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SOCIO-ECONOMIC FACTORS AND TEACHING STRATEGIES EMPLOYED IN ENHANCING READING COMPREHENSION OF GRADE 2 LEARNERS: BASIS FOR ACTION PLAN

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ABSTRACT

This quantitative descriptive-correlational study examined the socioeconomic factors and teaching strategies associated with the reading comprehension of Grade 2 learners in District I, Division of Muntinlupa City, and used the findings as the basis for a proposed action plan. Questionnaire data were gathered from 50 parents or guardians and 50 Grade 2 teachers. Comprehensive Rapid Literacy Assessment (CRLA) records covering 6,125 learners at the Beginning of School Year (BOSY) and 6,124 learners at the End of School Year (EOSY) were also analyzed. Weighted means, frequencies, percentages, and the Pearson product-moment correlation were used in the analysis. Respondents generally agreed that parental educational attainment ($M = 3.90$), access to educational resources ($M = 4.02$), family income ($M = 3.98$), and nutrition and health ($M = 4.12$) were important factors in reading development. Teaching strategies obtained an overall composite mean of 3.84, with vocabulary-building exercises rated highest ($M = 4.16$) and frequent reading assessments lowest ($M = 3.56$). CRLA results revealed an increase in learners classified as Grade Ready from 28.57% at BOSY to 79.13% at EOSY. Correlation analysis indicated significant positive relationships between reading comprehension and parental educational attainment ($r = .524$), access to educational resources ($r = .392$), family income ($r = .645$), and teaching strategies ($r = .62$, $p < .001$). The relationship with nutrition and health was weak and not statistically significant ($r = .155$, $p = .2825$). Family income, parental educational attainment, access to educational resources, and teaching strategies were positively associated with the reading comprehension of Grade 2 learners, whereas the association with nutrition and health was not statistically significant. Based on the findings, an action plan was proposed to strengthen parent engagement, improve access to reading resources, promote health awareness, enhance reading instruction, and support assessment-informed interventions.

Keywords: *reading comprehension, socioeconomic factors, teaching strategies, Grade 2 learners, CRLA, action plan.*

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INTRODUCTION

Background of the Study

Reading comprehension enables learners to construct meaning from written texts, identify important information, make inferences, and connect new information with prior knowledge. In the elementary grades, comprehension supports learning across subject areas and depends on more than word recognition. Vocabulary, language knowledge, reading fluency, engagement with texts, and instructional support also contribute to learners' ability to understand written materials. Consequently, identifying the factors associated with reading comprehension is important in developing appropriate and responsive literacy interventions for elementary learners.

Research has highlighted the contribution of home learning environments and parental involvement to children's literacy development. Nag et al. (2024), in a meta-analytic review of studies conducted in low- and middle-income countries, reported an association between home learning environments and children's language and literacy skills. Their findings emphasize the relevance of adult literacy practices and access to books and other learning resources. Similarly, Bonanati and Rubach (2022) examined the relationship between parents' school- and home-based involvement and children's reading achievement during the first year of elementary school. These studies provide a basis for examining learners' home circumstances while recognizing that socioeconomic characteristics do not determine every learner's reading outcomes.

In the Philippine context, early-grade literacy remains an important educational priority. The Department of Education uses the Comprehensive Rapid Literacy Assessment (CRLA) to assess learners' literacy profiles and help identify those who may need additional instructional support. For Grade 2 learners, reading difficulties may affect their ability to understand written instructions, acquire new concepts, and participate successfully in classroom activities. Examining learners' reading profiles alongside their educational and home circumstances can therefore provide a more contextualized understanding of their literacy needs.

Several socioeconomic factors may be associated with learners' reading comprehension, including parental educational attainment, access to educational resources, family income, and nutrition and health. Parental educational attainment may be related to the assistance children receive when completing reading activities at home. Access to books and other educational materials may provide additional opportunities to practice reading and develop vocabulary. Family income may be associated with the availability of learning resources and other conditions that support educational participation, while nutrition and health may be related to learners' readiness to participate in classroom activities. These relationships, however, must be examined using the data collected rather than assumed to affect all learners in the same way.

In addition to socioeconomic circumstances, teaching strategies are important considerations in understanding learners' reading comprehension. Teachers may employ phonics-based instruction, guided reading, vocabulary-building exercises, visual aids, storytelling, interactive reading activities, differentiated materials, individualized support, reading assessments, and technology integration. The suitability and implementation of these strategies may vary according to learners' reading abilities and instructional needs. Research on primary-grade reading interventions has examined the contribution of foundational skills instruction and multicomponent approaches to reading comprehension (Denton et al., 2022). Examining the strategies employed in participating schools can help describe current instructional practices and identify areas for further instructional support.

Related Literature

Reading comprehension in the elementary grades. Systematic reviews of research on elementary-level reading comprehension (Triana et al., 2024; Turan, 2022) have synthesized the skills, instructional approaches, and

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contextual factors that have been studied in relation to comprehension. Consistent with this body of work, reading comprehension is widely understood to be shaped by multiple interacting influences rather than by any single factor, which supports the examination of both home-related and classroom-related variables in the present study.

Home literacy environment and parental involvement. In addition to the studies cited above, Romero-González et al. (2023) examined the active home literacy environment of children aged 6 to 8 years in relation to reading performance and reading motivation, drawing on parents' and teachers' expectations. Philippine studies have likewise examined home and family factors in learners' reading. Andal and Villenes (2024) studied home learning support and reading performance among primary pupils in a distance-learning setting; Melencion (2023), Pepito and Sambo (2023), Tan and Macaraeg (2024), and Tayab and Ayang-ang (2024) examined parents' involvement in, and the challenges and experiences associated with, children's reading at home; and Barbasa et al. (2025) examined the socioeconomic background of Grade 2 pupils in relation to reading comprehension in selected elementary schools in Cabiao, Nueva Ecija. Together, these studies show that home and family circumstances are an established concern in early-grade literacy research in the Philippines.

Nutrition and health. Learners' health and nutritional status have also been examined in relation to schooling outcomes. Zerga et al. (2022) conducted a systematic review and meta-analysis of the relationship between malnutrition and the academic performance of school children in Ethiopia, and the World Health Organization (2021) has issued guidance on school health services. The United Nations Children's Fund (UNICEF, 2023) similarly reflects continuing global attention to children's health and well-being. These sources provide a basis for including nutrition and health among the socioeconomic factors examined here.

