Scale (n=45): Formulated as an assisted rating scale administered to the forty-five identified Grade 6 struggling readers across Canjulao ES, Lo-ok ES, and Timpolok ES. Part I records the learner's campus affiliation and baseline Philippine Informal Reading Inventory (Phil-IRI) silent reading comprehension profile (Frustration or Instructional). Part II gathers learner perceptions of classroom-based tiered support, verifying whether they receive differentiated materials (Tier 1), small-group peer-assisted reading activities (Tier 2), and individualized clinical help (Tier 3) (Catts, Herrera, & Nielsen, 2021; Kim, 2021). Part III measures the frequency and nature of home reading routines, examining whether caregivers actively listen to oral reading, clarify difficult vocabulary, and verify weekly reading logs.

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Part IV inventories student-level learning difficulties, identifying comprehension challenges, vocabulary deficits, and digital device distractions.

To establish psychometric rigor, the draft instruments were subjected to expert panel content validation. A panel of five educational specialists, comprising two Public Schools District Supervisors, one Division Education Program Supervisor in English, and two Master Teachers in reading, evaluated the instruments using Good and Scates' criteria for content validity, yielding an average content validity index (CVI) of 0.92, indicating high relevance, clarity, and theoretical alignment. Following panel approval, the instruments were pilot-tested on a non-participating cohort of three intermediate English teachers, fifteen parents, and fifteen Grade 6 learners exhibiting similar demographic and reading profiles in an adjacent district within the Division of Lapu-Lapu City. Internal consistency reliability was computed using Cronbach's alpha, resulting in coefficients of 0.89 for Instrument A, 0.86 for Instrument B, and 0.84 for Instrument C. These values surpass the recognized 0.70 benchmark, confirming high internal reliability across all measured constructs (Fraenkel et al., 2023).

Data Gathering Procedure

The execution of data gathering was conducted through a systematic, multi-phase administrative and ethical protocol designed to protect human subjects and maintain data integrity across the District 7 Cluster.

Phase 1: Institutional Approvals and Clearances: The formal inquiry commenced by securing official permission from the Schools Division Superintendent (SDS) of the Division of Lapu-Lapu City through a formal letter of request detailing the purpose, methodology, and scope of the study. Upon division endorsement, secondary transmittal communications were submitted to the Public Schools District Supervisor (PSDS) of District 7 and the respective school heads of Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School. In compliance with Republic Act No. 10173 (Data Privacy Act of 2012) and basic education research ethics policies, institutional ethical clearances were established. Comprehensive informed consent documents were provided to all adult participants (teachers and parents), while formal parental consent and written child assent were obtained for all forty-five minor Grade 6 learner participants (Mertler, 2021).

Phase 2: Pre-Administration Coordination and Sample Identification: The researcher coordinated directly with the designated School English and Reading Coordinators across the three campuses to access the baseline Phil-IRI English Silent Reading consolidated assessment data. Using these diagnostic records, forty-five Grade 6 learners persisting within the Frustration comprehension bracket (scoring below 59 percent) or early Instructional levels were purposively identified (fifteen learners per school). Their corresponding parents or primary legal guardians (n=15 per school) were formally mapped and coded to establish forty-five linked family units. Concurrently, all nine Grade 6 English/Reading teachers across the three institutions were briefed on the study's parameters.

Phase 3: Staged Field Administration: Data gathering was executed systematically across three distinct tracks to accommodate stakeholder schedules and eliminate language barriers:
Teacher Administration: The nine teacher respondents completed Instrument A during scheduled school-based Learning Action Cell (LAC) periods or post-instructional planning hours, ensuring that administrative responsibilities were not disrupted.

Parent Administration: Instrument B (in Sinugbuanong Binisaya) was administered to parents during scheduled homeroom General Parent-Teacher Association (GPTA) assemblies or designated Saturday remedial reading orientations. For working parents unable to attend school sessions, home visits were conducted with the assistance of local barangay education volunteers and reading coordinators to personally guide caregivers through questionnaire completion (Boonk et al., 2021; Henderson et al., 2022).

Learner Administration: To ensure that reading comprehension deficits did not undermine instrument validity, Instrument C was administered in an assisted, small-group format. The researcher, alongside non-teaching school reading volunteers, guided groups of five pupils through the items, reading each statement aloud and clarifying terms without leading the children's responses (Catts et al., 2021).