Instructional strategies for reading comprehension. Beyond Denton et al. (2022), Hwang et al. (2022) conducted a meta-analysis of the effects of integrated literacy and content-area instruction on vocabulary and comprehension in the elementary years, and Hall et al. (2023) reviewed four decades of reading intervention research for elementary students with or at risk for dyslexia. Philippine action-research and intervention studies have explored a range of approaches to improving comprehension, including the question-and-answer relationship technique (Bautista, 2022), a multimedia and scheme-based reading strategy (Pader et al., 2022), Project ReWrite (Palad, 2023), a multisensory approach in Filipino (Camino et al., 2025), localized reading selections (Requiso-Jimenez & Bascos-Ocampo, 2022), and tiered instruction (Po et al., 2025). These studies illustrate the variety of strategies used in Philippine classrooms and provide context for the ten strategies examined in the present study.

Learning context in the Philippines. Tamburac and Abarquez (2024) examined the reading dimensions and reading profile of Grade Two learners, which is closely related to the CRLA-based profiling used in this study. At the national and international levels, the Organisation for Economic Co-operation and Development (OECD, 2023) country notes on the Philippines' results in the Programme for International Student Assessment (PISA) 2022 and the World Bank et al. (2022) report on global learning poverty underscore the importance of foundational literacy. The Global Education Monitoring Reports of the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2022, 2024) discuss the roles of non-state actors and of leadership in education, which are relevant to the school–community partnerships and school leadership emphasized in the action plan proposed in this study.

While earlier studies have typically examined home-related factors or classroom strategies, the present study examines both groups of variables together in one district, alongside the district's CRLA profile, and uses the results to propose a contextualized action plan.

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Theoretical Framework

This study is anchored in Schema Theory and Constructivist Theory, which provide complementary explanations of how Grade 2 learners develop meaning from written texts and how instructional support can facilitate reading comprehension.

Schema Theory, associated with Bartlett (1932) and further applied to reading comprehension by Anderson and Pearson (1984), emphasizes the role of prior knowledge and existing mental structures in interpreting written information. Learners use their background knowledge and experiences to make connections, interpret ideas, and construct meaning from texts. In the context of this study, socioeconomic circumstances, including parental educational attainment, family income, access to educational resources, and nutrition and health, may influence the experiences and learning opportunities that contribute to the development of learners' background knowledge and reading comprehension.

Constructivist Theory, associated with the work of Piaget (1952) and Vygotsky (1978), emphasizes that learners actively construct knowledge through experience, interaction, and guided learning. Applied to reading instruction, this perspective suggests that learners develop comprehension when teachers provide opportunities to engage with texts, connect new information with prior experiences, discuss meanings, and receive appropriate guidance. Teaching strategies such as guided reading, vocabulary-building exercises, interactive reading activities, visual aids, and individualized reading support are therefore relevant to understanding how instruction may support learners' comprehension development.

Together, Schema Theory and Constructivist Theory provide a foundation for examining the socioeconomic factors and teaching strategies associated with the reading comprehension of Grade 2 learners. Schema Theory explains the potential contribution of learners' prior knowledge and experiences, while Constructivist Theory emphasizes the role of active engagement and instructional support. These perspectives guide the interpretation of the study's findings and the development of an action plan responsive to learners' reading needs.

Conceptual Framework

The conceptual framework identifies socioeconomic factors and teaching strategies as the principal variables examined in relation to the reading comprehension of Grade 2 learners (Figure 1). The socioeconomic factors include parental educational attainment, access to educational resources, family income, and nutrition and health. Teaching strategies include phonics-based instruction, guided reading sessions, visual aids, interactive reading activities, leveled reading materials, vocabulary-building exercises, storytelling, individualized reading support, frequent reading assessments, and technology integration.

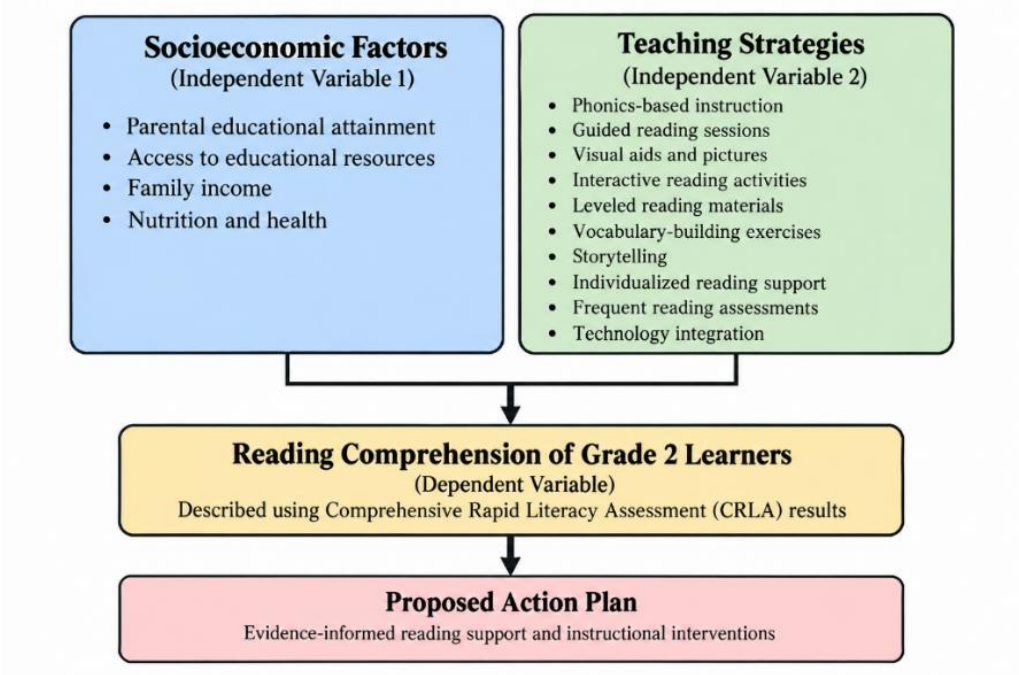
Reading comprehension, described using the learners' Comprehensive Rapid Literacy Assessment (CRLA) results, serves as the principal learning outcome examined in the study. The framework provides the basis for analyzing the socioeconomic factors and instructional strategies, describing the learners' reading comprehension levels, and examining the relationships specified in the research questions.

The findings are intended to inform the development of an action plan that addresses learners' reading needs through appropriate instructional strategies and support responsive to their socioeconomic circumstances. Because the study examines relationships among variables, the framework does not assume that socioeconomic factors or teaching strategies necessarily cause differences in reading comprehension.

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Figure 1. **Conceptual Framework of the Study**



Statement of the Problem and Objectives

This study examined the socioeconomic factors and teaching strategies associated with the reading comprehension of Grade 2 learners in District I, Division of Muntinlupa City. Specifically, it sought to describe the socioeconomic factors in terms of parental educational attainment, access to educational resources, family income, and nutrition and health; identify the teaching strategies reported by Grade 2 teachers; describe learners' reading proficiency based on CRLA results; and examine the reported relationships between these variables and reading comprehension. The findings were intended to serve as the basis for proposing an action plan to enhance reading comprehension among Grade 2 learners.

The study sought to answer the following questions:

1. What socioeconomic factors characterize Grade 2 learners in terms of:
   1.1. parental educational attainment;
   1.2. access to educational resources;
   1.3. family income; and
   1.4. nutrition and health?
2. What teaching strategies are employed by Grade 2 teachers to support learners' reading comprehension?
3. What is the reading proficiency status of Grade 2 learners based on the relevant results of the Comprehensive Rapid Literacy Assessment?
4. Is there a significant relationship between the following variables and the reading comprehension of Grade 2 learners?
   4.1. socioeconomic factors; and
   4.2. teaching strategies?

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5. Based on the findings, what action plan may be proposed to enhance the reading comprehension of Grade 2 learners in District I, Division of Muntinlupa City?

Research Hypotheses

The study tested the following null hypotheses at the 0.05 level of significance:

H_{o1}: There is no significant relationship between the socioeconomic factors of Grade 2 learners, in terms of parental educational attainment, access to educational resources, family income, and nutrition and health, and their reading comprehension.

H_{o2}: There is no significant relationship between the teaching strategies employed by teachers and the reading comprehension of Grade 2 learners.

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METHODS

Research Design

The study employed a quantitative research design using the descriptive-correlational method to describe the socioeconomic factors and teaching strategies associated with the reading comprehension of Grade 2 learners. The descriptive component summarized respondents' assessments of socioeconomic factors and teaching strategies and described the distribution of learners across the reading proficiency categories identified in the Comprehensive Rapid Literacy Assessment (CRLA). The correlational component examined the reported relationships between socioeconomic factors and reading comprehension and between teaching strategies and reading comprehension. Because the study used a descriptive-correlational design, the results were interpreted as associations rather than evidence of causal relationships.

Research Setting

The study was conducted in District I, Division of Muntinlupa City, Philippines. It focused on Grade 2 learners, their parents or guardians, and the teachers responsible for supporting their reading development.

Participants and Data Sources

The questionnaire respondents consisted of 50 parents or guardians of Grade 2 learners and 50 Grade 2 teachers, for a total of 100 respondents. Parents or guardians provided information concerning the socioeconomic circumstances of learners, while teachers reported the strategies they employed to support reading comprehension.

In addition to the questionnaire responses, the study used CRLA summaries to describe the reading proficiency of Grade 2 learners at the beginning of the school year (BOSY) and at the end of the school year (EOSY). The reported CRLA totals were 6,125 learners at BOSY and 6,124 learners at EOSY. These assessment records were used to describe the distribution of learners across the categories Full Refresher, Moderate Refresher, Light Refresher, and Grade Ready.

Research Instruments

The study utilized researcher-developed questionnaires to gather data on the socioeconomic factors associated with Grade 2 learners' reading comprehension and the teaching strategies employed by their teachers (Appendices A and B). The questionnaire for parents or guardians covered four socioeconomic factors: parental educational attainment, access to educational resources, family income, and nutrition and health, with five statements for each factor and with Filipino translations provided alongside the English statements. The questionnaire for teachers focused on ten teaching strategies: phonics-based instruction, guided reading sessions, the use of visual aids and pictures, interactive reading activities, leveled reading materials, vocabulary-building exercises, storytelling sessions, individualized reading support, frequent reading assessments, and technology integration.

The questionnaires used a five-point Likert scale to measure respondents' levels of agreement with the statements, ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Weighted means and descriptive interpretations were used to summarize the responses (Table 1). In addition, the Comprehensive Rapid Literacy Assessment (CRLA) records provided data on the reading proficiency distribution of Grade 2 learners at the beginning and end of the school year, classified as Full Refresher, Moderate Refresher, Light Refresher, and Grade Ready. These data were used to describe learners' reading proficiency status and examine its relationship with the identified socioeconomic factors and teaching strategies.

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Table 1. **Five-Point Likert Scale and Descriptive Interpretation of Weighted Means**

Scale	Range of Weighted Mean	Descriptive Interpretation
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Neutral
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

Data Collection Procedure

Data collection for the study began in September 2024. Before conducting the study, the researcher secured the necessary permissions from the appropriate authorities and participating schools in District I, Division of Muntinlupa City. The researcher then distributed the researcher-developed questionnaires to the selected parents or guardians of Grade 2 learners and Grade 2 teachers. For respondents in distant areas, Google Forms was used to facilitate questionnaire distribution and response collection.

The questionnaires gathered information on the socioeconomic factors associated with learners' reading comprehension and the teaching strategies employed by Grade 2 teachers. Respondents rated the statements using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The researcher collected and organized the completed responses for data processing.

In addition to the questionnaire responses, the researcher obtained and utilized the relevant CRLA records to describe the reading proficiency status of Grade 2 learners at the beginning and end of the school year. The CRLA data were organized according to the four reading proficiency categories: Full Refresher, Moderate Refresher, Light Refresher, and Grade Ready. After data collection, the questionnaire responses and CRLA records were checked, tabulated, and organized according to the research questions.

Data Analysis

The data collected in this study were analyzed using descriptive and inferential statistical procedures to address the research questions and test the null hypotheses.

The weighted mean was used to summarize the responses of parents or guardians regarding the socioeconomic factors associated with Grade 2 learners' reading comprehension and the responses of teachers regarding the teaching strategies employed to support reading comprehension. The responses were measured using a five-point Likert scale, with numerical ratings ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), and the computed weighted means were interpreted using the descriptive interpretation ranges in Table 1.

Frequencies and percentages were used to describe the distribution of Grade 2 learners across the four reading proficiency categories of the CRLA: Full Refresher, Moderate Refresher, Light Refresher, and Grade Ready. The BOSY and EOSY results were summarized to describe the learners' reading proficiency status at the beginning and end of the school year.

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The Pearson product-moment correlation coefficient (Pearson's *r*) was used to examine the relationships between the identified socioeconomic factors and learners' reading comprehension and between teachers' reported teaching strategies and learners' reading comprehension. The socioeconomic factors examined were parental educational attainment, access to educational resources, family income, and nutrition and health. The level of significance was set at $\alpha = .05$. A *p*-value below .05 was interpreted as evidence of a statistically significant relationship, provided that the assumptions of the statistical test were satisfied and the variables were appropriately measured and matched. When the *p*-value was equal to or greater than .05, the null hypothesis was not rejected.

The correlation coefficients and *p*-values were used to assess the direction, strength, and statistical significance of the relationships examined. The correlation results were interpreted as evidence of association and not as proof of causation. The findings from the descriptive and inferential analyses served as the basis for drawing conclusions and developing a proposed action plan to enhance the reading comprehension of Grade 2 learners in District I, Division of Muntinlupa City.