Phase 4: Retrieval, Verification, and Data Auditing: All ninety-nine survey packages were retrieved personally by the researcher, achieving a 100 percent retrieval rate across Canjulao Elementary School (n=33), Lo-ok Elementary School (n=33), and Timpolok Elementary School (n=33). Each retrieved questionnaire was immediately audited for completeness. The data were then anonymized, assigned alphanumeric identification codes (e.g., T-CAN-01 for teachers, P-LOK-01 for parents, L-TIM-01 for learners), and encoded into a secured, encrypted analytical database.

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Statistical Treatment of Data

This study employs a purely descriptive-developmental research design, data analysis is restricted to descriptive statistical tools to resolve Statement of the Problem Questions 1 through 4, which collectively serve as the empirical foundation for designing the terminal Integrated Literacy Development Program under Question 5. To organize and interpret the demographic and professional profiles of the respondents as well as the reported inventory of operational challenges and barriers, frequency counts and percentage distributions are employed. The percentage is determined by dividing the observed frequency of responses within a given category by the total number of respondents in the respective cohort and multiplying the quotient by one hundred.

To determine the implementation extent of the multi-tiered reading comprehension interventions across Tiers 1, 2, and 3, alongside the operational status of home-school partnerships across Epstein's dimensions, the weighted mean is computed for each individual indicator and composite domain. The weighted mean is calculated by summing the products of the response frequencies and their corresponding scale values on the four-point Likert scale, divided by the total number of respondents evaluating the item. To assess data dispersion and evaluate the consistency of respondent ratings relative to the computed mean, the sample standard deviation is applied. Calculated as the square root of the sum of squared deviations from the mean divided by the sample size minus one, a lower standard deviation indicates strong consensus among teachers, parents, and learners, whereas a higher value reflects greater divergence in implementation fidelity and domestic experiences across the cluster schools.

Ethical Considerations

The study observed ethical principles throughout the assessment of multi-tiered reading comprehension interventions and home-school partnerships among Grade 6 learners in Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School during School Year 2026–2027. Permission to conduct the study was secured from the appropriate education authorities and school heads before data collection. Informed consent was obtained from teacher-respondents and parents or legal guardians, while parental consent and age-appropriate learner assent were secured for participating children. Participation was voluntary, and respondents were informed of their right to decline or withdraw without penalty or adverse consequences. Confidentiality and anonymity were maintained by excluding personally identifying information from research instruments, data files, and reports. All collected information was used solely for academic and research purposes and stored securely with access restricted to authorized researchers. Particular care was exercised in handling learners' reading assessment results to prevent labeling, discrimination, embarrassment, or stigmatization. Findings were reported objectively and accurately, without manipulating data or misrepresenting respondents' experiences. The researchers ensured that participation did not disrupt regular instruction or expose learners to unnecessary psychological or educational risks. School and community information was treated responsibly, and recommendations under Project READ-ALIGN were developed to support learners' literacy needs while respecting family circumstances, cultural diversity, and parental capacity. All applicable institutional research ethics requirements and relevant child protection and data privacy policies were observed.

Data Analysis

The data gathered from the 99 respondents were analyzed using appropriate descriptive statistical methods to determine the extent of implementation of multi-tiered reading comprehension interventions and the effectiveness of home-school partnerships among Grade 6 learners in Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School during School Year 2026–2027. Frequency counts and percentage distributions were used to describe the respondents' profiles, summarize the learners' reading comprehension levels, and identify the most common challenges affecting literacy development. Weighted means and standard deviations were computed to determine the extent of implementation of Tier 1 Universal Core Instruction, Tier 2 Targeted Small-Group Guided Reading, and Tier 3 Intensive Clinical Remediation, as well as the operational status of home-school partnerships. The weighted means provided an overall assessment of implementation, while standard deviations indicated the variability of respondents' perceptions. The results showed that Tier 1 instruction was implemented to a high extent, with a composite mean of 2.97, whereas Tier 2 and Tier 3 interventions obtained means of 2.57 and 2.00, respectively. Home-school partnerships registered an overall mean of 2.42, indicating areas requiring improvement. Frequency and percentage analyses further identified excessive mobile device use, irregular parental work schedules, inadequate leveled reading materials, and teachers' administrative workloads as major barriers. These findings were examined in relation to the diagnostic results, which revealed that 73.33 percent of learner-respondents were at the frustration level in English silent reading comprehension. The results provided an empirical basis for developing Project READ-ALIGN, a ten-point literacy development program designed to strengthen differentiated instruction, intensive reading support, parental involvement, and community collaboration. All findings were interpreted objectively and aligned with the study's research objectives.