Ethical Considerations

The study observed ethical principles intended to protect the rights, privacy, and welfare of the participants. Before data collection, the researcher sought permission from the appropriate authorities and participating schools in District I, Division of Muntinlupa City. Participation was voluntary, and the parents or guardians and Grade 2 teachers were informed of the purpose of the study and the information required through the research questionnaires. Informed consent was obtained from the respondents, who were given the opportunity to ask questions and were informed of their right to withdraw from the study at any time without penalty.

Confidentiality was maintained throughout the research process. The information provided by respondents was treated confidentially, and their identities and personal information were not to be disclosed in the presentation or publication of the findings. The collected data were used solely for the purposes of the study and were handled in accordance with the confidentiality commitments stated in the informed consent form.

The study also utilized relevant CRLA records to describe the reading proficiency status of Grade 2 learners. These records were used for research and statistical analysis, with appropriate care taken to protect the confidentiality of learners' information. The CRLA data were reported in aggregate form to describe the distribution of learners across the reading proficiency categories. The information collected from respondents and the CRLA records was used to support the objectives of the study and the development of a proposed action plan to enhance learners' reading comprehension.

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RESULTS

This section presents the findings on the socioeconomic factors associated with the reading development of Grade 2 learners, the teaching strategies reported by teachers, the learners' reading proficiency based on the Comprehensive Rapid Literacy Assessment (CRLA), and the relationships of socioeconomic factors and teaching strategies with reading comprehension. The results are organized according to the research questions.

Socioeconomic Factors Associated with Reading Comprehension (Research Question 1)

The study examined four socioeconomic factors: parental educational attainment, access to educational resources, family income, and nutrition and health. The respondents' ratings were summarized using composite means and descriptive interpretations (Table 2).

Table 2. **Summary of Socioeconomic Factors**

Socioeconomic Factor	Composite Mean	Descriptive Interpretation
Parental educational attainment	3.90	Agree
Access to educational resources	4.02	Agree
Family income	3.98	Agree
Nutrition and health	4.12	Agree

Note. Ratings were provided by parents or guardians ($N = 50$) on a five-point scale (see Table 1).

As shown in Table 2, nutrition and health obtained the highest composite mean of 4.12, followed by access to educational resources at 4.02, family income at 3.98, and parental educational attainment at 3.90. All four factors were interpreted as *Agree*, indicating that respondents generally perceived these socioeconomic circumstances as relevant to learners' reading development.

These results describe respondents' perceptions of the socioeconomic factors included in the questionnaire. The ranking of the composite means should not be interpreted as a ranking of the factors' actual effects on reading comprehension. Their statistical relationships with reading comprehension are examined separately in Section 3.4.

Teaching Strategies Employed by Grade 2 Teachers (Research Question 2)

The study also examined the teaching strategies reported by Grade 2 teachers to support learners' reading comprehension. The strategies included phonics-based instruction, guided reading, visual aids, interactive reading activities, leveled reading materials, vocabulary-building exercises, storytelling, individualized reading support, frequent reading assessments, and technology integration (Table 3).

Table 3. **Teaching Strategies Employed by Grade 2 Teachers**

Teaching Strategy	Mean	Descriptive Interpretation
Phonics-based instruction	3.87	Agree
Guided reading sessions	3.68	Agree
Visual aids and pictures	3.98	Agree

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Interactive reading activities	4.02	Agree
Leveled reading materials	3.75	Agree
Vocabulary-building exercises	4.16	Agree
Storytelling sessions	3.90	Agree
Individualized reading support	3.85	Agree
Frequent reading assessments	3.56	Agree
Technology integration	3.69	Agree
Composite mean	**3.84**	**Agree**

Note. Ratings were provided by Grade 2 teachers ($N = 50$) on a five-point scale (see Table 1).

As shown in Table 3, vocabulary-building exercises obtained the highest mean of 4.16, followed by interactive reading activities at 4.02 and visual aids and pictures at 3.98. Storytelling sessions received a mean of 3.90, while phonics-based instruction obtained 3.87. Individualized reading support received a mean of 3.85, and leveled reading materials obtained 3.75. Technology integration and guided reading sessions received means of 3.69 and 3.68, respectively. Frequent reading assessments obtained the lowest mean of 3.56.

The composite mean of 3.84, interpreted as *Agree*, indicates that teachers generally endorsed the listed instructional approaches. The findings describe reported practices and perceptions; they do not independently establish the effectiveness of these strategies or prove that their use resulted in higher reading comprehension scores.

Reading Proficiency of Grade 2 Learners Based on CRLA (Research Question 3)

The reading proficiency status of Grade 2 learners was described using the CRLA summaries for the beginning of the school year (BOSY) and the end of the school year (EOSY). The reported results covered four categories: Full Refresher, Moderate Refresher, Light Refresher, and Grade Ready (Table 4).

Table 4. Distribution of Grade 2 Learners According to CRLA Reading Proficiency

CRLA Category	BOSY Frequency	BOSY Percentage	EOSY Frequency	EOSY Percentage
Full Refresher	2,542	41.50%	103	1.68%
Moderate Refresher	666	10.87%	536	8.75%
Light Refresher	1,167	19.05%	639	10.43%
Grade Ready	1,750	28.57%	4,846	79.13%
Total	**6,125**	**100.00%**	**6,124**	**100.00%**

Note. BOSY = beginning of the school year; EOSY = end of the school year. Percentages are based on the reported totals for each assessment period and may not sum exactly to 100% because of rounding.

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Table 4 presents the distribution of Grade 2 learners across the four CRLA reading proficiency categories at the beginning and end of the school year. The results show a more favorable aggregate distribution of reading proficiency at EOSY than at BOSY. The proportion of learners classified as Grade Ready increased from 28.57% (n = 1,750) at BOSY to 79.13% (n = 4,846) at EOSY, representing an increase of 50.56 percentage points.

Conversely, the proportion of learners classified as Full Refresher decreased from 41.50% (n = 2,542) at BOSY to 1.68% (n = 103) at EOSY, a decrease of 39.82 percentage points. The proportion classified as Moderate Refresher also declined, from 10.87% (n = 666) to 8.75% (n = 536), while the Light Refresher category decreased from 19.05% (n = 1,167) to 10.43% (n = 639).

Taken together, the three refresher categories accounted for 71.43% of the reported BOSY population, compared with 20.87% at EOSY. These findings indicate a substantial difference in the aggregate distribution of reading proficiency classifications between the two assessment periods.

However, the total number of learners assessed differed between BOSY and EOSY, and the aggregate records do not establish whether the same individual learners were assessed in both periods. Consequently, the observed differences should not be interpreted as direct evidence of individual learner progress or attributed solely to any particular socioeconomic factor or teaching strategy. Rather, the results provide a descriptive overview of the reading proficiency distribution and a basis for identifying areas requiring continued reading support and instructional intervention.

Relationship Between Socioeconomic Factors and Reading Comprehension (Research Question 4.1)

The study examined the relationships between the four socioeconomic factors and learners' reading comprehension using Pearson product-moment correlation. The results are presented in Table 5.

Table 5. Relationship Between Socioeconomic Factors and Reading Comprehension

Socioeconomic Factor	Pearson r	p-value	Decision at α = .05	Interpretation
Parental educational attainment	.524	.0491	Reject H_0	Significant moderate positive relationship
Access to educational resources	.392	.0348	Reject H_0	Significant weak-to-moderate positive relationship
Family income	.645	.0198	Reject H_0	Significant moderately strong positive relationship
Nutrition and health	.155	.2825	Fail to reject H_0	Weak positive relationship; not significant

Note. N = 50 matched observations. H_0 = null hypothesis of no significant relationship with reading comprehension.

The results presented in Table 5 indicate that parental educational attainment, access to educational resources, and family income have statistically significant positive relationships with reading comprehension at the 0.05 significance level, based on the stated sample of 50 matched observations. Among these factors, family income has the strongest positive relationship (r = .645), followed by parental educational attainment (r = .524) and access to educational resources (r = .392).

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In contrast, nutrition and health has a weak positive correlation with reading comprehension (r = .155), but the relationship is not statistically significant (p = .2825). Therefore, the null hypothesis for this factor cannot be rejected at the 0.05 significance level. Although the coefficient indicates a positive direction, the available results do not provide sufficient statistical evidence of a relationship between nutrition and health and reading comprehension in this analysis. Accordingly, H_{01} was rejected for parental educational attainment, access to educational resources, and family income, but not for nutrition and health.

Overall, the findings suggest that family income, parental educational attainment, and access to educational resources are associated with learners' reading comprehension. However, these correlations do not establish causal relationships. Other learner, family, school, and instructional factors may also influence reading outcomes. The results should be interpreted in relation to the study's sample, research design, and measurement procedures.

Relationship Between Teaching Strategies and Reading Comprehension (Research Question 4.2)

The results revealed a statistically significant positive relationship between teaching strategies and reading comprehension, $r(98) = .62$, $p < .001$, $N = 100$ (Table 6). Since the p-value is below the 0.05 significance level, the null hypothesis (H_{02}) is rejected. The correlation coefficient indicates a moderately strong positive relationship, suggesting that higher teaching-strategy scores were associated with higher reading comprehension outcomes among the respondents included in the analysis.

Table 6. Relationship Between Teaching Strategies and Reading Comprehension

Variable	Pearson r	df	p-value	Decision at α = .05	Interpretation
Teaching strategies	.62	98	< .001	Reject H_{02}	Significant moderately strong positive relationship

Note. N = 100, as reported.

This finding suggests that the use of effective teaching strategies may be associated with better reading comprehension outcomes among Grade 2 learners. Strategies such as phonics-based instruction, guided reading, the use of visual aids, interactive reading activities, vocabulary-building exercises, and individualized reading support may help learners develop their reading skills. However, the correlation indicates an association and does not establish that these strategies directly cause improvements in reading comprehension.

Summary of Results

The results indicate that respondents generally perceived the four socioeconomic factors as relevant to learners' reading development and that teachers generally endorsed the listed reading strategies. Among the teaching strategies, vocabulary-building exercises obtained the highest mean rating, whereas frequent reading assessments received the lowest mean rating. The aggregate CRLA results further revealed an improvement in learners' reading performance, with a larger proportion of learners classified as Grade Ready at the End of School Year (EOSY) than at the Beginning of School Year (BOSY).

Furthermore, the correlation analysis showed statistically significant positive relationships between reading comprehension and three of the four socioeconomic factors (family income, parental educational attainment, and access to educational resources), while the relationship with nutrition and health was weak and not statistically significant. A statistically significant positive relationship was also found between teachers' reading strategies and learners' reading comprehension. These findings suggest that both socioeconomic conditions and instructional

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practices may contribute to learners' reading development, highlighting the importance of supportive home environments and effective classroom reading interventions in improving reading comprehension outcomes.

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DISCUSSION

This study examined the socioeconomic factors and teaching strategies associated with the reading comprehension of Grade 2 learners in District I, Division of Muntinlupa City. The findings provide descriptive information about respondents' perceptions of socioeconomic circumstances, teachers' reported instructional practices, and the distribution of learners across CRLA reading proficiency categories. The study also presents correlations between socioeconomic factors and reading comprehension and between teaching strategies and reading comprehension. These findings should be interpreted in light of the descriptive-correlational design and the limitations discussed in Section 4.6.

Socioeconomic Factors and Reading Comprehension

The findings showed that respondents generally agreed that parental educational attainment, access to educational resources, family income, and nutrition and health were relevant to learners' reading development. Nutrition and health obtained the highest composite mean ($M = 4.12$), followed by access to educational resources ($M = 4.02$), family income ($M = 3.98$), and parental educational attainment ($M = 3.90$). These results suggest that respondents recognized the importance of learners' home circumstances and health-related conditions in shaping their educational experiences and reading development.

The findings are consistent with the broader emphasis on home learning environments in literacy research. Nag et al. (2024) examined the relationship between home learning environments and children's language and literacy skills in low- and middle-income countries. Their study highlights the importance of access to learning materials and opportunities for literacy engagement within the home as factors that support children's literacy development. Similarly, Bonanati and Rubach (2022) explored parents' school- and home-based involvement in relation to children's reading achievement. Although parental involvement differs from parental educational attainment, their findings support the view that home and family contexts play an important role in learners' reading outcomes. The present results also parallel the Philippine studies that have examined parental involvement and socioeconomic background in relation to early-grade reading (Barbasa et al., 2025; Pepito & Sambo, 2023; Tan & Macaraeg, 2024).

The correlation analysis revealed significant positive relationships between reading comprehension and three of the four socioeconomic factors. Family income exhibited the strongest relationship with reading comprehension ($r = .645$), followed by parental educational attainment ($r = .524$) and access to educational resources ($r = .392$). Nutrition and health showed the weakest relationship ($r = .155$), which was not statistically significant. These findings suggest that socioeconomic factors vary in the strength of their association with learners' reading comprehension, with family income and parental educational attainment demonstrating comparatively stronger relationships.

The results imply that family income may influence children's access to books, educational materials, and other forms of academic support that contribute to reading development. Likewise, parents with higher levels of educational attainment may be better positioned to provide learning support and foster literacy-rich home environments. Access to educational resources may create additional opportunities for reading practice and skill development. Overall, the findings underscore the importance of socioeconomic factors in supporting learners' reading comprehension and highlight the need for collaborative efforts among families, schools, and communities to strengthen literacy outcomes among elementary learners.