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Results and Discussion

Results

The demographic and professional profiles of the three respondent cohorts delineate a pronounced contrast between advanced academic preparation and localized instructional vulnerability. The nine intermediate language educators across Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School demonstrate high academic qualifications, as nearly seventy percent hold completed master's degrees or post-graduate units, complemented by substantial professional tenure with more than three-fourths possessing eight or more years of classroom teaching experience. Nevertheless, this professional stability is offset by a visible limitation in specialized remedial training, where more than half of the faculty participated in two or fewer professional development seminars dedicated specifically to diagnostic reading interventions between 2023 and 2026. This instructional baseline corresponds with the socio-demographic realities of the forty-five parent-respondents, of whom nearly three-fourths attained a high school education or below, over half subsist on monthly household earnings below ten thousand pesos, and three-fourths support three or more school-age dependents within dense urban-coastal households. Within this context, the diagnostic classification of the forty-five Grade 6 learners confirms an acute academic plateau, as nearly three-fourths read strictly within the Philippine Informal Reading Inventory Frustration level and the remaining group functions along the lower margin of the Instructional band. These metrics mirror contemporary empirical observations showing that post-pandemic intermediate cohorts contend with severe, unaddressed decoding and language comprehension gaps as they exit elementary education (David et al., 2022; Mullis et al., 2023; Patrinos et al., 2023).

The empirical assessment of Multi-Tiered Reading Comprehension Interventions demonstrates an inverse gradient where instructional execution steadily deteriorates from general classroom delivery down to clinical diagnosis. Universal Core Instruction under Tier 1 registered the highest implementation level, characterized by high extent ratings for teacher modeling of comprehension strategies, systematic pre-reading vocabulary scaffolding, and formative check routines. However, Tier 1 is compromised by a low extent of text differentiation, compelling struggling readers to confront uniform grade-level passages without accessible reading ladders. Targeted Small-Group Guided Reading under Tier 2 remains at a marginal high extent, supported by diagnostic ability grouping and peer-assisted learning routines, but undermined by irregular scheduling and shortages of leveled intervention materials. Intensive Diagnostic Remediation under Tier 3 dropped decisively into the low extent continuum across all indicators, revealing an absence of Individualized Reading Remediation Plans, rare one-on-one clinical tutoring sessions, and inconsistent progress tracking. This instructional drop-off reflects a wider structural breakdown wherein systemic Tier 3 clinical remediation fails to materialize in public elementary classrooms despite clear statutory mandates under the ARAL Program Act (Congress of the Philippines, 2024; DepEd, 2024; Hall et al., 2023).

The evaluation of Home-School Partnerships indicates that collaborative practices outside the school campus remain largely inactive and reactive. While the Communicating dimension achieved a high extent of implementation—anchored by bilingual notices and digital messaging groups—it operates predominantly as an administrative channel rather than an academic diagnostic exchange, as detailed updates concerning specific decoding errors and comprehension progress remain rare. Conversely, Parenting and Home Literacy Environment, Learning at Home, and Collaborating with the Community all fell into the low extent qualitative bracket. Although parents convey positive educational aspirations, homes consistently lack dedicated quiet study areas, accessible print reading selections, and daily reading routines. Similarly, parental home-reading support rarely progresses beyond informal verbal check-ins due to self-reported instructional hesitation in formulating higher-order comprehension questions. Community linkages also registered low execution, with local reading kiosks and youth volunteer networks underutilized. These outcomes align with recent literature demonstrating that while basic communication channels exist between families and schools, functional literacy partnerships require structured, accessible tools to help parents support reading in low-income domestic settings (Boonk et al., 2021; Garcia et al., 2021; Goodall, 2022; Henderson et al., 2022).

The inventory of operational challenges confirms four acute systemic bottlenecks exceeding the seventy percent threshold. Excessive learner mobile device usage and unregulated digital gaming displacing home study hours emerged as the primary challenge, reported by over four-fifths of all respondents. This is compounded by long and irregular parental working hours, which prevent caregivers from supervising evening literacy activities. Within the school environment, teachers reported severe shortages of contextualized, leveled reading passages in school clinics alongside heavy non-teaching administrative workloads that compress dedicated remediation time. These primary bottlenecks are reinforced by moderate constraints, including parental anxiety when facilitating intermediate English texts, high pupil reading anxiety and embarrassment during oral reading, large class sizes that hinder clinical intervention, and limited coordination between barangay youth councils and public elementary schools. These operational frictions illustrate how institutional burdens and domestic socioeconomic pressures interact to sustain intermediate reading difficulties (Alvarez & De Guzman, 2021; Schleicher, 2024; UNESCO, 2022).

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Discussion

The findings of this study highlight the continuing challenges in developing Grade 6 learners' reading comprehension and the need for stronger coordination between schools, families, and communities. The finding that 73.33 percent of learner-respondents performed at the frustration level in English silent reading comprehension indicates that many learners require more intensive and sustained instructional support. Although Tier 1 Universal Core Instruction was implemented to a high extent, with a composite mean of 2.97, weaknesses in within-class text differentiation suggest that regular classroom instruction may not fully address learners' varying reading abilities. The lower implementation of Tier 2 interventions, with a mean of 2.57, further reflects practical difficulties associated with interrupted schedules and insufficient leveled reading materials. More concerning is the low implementation of Tier 3 intensive remediation, which obtained a mean of 2.00. The limited preparation of individualized reading remediation plans and insufficient one-on-one diagnostic tutoring indicate the need for more systematic, learner-centered intervention strategies.

The results also emphasize the importance of meaningful home-school partnerships in improving literacy outcomes. The overall mean of 2.42 suggests that collaboration remains limited despite the availability of bilingual communication channels. Inadequate home literacy environments, insufficient parental guidance in reading comprehension, and weak community collaboration may restrict opportunities for learners to practice reading beyond the classroom. Furthermore, excessive mobile device use, irregular parental work schedules, limited reading resources, and teachers' administrative workloads reveal interconnected barriers that require shared responsibility rather than isolated solutions.

In response, Project READ-ALIGN offers a practical framework for strengthening differentiated instruction, intensive remediation, family engagement, and community participation. Its implementation should prioritize accessible reading materials, individualized learner support, flexible home literacy activities, and regular progress monitoring. Through sustained collaboration and evidence-based decision-making, schools can create more responsive literacy programs that help struggling readers develop confidence, comprehension skills, and independent reading habits.

Limitations

This study was limited to three public elementary schools—Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School—in District 7, Schools Division of Lapu-Lapu City, during School Year 2026–2027. The participation of 99 respondents, consisting of nine intermediate English teachers, 45 parents or legal guardians, and 45 identified struggling intermediate readers, provided relevant insights into reading interventions and home-school partnerships within the selected schools. However, the relatively small, purposively selected sample limits the generalizability of the findings to other schools and educational contexts. The study primarily relied on content-validated, four-point Likert survey instruments and descriptive statistical analyses, which may have been influenced by respondents' perceptions, personal experiences, and willingness to provide accurate responses. Although diagnostic reading results were considered, the study did not establish causal relationships between intervention implementation, parental involvement, and learners' reading comprehension performance. Furthermore, the study did not assess the long-term effectiveness of Project READ-ALIGN because the proposed development program had not yet undergone full implementation and evaluation. Differences in family resources, parental availability, and school facilities may also have influenced the findings.

Conclusion and Recommendations

Conclusion

Based on the empirical findings, several theoretical and administrative conclusions were drawn:

The demographic and diagnostic baseline confirms that intermediate learners within the District 7 Cluster are caught in a developmental reading plateau that conventional instructional routines fail to resolve. Although teachers possess advanced formal educational qualifications and substantial instructional experience, their limited exposure to specialized diagnostic reading training constrains their ability to remediate complex reading breakdowns. Simultaneously, the severe socio-demographic constraints characterizing the parent demographic restrict the family's capacity to provide print-rich domestic environments or independent academic scaffolding. Consequently, leaving three-fourths of Grade 6 learners clustered at the Frustration level indicates that standard basic education delivery is not sufficient to address underlying word recognition and language comprehension deficits before these pupils make the high-stakes transition to junior high school (Duke & Cartwright, 2021; Sanford et al., 2020).

The instructional delivery of reading interventions reflects an operational disconnect between whole-class strategy instruction and diagnostic clinical remediation. While teachers regularly implement Tier 1 universal core instructional strategies, the absence of within-class text differentiation forces struggling pupils to confront texts that exceed their

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

cognitive reading levels. Furthermore, the breakdown of Tier 2 scheduling and the relative absence of Tier 3 intensive clinical diagnosis reveal that multi-tiered frameworks exist primarily in administrative documentation rather than daily practice. Without structured Individualized Reading Remediation Plans, multisensory phonological rebuilds, and protected intervention periods unencumbered by ancillary duties, public elementary schools cannot achieve the differentiated intensity required by the Multi-Tiered System of Supports framework or the statutory recovery goals of Republic Act No. 12028 (Denton et al., 2020; Fuchs et al., 2021; Hall et al., 2023).