The finding on nutrition and health merits separate comment. Although respondents gave this factor the highest composite rating ($M = 4.12$), its correlation with reading comprehension was the weakest and was not statistically significant ($r = .155$, $p = .2825$). Adequate nutrition and good health may still contribute to learners' readiness and

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capacity to engage in classroom learning, as suggested by the review of Zerga et al. (2022) on malnutrition and the academic performance of school children. One possible explanation for the weak association in this sample is that respondents' ratings were uniformly high, which limits the variability needed to detect a relationship; another is that the questionnaire captured perceptions of the importance of nutrition and health rather than learners' actual nutritional or health status. These explanations are tentative and should be examined in future studies that use direct measures of learners' nutrition and health.

Teaching Strategies Employed by Grade 2 Teachers

The teaching strategies received an overall composite mean of 3.84, interpreted as Agree. Among the strategies, vocabulary-building exercises obtained the highest mean ($M = 4.16$), followed by interactive reading activities ($M = 4.02$) and the use of visual aids and pictures ($M = 3.98$). These findings indicate that the participating teachers generally endorsed instructional approaches designed to enhance vocabulary development, encourage active learner participation, and support learners' understanding of written texts.

Vocabulary development plays a vital role in reading comprehension because learners must understand the meanings of words and expressions to construct meaning from texts. Interactive reading activities provide opportunities for discussion, questioning, and collaborative learning, enabling learners to engage actively with reading materials. Likewise, visual aids and pictures help learners connect written information with images and prior experiences, thereby facilitating comprehension. These findings are aligned with the study's theoretical foundations. Schema Theory emphasizes the importance of prior knowledge in interpreting text, while Constructivist Theory highlights the role of active engagement and teacher guidance in the construction of meaning and understanding.

The findings are supported by the work of Denton et al. (2022), who emphasized the importance of foundational skills and multicomponent reading interventions in improving reading outcomes among primary-grade learners. Their study underscores the value of systematic reading instruction in promoting comprehension development. The emphasis on vocabulary is also in line with Hwang et al. (2022), who examined instruction that integrates literacy and content-area learning in relation to vocabulary and comprehension. The high ratings given to vocabulary-building exercises, interactive reading activities, and visual aids suggest that teachers recognize the importance of these strategies in supporting learners' literacy growth and reading achievement.

Frequent reading assessments received the lowest mean rating ($M = 3.56$), although the result remained within the Agree range. This finding suggests that while teachers acknowledge the importance of assessment, its implementation may not be as strongly emphasized as other instructional practices. Regular reading assessments are essential for identifying learners' strengths and areas of difficulty, monitoring progress, and informing instructional decision-making. Through consistent assessment practices, teachers can provide targeted interventions, adjust teaching strategies, and ensure that learners receive the support necessary to improve their reading performance, an emphasis that is also central to intervention research for struggling readers (Hall et al., 2023). Consequently, strengthening the systematic use of reading assessments may contribute to more effective reading instruction and improved comprehension outcomes among Grade 2 learners.

Reading Proficiency Based on CRLA

The aggregate CRLA results revealed a notable improvement in learners' reading proficiency from the Beginning of School Year (BOSY) to the End of School Year (EOSY). The proportion of learners classified as Grade Ready increased substantially from 28.57% at BOSY to 79.13% at EOSY. In contrast, the proportion of learners classified as Full Refresher decreased from 41.50% to 1.68%. Similarly, the percentages of learners categorized as Moderate Refresher and Light Refresher also declined by the end of the school year.

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These findings suggest an overall improvement in the reading proficiency profile of Grade 2 learners during the academic year. The considerable increase in the percentage of learners who achieved the Grade Ready classification indicates that a greater proportion of learners met the expected reading standards by EOSY. At the same time, the reduction in the percentages of learners requiring varying levels of reading intervention reflects a more favorable distribution of reading proficiency levels at the end of the school year. This profile is consistent with the focus of Tamburac and Abarquez (2024) on describing the reading profile of Grade Two learners as a basis for instructional planning.

The observed improvement may be associated with the combined influence of classroom instruction, reading support activities, and learners' continued exposure to literacy experiences throughout the school year. The findings are consistent with the view that sustained reading instruction and literacy-related interventions contribute to the development of learners' reading skills and comprehension. As learners receive regular opportunities to engage in reading activities, practice decoding and comprehension skills, and participate in teacher-guided instruction, improvements in reading proficiency may become evident over time. Because the CRLA records are aggregate and the BOSY and EOSY totals differ, however, this interpretation remains tentative and cannot be attributed to any single factor.

The CRLA results underscore the importance of implementing effective reading programs and maintaining continuous monitoring of learners' reading performance. These findings provide valuable information for educators and school administrators in planning targeted interventions for struggling readers while sustaining support for learners who have achieved grade-level reading proficiency. Overall, the results indicate positive progress in learners' reading development and highlight the significance of early literacy initiatives in promoting reading achievement among Grade 2 learners.

Relationship Between Teaching Strategies and Reading Comprehension

The findings revealed a significant positive relationship between teaching strategies and learners' reading comprehension, with a correlation coefficient of $r = .62$ and a significance level of $p < .001$. This result indicates a moderately strong positive association, suggesting that higher levels of implementation of effective teaching strategies were associated with higher levels of reading comprehension among Grade 2 learners. The finding implies that instructional practices play an important role in supporting learners' reading development and comprehension skills.

The result supports the view that instructional strategies designed to promote active engagement, vocabulary development, reading interaction, and comprehension support can contribute positively to learners' reading outcomes. Strategies such as vocabulary-building exercises, interactive reading activities, visual aids, and other learner-centered approaches may help learners understand texts more effectively, thereby enhancing reading comprehension. Philippine classroom-based studies of specific approaches, such as multimedia and scheme-based reading (Pader et al., 2022), multisensory instruction (Camino et al., 2025), and tiered instruction (Po et al., 2025), likewise point to the potential of varied, learner-centered strategies.

The finding is consistent with Constructivist Theory, which emphasizes that learners construct knowledge through active participation, meaningful experiences, and guided instruction. Effective teaching strategies provide opportunities for learners to interact with texts, connect new information with prior knowledge, and develop deeper understanding through teacher facilitation and classroom engagement. Similarly, Schema Theory suggests that learners comprehend texts more effectively when instruction helps them activate and expand their existing knowledge structures.

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The positive relationship observed in this study suggests that the strategic use of instructional approaches may be associated with improved reading comprehension among learners. Teachers who consistently employ engaging and supportive reading strategies may create learning environments that foster literacy development and encourage learners to become more proficient readers. Therefore, the findings highlight the importance of strengthening instructional practices and providing teachers with continued professional development opportunities to enhance the effectiveness of reading instruction and promote higher levels of reading comprehension among Grade 2 learners.