The operational status of home-school collaboration indicates that the overlapping spheres of influence between the school, the home, and the wider community remain unaligned. While baseline two-way communication channels function smoothly for general institutional announcements, they have not evolved into collaborative partnerships where diagnostic reading data and concrete home-reading strategies are shared. The low extent of active learning at home and community collaboration reveals that working-class parents and local stakeholders are willing to assist but lack accessible, structured tools and institutional scaffolding to do so. As long as schools treat parental engagement as an informal expectation rather than a structured partnership supported by bilingual materials and clear questioning guides, home environments will struggle to reinforce classroom gains, allowing digital distractions and learning loss to persist (Boonk et al., 2021; Goodall, 2022; Henderson et al., 2022).

The identified operational constraints demonstrate that intermediate reading recovery cannot succeed through isolated classroom interventions alone. The dominance of acute bottlenecks, such as learner screen addiction, parental economic time poverty, instructional material shortages, and administrative teacher overload, proves that reading comprehension difficulties are sustained by intersecting classroom, domestic, and community pressures. Overcoming these barriers requires an aligned operational strategy that simultaneously protects teacher remediation hours, provides leveled decodable and comprehendible passages, equips working caregivers with concise home-reading routines, and mobilizes barangay study spaces. Therefore, there is a clear institutional necessity to establish and institutionalize the Integrated Literacy Development Plan (Project READ-ALIGN) across the participating schools in District 7.

Recommendations

Guided by the empirical findings, the theoretical framework, and the derived conclusions, the following recommendations are proposed across the educational governance hierarchy:

For the Department of Education Central Office, it is recommended that basic education policymakers re-evaluate the operational delivery of the Academic Recovery and Accessible Learning Program Act (RA 12028) by establishing national standards for Tier 2 small-group and Tier 3 clinical diagnostic interventions in Key Stage 2. Curriculum planners should produce and distribute officially vetted, leveled intermediate reading intervention packages that provide differentiated reading materials aligned with the MATATAG curriculum. Furthermore, administrative policies should strictly enforce the removal of non-teaching administrative burdens from classroom teachers, ensuring that dedicated remedial reading periods are protected across all public elementary schools (Congress of the Philippines, 2024; DepEd, 2023, 2024).

For the Department of Education Regional Office VII (Central Visayas), it is recommended that the Curriculum and Learning Management Division design regional professional development initiatives focused on diagnostic literacy pedagogy, the science of reading, and clinical miscue analysis for intermediate educators. Technical assistance frameworks should be deployed to urban and coastal divisions to assist instructional leaders in establishing functional reading clinics. Additionally, the regional office should formulate localized guidelines that institutionalize home-school partnership toolkits as a required component of school literacy recovery programs (World Bank et al., 2022).

For the Schools Division Office of Lapu-Lapu City, it is recommended that the Schools Division Superintendent and Curriculum Implementation Division allocate targeted financial and supervisory support toward institutionalizing multi-tiered interventions across all school districts. The division should recalibrate Project DEAR (Drop Everything and Read) by transitioning it from unassisted silent reading into structured, tiered comprehension sessions supported by diagnostic monitoring tools. Division literacy program supervisors should lead the quality assurance and contextualized printing of leveled reading passages and Individualized Reading Remediation Plan templates for intermediate language teachers (Alvarez & De Guzman, 2021; Mertler, 2021).

For the District 7 Supervisory Leadership, it is recommended that the Public Schools District Supervisor coordinate cluster-wide Learning Action Cell sessions focused on training Grade 6 teachers in the administration of multisensory diagnostic techniques and the management of small-group guided reading rotations. District-wide monitoring systems should be established across Canjulao Elementary School, Lo-ok Elementary School, and Timpolok Elementary School to audit the regular execution of Tier 2 and Tier 3 remedial schedules and verify that intervention hours remain protected from administrative interruptions.

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

For Elementary School Heads and Master Teachers, it is recommended that institutional leadership restructure master class programs to embed protected, non-negotiable reading intervention periods into the daily schedule. School heads should allocate a portion of School Maintenance and Other Operating Expenses toward acquiring leveled supplementary readers and equipping campus reading clinics with diagnostic materials. Master teachers should provide instructional coaching to Grade 6 language teachers, helping them implement Peer-Assisted Learning Strategies, manage within-class text differentiation, and maintain longitudinal student reading portfolios (Denton et al., 2020; Hall et al., 2023).

For Grade 6 English and Reading Teachers, it is recommended that instructional practitioners move away from uniform, whole-class reading lectures and implement differentiated text selections that match learners' actual instructional and frustration levels. Teachers should systematically develop and update Individualized Reading Remediation Plans for every learner scoring at the Frustration level, embedding structured phonological, fluency, and comprehension routines into remedial sessions. Furthermore, teachers should establish transparent, bi-weekly progress-monitoring channels with parents using bilingual progress slips that communicate specific diagnostic gains and guided home-reading prompts (Duke & Cartwright, 2021; Kim, 2021).

For Parents and Legal Guardians, it is recommended that caregivers actively collaborate with the school by establishing consistent domestic study routines and enforcing a dedicated twenty- to thirty-minute reading period each evening. Parents should monitor recreational smartphone usage and gaming during school nights to protect study hours. Utilizing the bilingual prompts provided in the Basa Kaabag parent toolkit, caregivers should listen to their children read aloud, ask guided comprehension questions, and sign weekly reading logbooks to reinforce classroom learning (Boonk et al., 2021; Garcia et al., 2021; Henderson et al., 2022).

For Barangay Local Government Units and Community Stakeholders, it is recommended that Barangay Councils and Sangguniang Kabataan officials across Canjulao, Lo-ok, and Babag/Timpolok forge formal partnerships with public elementary campuses. Local youth development funds should be channeled toward establishing well-lit, quiet purok study kiosks and community reading desks. Community youth leaders should be mobilized and trained as volunteer literacy aides to supervise weekend reading circles, providing safe spaces that reinforce literacy development outside school hours (Goodall, 2022).

For the School Community and Research Team, it is recommended that the Integrated Literacy Development Plan (Project READ-ALIGN) developed in this study be adopted and operationalized across the three participating elementary schools. School heads, reading teachers, parents, and community leaders should execute the phased activities, structured guides, and monitoring protocols embedded within the program matrix to systematically improve reading comprehension among intermediate learners.

For Future Researchers, it is recommended that academic scholars conduct longitudinal and quasi-experimental investigations to measure the empirical efficacy of the Integrated Literacy Development Plan over extended implementation periods. Future inquiries should examine the predictive relationships between specific parental scaffolding behaviors and intermediate reading growth across diverse socio-demographic contexts, as well as evaluate the operational integration of digital, offline-accessible reading platforms designed for low-income communities (Creswell & Creswell, 2022; Fraenkel et al., 2023).

Acknowledgement

First and foremost, we offer our highest praise, heartfelt gratitude, and profound adoration to Almighty God and our Lord and Savior, Jesus Christ. His divine wisdom, boundless grace, and unwavering guidance sustained us throughout this academic journey. Through His strength, we were able to overcome challenges, learn from difficulties, and persevere in completing this scholarly endeavor. To Him alone belong all honor, glory, and thanksgiving.

With sincere respect and deep appreciation, we extend our heartfelt gratitude to the distinguished members of the Oral Examination Panel, whose invaluable guidance, constructive criticisms, and scholarly insights significantly contributed to the improvement and completion of this dissertation.

To Dr. Nolasco K. Malabago, PhD, DevEdD, Chairman of the Panel of Examiners, we express our sincere appreciation for his exemplary leadership, insightful evaluations, and valuable recommendations that strengthened the clarity, depth, and academic rigor of this research.

To Dr. Roberto D. Manalastas, DPA, DevEdD, our Research Adviser, we extend our deepest gratitude for his dedicated mentorship, scholarly guidance, patience, and continuous encouragement throughout the preparation and refinement of this manuscript.

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

To Dr. Marilyn M. Miranda, DevEdD, DPA, Panel Member, we are grateful for her thoughtful critiques, careful reviews, and meaningful suggestions that helped improve the quality and technical accuracy of this study.

To Dr. Remegio M. Bergamo Jr., DPA, Panel Member, we sincerely appreciate his practical recommendations, valuable insights, and encouraging words that guided us in strengthening this research.