Implications for the Proposed Action Plan (Research Question 5)

The findings of the study provide a foundation for the development of an action plan that addresses both home-related factors and classroom instructional practices affecting learners' reading comprehension. The results on socioeconomic factors highlight the importance of strengthening parent engagement, increasing access to reading materials, and promoting awareness of the role of nutrition and health in supporting children's learning. These areas may serve as focal points for collaborative efforts among schools, families, and community stakeholders, including local government units, community organizations, and other non-state partners (UNESCO, 2022), to create an environment that supports literacy development. Health-related activities may be coordinated with existing school health services (World Health Organization, 2021).

The findings on teaching strategies likewise underscore the value of instructional practices that promote reading comprehension. The high ratings given to vocabulary-building exercises, interactive reading activities, visual aids and pictures, differentiated instruction, and individualized assistance suggest that these approaches should be sustained and further enhanced. By continuously implementing learner-centered and engaging instructional strategies, teachers can provide meaningful learning experiences that support the development of reading skills among Grade 2 learners.

The relatively lower rating for frequent reading assessments indicates a potential area for improvement. Strengthening assessment-informed instruction may enable teachers to identify learners' strengths and difficulties more effectively, monitor reading progress regularly, and provide timely interventions when needed. The use of classroom-based assessments and CRLA results can support data-driven decision-making and help ensure that instructional practices respond to the specific needs of learners. Likewise, parents and guardians may be encouraged to establish regular reading routines at home and maximize available literacy resources to reinforce reading development beyond the classroom.

Based on these findings, the proposed action plan may focus on enhancing school-home partnerships, promoting effective reading instructional strategies, strengthening assessment and monitoring practices, and providing targeted support for struggling readers. Through these initiatives, schools can create a more comprehensive and supportive literacy environment that fosters improved reading comprehension and overall academic achievement among Grade 2 learners. The proposed action plan therefore serves as a practical response to the study's findings and provides a framework for improving reading outcomes through coordinated efforts among teachers, parents, and school administrators, with school leadership playing a central role in coordination (UNESCO, 2024).

Proposed Action Plan for Enhancing Grade 2 Learners' Reading Comprehension

General Objective: To strengthen the reading comprehension of Grade 2 learners in District I, Division of Muntinlupa City through parent engagement, improved access to reading resources, health awareness, differentiated instruction, and systematic reading assessment.

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Table 7. Proposed Action Plan

Priority Area	Proposed Activities	Persons Responsible	Suggested Timeline	Success Indicators
Parental involvement	Conduct parent orientations on shared reading, vocabulary practice, and comprehension questions; encourage regular home-reading routines.	School head, reading coordinator, Grade 2 teachers, parents or guardians	Beginning of the program and quarterly follow-up	Orientation conducted; parent participation recorded; home-reading activities monitored
Access to reading resources	Establish or strengthen classroom reading corners, book-lending systems, and take-home reading materials; seek community support for additional resources.	School head, reading coordinator, teachers, parent association, community partners	First quarter, with continuing implementation	Reading materials made available; lending records maintained; learner access monitored
Nutrition and health awareness	Coordinate information sessions with appropriate school health personnel and community partners on nutrition, health, and school participation.	School health personnel, school head, teachers, parents or guardians	At least once per quarter, subject to available resources	Sessions conducted; attendance documented; information shared with families
Vocabulary development	Integrate vocabulary-building exercises, word discussions, and activities that connect new words to familiar experiences.	Grade 2 teachers, reading coordinator	Throughout the school year	Vocabulary activities included in lesson plans; learner work and progress documented
Interactive and differentiated reading instruction	Use paired reading, group reading, visual aids, leveled materials, storytelling, guided reading, and individualized support based on learner needs.	Grade 2 teachers, reading coordinator	Throughout the school year	Instructional activities documented; learners receive support appropriate to their reading levels

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Priority Area	Proposed Activities	Persons Responsible	Suggested Timeline	Success Indicators
Reading assessment and monitoring	Conduct regular classroom reading checks; review available CRLA results; use assessment information to plan targeted support and monitor progress.	Grade 2 teachers, reading coordinator, school head	Regular intervals throughout the school year and at designated assessment periods	Assessment records maintained; learners requiring support identified; follow-up activities documented
School-community collaboration	Coordinate literacy activities with parents, school personnel, and community organizations; identify available resources and support.	School head, reading coordinator, teachers, parent association, community partners	Every quarter or as opportunities arise	Collaborative activities completed; contributions and participation documented
Program evaluation	Review implementation records, participation, available reading assessment results, and areas requiring improvement.	School head, reading coordinator, Grade 2 teachers	End of each semester and end of the school year	Evaluation report prepared; recommendations for program improvement identified

Monitoring and Evaluation

To ensure the successful implementation of the proposed action plan, the school reading coordinator and Grade 2 teachers may maintain systematic records of program activities, learner participation, utilization of reading resources, instructional support provided, and reading assessment results. These records may serve as important sources of information for determining whether planned activities are being implemented effectively and whether modifications are needed to improve program delivery. School administrators may periodically review the collected data to monitor progress and provide the necessary support for program improvement.

Monitoring efforts should focus on implementation indicators such as the number of reading sessions conducted, learner attendance and participation rates, availability and utilization of reading materials, parent involvement activities, and teacher implementation of identified reading strategies. These indicators can provide evidence regarding the extent to which the proposed activities are being carried out as planned.

Evaluation, on the other hand, should focus on learner outcomes, particularly changes in reading performance as measured through classroom-based assessments, CRLA results, and other appropriate reading measures. Comparing assessment results across monitoring periods may provide valuable information regarding learners' progress and the effectiveness of instructional support provided. Where possible, schools should use consistent assessment procedures and maintain learner-level records to facilitate more accurate tracking of reading development over time.

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The findings from monitoring and evaluation may be used to inform instructional decision-making, strengthen intervention programs, and refine literacy support initiatives. Results may also guide school administrators, teachers, and stakeholders in allocating resources and identifying areas requiring additional attention. Through continuous monitoring and evaluation, schools can ensure that reading programs remain responsive to learners' needs and aligned with literacy improvement goals. Ultimately, the proposed action plan serves as a practical framework for addressing the reading needs identified in this study. Its effectiveness should be continuously assessed through systematic implementation, regular monitoring, and evidence-based evaluation to determine its contribution to improving the reading comprehension and overall literacy development of Grade 2 learners in District I, Division of Muntinlupa City.