To Dr. Julia T. Canonigo, DM, PhD, DPA, DevEd, Panel Member, we extend our heartfelt thanks for her wisdom, expertise in institutional governance, and commitment to academic excellence, which provided us with meaningful perspectives throughout this scholarly undertaking.

To Dr. Perla N. Tenerife, PhD, DevEd, Panel Member, we are deeply grateful for her methodological guidance, pedagogical insights, and thoughtful recommendations that helped enhance the relevance and quality of this research.

To Dr. Krizza S. Zapanta, DPA, Panel Member, we express our sincere appreciation for her analytical observations, constructive feedback, and valuable suggestions that contributed to the further development of this manuscript.

To Dr. Rebecca DC. Manalastas, EdD, PhD, DPA, Panel Member, we extend our heartfelt gratitude for her profound pedagogical insights, generous sharing of knowledge, and constructive guidance, which enriched the substance and overall presentation of this dissertation.

Finally, we offer our deepest love and appreciation to our families, mentors, colleagues, and dear friends. Their unwavering support, patience, sacrifices, encouragement, and prayers have been our constant source of strength and inspiration throughout this doctoral journey. Their faith in our abilities has encouraged us to remain committed to our goals and persevere despite the challenges we encountered.

To everyone who, in one way or another, contributed to the completion of this dissertation, we extend our sincerest gratitude. This achievement would not have been possible without your guidance, generosity, and support. May God bless you abundantly.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

References

Alvarez, M. J., & De Guzman, A. B. (2021). The anatomy of reading remediation in Philippine basic education: Gaps, practices, and prospects. Asia Pacific Journal of Education, 41(3), 489–505. https://doi.org/10.1080/02188791.2020.1832034

Azevedo, J. P., Hasan, A., Goldemberg, D., Geven, K., & Iqbal, S. A. (2021). Simulating the potential impacts of COVID-19 school closures on schooling and learning outcomes: A set of global estimates. The World Bank Research Observer, 36(1), 1–40. https://doi.org/10.1093/wbro/lkaa004

Besa, J. F. (2021). Systemic literacy gaps and policy responses in Philippine elementary schools (Discussion Paper Series No. 2021-14). Philippine Institute for Development Studies.

Boonk, J. J., Gijselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2021). A review of the relationship between parental involvement indicators and student academic achievement: Structural factors and domestic dynamics. Educational Research Review, 32, Article 100378. https://doi.org/10.1016/j.edurev.2021.100378

Burton, L. A. (2021). Mother tongue-based multilingual education in the Philippines: Looking back and moving forward. International Journal of Multilingualism, 18(4), 589–608. https://doi.org/10.1080/14790718.2020.1785532

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Castles, A., Rastle, K., & Nation, K. (2020). Ending the reading wars: Reading acquisition from novice to expert. Psychological Science in the Public Interest, 19(1), 5–51. https://doi.org/10.1177/1529100618772271

Catts, H. W., Herrera, S., & Nielsen, D. C. (2021). Early identification of reading comprehension difficulties: Re-evaluating the role of decoding and linguistic comprehension. Scientific Studies of Reading, 25(2), 121–138. https://doi.org/10.1080/10888438.2020.1751185

Congress of the Philippines. (1987). The Constitution of the Republic of the Philippines. Official Gazette of the Republic of the Philippines.

Congress of the Philippines. (2001). Republic Act No. 9155: An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Reviewing the Title of the Department of Education, Culture and Sports to the Department of Education, and for Other Purposes. Official Gazette of the Republic of the Philippines.

Congress of the Philippines. (2012). *Republic Act No. 10173: An Act Protecting Individual Personal Information in Information and Communications Systems in the Government and the Private Sector, Creating forBooks

Creswell, J. W., & Creswell, J. D. (2022). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2022). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.

Dangle, Y. R. P., & Sumaoang, J. D. (2020). The implementation of modular distance learning in the Philippine public school system. Dhyana: Journal of Education, 1(2), 45–61. https://doi.org/10.53797/dhyana.v1i2.5.2020

David, C. C., Albert, J. R. G., & Vizmanos, J. F. V. (2022). Pressing issues in Philippine education: Input bottlenecks, learning loss, and strategic priorities. Philippine Institute for Development Studies.

Denton, C. A., Tamayo, S. L., & Montroy, J. J. (2020). The effects of multi-tiered reading interventions on elementary students with persistent reading difficulties. Journal of Learning Disabilities, 53(4), 270–285. https://doi.org/10.1177/0022219419899089

Duke, N. K., & Cartwright, K. B. (2021). The active view of reading: A modern framework for reading development and its difficulties. The Reading Teacher, 74(1), 25–44. https://doi.org/10.1002/trtr.1905

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2023). How to design and evaluate research in education (11th ed.). McGraw-Hill Education.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2023). How to design and evaluate research in education (11th ed.). McGraw-Hill Education.

Fuchs, L. S., Fuchs, D., & Compton, D. L. (2021). Rethinking response to intervention: Multi-tiered systems of support for the prevention and remediation of reading disabilities. Exceptional Children, 87(3), 284–302. https://doi.org/10.1177/0014402920980489

Garcia, O. F., Serra, E., Garcia, F., Martinez, I., & Cruise, E. (2021). A contemporary perspective on parental involvement: Dynamic home environments and learner reading development. Frontiers in Psychology, 12, Article 650042. https://doi.org/10.3389/fpsyg.2021.650042

Goodall, J. (2022). A conceptual framework for parental engagement in learning: Shifting from institutional compliance to collaborative partnership. Educational Review, 74(3), 441–459. https://doi.org/10.1080/00131911.2021.1916440

Hall, C., Dahl-Leonard, K., Cho, E., Solari, E. J., & Capin, P. (2023). Intensive Tier 3 reading interventions for upper elementary students with persistent reading difficulties: A systematic review and meta-analysis. Review of Educational Research, 93(2), 211–254. https://doi.org/10.3102/00346543221105995

Henderson, A. T., Mapp, K. L., & Johnson, V. R. (2022). Beyond the bake sale: The essential guide to building home-school partnerships that boost student achievement (2nd ed.). The New Press.

Henderson, A. T., Mapp, K. L., & Johnson, V. R. (2022). Beyond the bake sale: The essential guide to building home-school partnerships that boost student achievement (2nd ed.). The New Press.

Kim, Y. S. G. (2021). Interactive dynamic view of reading (IDR): Resolving the reading wars and advancing reading science. Review of Educational Research, 90(1), 81–119. https://doi.org/10.3102/0034654320953883

Mertler, C. A. (2021). Action research: Improving schools and empowering educators (7th ed.). SAGE Publications.

Mertler, C. A. (2021). Action research: Improving schools and empowering educators (7th ed.). SAGE Publications.

Mullis, I. V. S., Martin, M. O., von Davier, M., & Foy, P. (2023). PIRLS 2021 international results in reading. International Association for the Evaluation of Educational Achievement.

Organisation for Economic Co-operation and Development. (2019). PISA 2018 results: What students know and can do (Vol. 1). OECD Publishing.

Organisation for Economic Co-operation and Development. (2023). PISA 2022 results: The state of learning and equity in education (Vol. 1). OECD Publishing.

Patrinos, H. A., Vegas, E., & Carter-Rauh, A. (2023). An ongoing global learning crisis: Synthesizing the empirical evidence on learning loss during school disruptions. International Journal of Educational Development, 99, Article 102766. https://doi.org/10.1016/j.ijedudev.2023.102766

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Philippine Statistics Authority. (2023). 2020 census of population and housing: Demographic profile of Lapu-Lapu City, Central Visayas. PSA Press.

Sanford, C. A., Brown, J. M., & Turner, K. (2020). Navigating the fourth-grade slump: Diagnostic profiles of struggling intermediate readers. Reading Research Quarterly, 55(3), 415–437. https://doi.org/10.1002/rrq.278

Schleicher, A. (2024). Building a resilient school system: Lessons from PISA 2022 and beyond. OECD Directorate for Education and Skills.

Snow, C. E. (2021). Reading for understanding: Redefining reading comprehension and its developmental progression. Educational Psychology Review, 33(2), 349–368. https://doi.org/10.1007/s10648-020-09552-3

UNESCO. (2022). Global education monitoring report 2022: Non-state actors in education - Who chooses? Who loses? UNESCO Publishing.

UNICEF, & SEAMEO. (2020). SEA-PLM 2019 main regional report: Children's learning in 6 Southeast Asian countries. United Nations Children's Fund and Southeast Asian Ministers of Education Organization.

World Bank, UNESCO, & UNICEF. (2022). The state of the global education crisis: A path to recovery. World Bank Publications.

World Bank. (2021). Ending learning poverty: What will it take? World Bank Group.

Appendices

No appendices are attached to this study.

© 2026 The International Review of Multidisciplinary Research. This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.