Limitations of the Study

Several limitations should be considered when interpreting the findings. First, the descriptive-correlational design allows conclusions about association only; the results cannot establish that socioeconomic factors or teaching strategies cause differences in reading comprehension, and other learner, family, school, and instructional factors were not examined. Second, the socioeconomic factors and teaching strategies were measured through respondents' agreement with questionnaire statements, so the findings reflect perceptions and self-reported practices rather than direct measures such as actual household income, parents' recorded educational attainment, or observed classroom practice.

Third, the CRLA data were available as aggregate summaries. The BOSY and EOSY totals differed (6,125 and 6,124 learners), and the records do not establish whether the same learners were assessed in both periods; the BOSY–EOSY differences therefore describe changes in the distribution of classifications and not individual learner progress. Fourth, the questionnaire respondents and the learners represented in the CRLA summaries were distinct data sources, and the correlations were based on 50 matched observations for socioeconomic factors and 100 observations for teaching strategies, which limits the precision and generalizability of the correlation estimates. Finally, the study was confined to District I of the Division of Muntinlupa City, and the findings may not apply to other districts or contexts. Future research using larger samples, learner-level longitudinal data, and direct measures of the variables of interest would address these limitations.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study examined the socioeconomic factors and teaching strategies associated with the reading comprehension of Grade 2 learners in District I, Division of Muntinlupa City. Specifically, it described respondents' perceptions of selected socioeconomic factors, teachers' instructional practices, learners' reading proficiency based on Comprehensive Rapid Literacy Assessment (CRLA) results, and the relationships between the identified variables and reading comprehension.

The findings revealed that respondents generally perceived parental educational attainment, access to educational resources, family income, and nutrition and health as important factors related to learners' reading development. Among these factors, nutrition and health obtained the highest composite mean ($M = 4.12$), followed by access to educational resources ($M = 4.02$), family income ($M = 3.98$), and parental educational attainment ($M = 3.90$). These results suggest that respondents recognized the importance of home and health-related conditions in supporting learners' literacy development.

With regard to teaching strategies, the respondents generally agreed on the use of various instructional practices designed to support reading comprehension, as reflected by the overall composite mean of 3.84. Vocabulary-

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building exercises obtained the highest mean ($M = 4.16$), followed by interactive reading activities ($M = 4.02$) and visual aids and pictures ($M = 3.98$). Frequent reading assessments received the lowest mean ($M = 3.56$), although it remained within the Agree range. The findings indicate that teachers highly value strategies that promote vocabulary development, learner engagement, and comprehension support.

The CRLA results showed a notable improvement in learners' reading proficiency from the beginning to the end of the school year. The proportion of learners classified as Grade Ready increased from 28.57% at the Beginning of School Year (BOSY) to 79.13% at the End of School Year (EOSY). Conversely, the proportion classified as Full Refresher decreased from 41.50% to 1.68%, while the proportions under the Moderate Refresher and Light Refresher categories likewise declined. These findings suggest an overall improvement in the reading proficiency profile of Grade 2 learners during the school year.

The correlation analysis further revealed that family income ($r = .645$), parental educational attainment ($r = .524$), and access to educational resources ($r = .392$) were significantly and positively related to reading comprehension, whereas the weak positive relationship for nutrition and health ($r = .155$) was not statistically significant ($p = .2825$). In addition, a significant positive relationship was found between teaching strategies and reading comprehension ($r = .62$, $p < .001$). These findings suggest that both socioeconomic conditions and instructional practices are associated with learners' reading comprehension.

Overall, the findings provide a basis for the development of an action plan that emphasizes parent engagement, access to educational resources, nutrition and health awareness, effective reading instruction, differentiated learning activities, and assessment-informed interventions. Such initiatives may contribute to strengthening reading comprehension and improving literacy outcomes among Grade 2 learners in District I, Division of Muntinlupa City.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed to support and enhance the reading comprehension of Grade 2 learners in District I, Division of Muntinlupa City:

1. Strengthen parental involvement in reading activities

Schools may organize parent orientations, literacy workshops, and family reading programs that provide practical strategies for supporting children's reading development at home. These activities may include shared reading sessions, vocabulary enrichment exercises, comprehension questioning techniques, and the establishment of regular reading routines. Programs should be designed to accommodate the diverse educational backgrounds, schedules, and available resources of parents and guardians.

2. Improve access to educational resources

Schools may expand the availability of reading materials through classroom reading corners, school-based libraries, book-lending programs, and take-home reading initiatives. Partnerships with local government units, community organizations, non-government organizations, and private stakeholders may also be explored to increase the accessibility of age-appropriate and culturally relevant reading materials for learners.

3. Promote nutrition and health awareness

Schools may collaborate with health personnel and community partners to conduct information campaigns, seminars, and wellness activities that raise awareness of the importance of proper nutrition and good health in supporting children's learning and academic performance. Such initiatives may complement existing school health programs and encourage greater parental involvement in maintaining learners' well-being.

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4. Sustain and strengthen the implementation of varied reading strategies

Teachers may continue utilizing evidence-based instructional approaches such as vocabulary-building exercises, interactive reading activities, visual aids and pictures, phonics-based instruction, guided reading, storytelling, leveled reading materials, differentiated instruction, and individualized support. The selection and application of these strategies should be based on learners' assessed reading abilities, interests, and instructional needs to maximize learning outcomes.

5. Strengthen reading assessment and progress monitoring practices

Schools may encourage teachers to conduct regular reading assessments and utilize available CRLA results to identify learners requiring additional support. Assessment data may be used to inform instructional planning, track learner progress, organize intervention groups, and guide the implementation of targeted reading activities that address specific learning needs.

6. Develop and implement a coordinated school-based reading program

School administrators, reading coordinators, teachers, parents, and community partners may collaborate in designing and implementing a comprehensive reading program that promotes literacy development. Clear objectives, implementation schedules, resource allocations, and monitoring indicators should be established to ensure effective and sustainable program implementation.

7. Conduct continuous monitoring and evaluation of the proposed action plan

The implementation of the proposed action plan should be regularly monitored and evaluated to determine its effectiveness in improving learners' reading comprehension. Data on program activities, learner participation, instructional practices, and reading assessment results may be collected and analyzed to inform future improvements. Findings from the evaluation may serve as a basis for refining literacy interventions and strengthening reading support programs across schools.

8. Encourage future research on reading comprehension and literacy development

Future researchers may conduct studies using larger samples, learner-level longitudinal data, and additional variables that may influence reading comprehension. Further investigations may also examine the effectiveness of specific reading interventions, instructional approaches, and parent-engagement programs in improving literacy outcomes among elementary learners.

These recommendations are intended to guide schools, teachers, parents, and community stakeholders in developing collaborative and sustainable initiatives that promote reading comprehension and literacy development among Grade 2 learners in District I, Division of Muntinlupa City.

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