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## Research Article

### Reading Performance of The Grade II Pupils in the Different Teaching Approaches

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#### ABSTRACT

This study aimed determine the level of reading performance of 210 Grade 2 pupils of Sta. Cruz District, Division of Zambales using Marungko Reading Approach and Phonic Reading Approach.

The researcher utilized a quantitative descriptive research design and comparative study which helped the researcher collect information that best describe the existing problem by asking respondents of their perceptions about the strategies of teachers in improving the reading preparedness of Grade 2 pupils during modular distance learning.

The study revealed that the level of pupils' reading performance using the Marungko Reading Approach was outstanding while excellent in the use of Phonic Reading Approach was excellent. The level of pupils' reading difficulty using both the Marungko Reading Approach and the Phonic Reading Approach was very easy. The level of pupils' reading performance using the Marungko Reading Approach and Phonic Reading Approach has no significant difference. The level of pupils' reading performance using both the Marungko Reading Approach and the Phonic Reading Approach has significant relationship to their academic performance in English and Filipino.

Based on the summary of the investigations conducted and the conclusions arrived at, Teachers use the Marungko Reading Approach and Phonic Reading Approach to improve the reading performance of pupils. Teachers should develop reading program and activities responsive to pupils who are facing difficulty in reading using the Marungko Reading Approach and Phonic Reading Approach. Teachers should seek support from stakeholders for the provision of reading materials appropriate to the garde of pupils. A follow up study may be conducted to validate the results of this research by extending the study in other schools or districts. Teachers should develop reading materials such as strategic intervention material appropriate to the level of pupils using the Marungko Reading Approach and Phonic Reading Approach.

**Keywords:** *Different teaching approaches and Sta. Cruz district, Grade 2 pupils, Reading performance*

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## **Introduction**

To have a better performance, reading skills are the key to gaining it. Learning becomes easier and more enjoyable when you love reading. pupils who have difficulty in reading may destruct their interest and performance in their school activities. pupils' performance depends on the teachers' dedication to teach their pupils vigorously for them.

This time of pandemic teaching and learning online is unique and unaccustomed for the teachers, parents, and for the pupils. Unlike if those pupils are engaged in school, they learn a lot and teachers can assess pupils to their difficulties. While school time can be fun and can raise social skills and social awareness, from an economic point of view the primary point of being in school is that it increases ability. Even a short time missed decreases skills growth and CoViD-19 has interrupted learning (Burgess & Sievertsen, 2020).

Children differ in terms of the potential they bring to classroom. It has been observed that some children are not interested in reading. Maybe, it's because they are not ready or not properly motivated. Reading is very much needed to make them ready for the next step of learning. Good readers are those pupils who can comprehend and can read fluently.

Because reading is fundamental to learning, how well a pupil reads is of great importance. Many studies measures reading in terms of rate of intake, comprehension, recall ability, and application. Children's literacy development is the foundation on which the rest of their education is built (Gedfie & Negassa, 2018).

For many pupils' phonics approach and Marungko approach begins in primary schoolers. Primary schooler is when pupils develop phonetic skills which they will use as they begin to read and write. It is important that primary schoolers develop a proper foundation in phonics that will help them as their reading and writing skills continue to grow. That is why it is important that teachers understand the best teaching strategies they can use to help their pupils understand and properly use phonics as they read and write. The purpose of this study

was to determine if the Phonics instruction and Marungko approach of Sta.Cruz Schools aligned with the research-based best practices of approaches.

This study would help the teachers on how to deal with the pupils, create strategies that fit the needs of the pupils to uplift the academic performance of the pupils. The researcher is an elementary teacher in Pagatpat Elementary School of Zone I, Division of Zambales feels the need of teacher involvement on how to apply the proper approaches for the pupils.

## **Methods**

The purpose of the study was to determine the teachers' effective approaches on reading preparedness of Grade 2 pupils during the distance learning at St. Cruz District during the year 2021-2022.

Specifically, it sought to answer the following questions:

1. What is the reading performance of the pupils in terms of the following reading approaches?
  - 1.1 Marungko reading approach; and
  - 1.2 Phonic reading approach?
2. What is the level of pupils reading difficulties in Marungko and Phonics Reading Approaches?
3. Is there a significant difference between the reading performance of the pupils in terms of reading approaches stated in number 1?
4. Is there a significant relationship between the reading performance using the reading approaches and the academic performance of the pupils?
5. What are the strategic intervention materials will be used to enhance the reading preparedness of the Grade 2 pupils?

## **Result and Discussion**

This section presents the gathered data which were tabulated and analyzed for the purpose of presenting data in clearer form, for finding solution, and understanding the problem that is presented.

### 1. Reading Performance of Pupils in Marungko Reading Approach

This part presents the reading performance of pupils in terms of Marungko Reading

Approach and Phonic Reading Approach. Table 2 and 2.1 show the raw score, mean and mean percentage score (MPS)

*Table 2. Level of Performance of pupils in Reading using Marungko Reading Approach*

| Marungko Reading Approach | Total Raw Score | Mean Raw Score | Mean Percentage Score | Descriptive rating            |
|---------------------------|-----------------|----------------|-----------------------|-------------------------------|
| Selection 1 Part 1        |                 |                |                       |                               |
| Question 1                | 200             | 0.95           | 95                    | Closely Approximating Mastery |
| Question 2                | 188             | 0.9            | 90                    | Closely Approximating Mastery |
| Question 3                | 199             | 0.95           | 95                    | Closely Approximating Mastery |
| Question 4                | 185             | 0.88           | 88                    | Closely Approximating Mastery |
| Question 5                | 169             | 0.8            | 80                    | Closely Approximating Mastery |
| Overall                   | 188             | 0.896          | 89.6                  | Moving Towards Mastery        |
| Selection 1 Part 2        |                 |                |                       |                               |
| Question 1                | 200             | 0.95           | 95                    | Closely Approximating Mastery |
| Question 2                | 190             | 0.9            | 90                    | Closely Approximating Mastery |
| Question 3                | 186             | 0.89           | 89                    | Closely Approximating Mastery |
| Question 4                | 199             | 0.95           | 95                    | Closely Approximating Mastery |
| Question 5                | 200             | 0.95           | 95                    | Closely Approximating Mastery |
| Overall                   | 195             | 0.928          | 92.8                  | Closely Approximating Mastery |
| Selection 2 Part 1        |                 |                |                       |                               |
| Question 1                | 190             | 0.9            | 90                    | Closely Approximating Mastery |
| Question 2                | 188             | 0.9            | 90                    | Closely Approximating Mastery |
| Question 3                | 198             | 0.94           | 94                    | Closely Approximating Mastery |
| Question 4                | 185             | 0.88           | 88                    | Closely Approximating Mastery |
| Question 5                | 197             | 0.94           | 94                    | Closely Approximating Mastery |
| Question 6                | 193             | 0.92           | 92                    | Closely Approximating Mastery |
| Overall                   | 192             | 0.913          | 91.3                  | Closely Approximating Mastery |
| Selection 3 Part 1        |                 |                |                       |                               |
| Question 1                | 205             | 0.98           | 98                    | Mastered                      |
| Question 2                | 193             | 0.92           | 92                    | Closely Approximating Mastery |
| Question 3                | 200             | 0.95           | 95                    | Closely Approximating Mastery |
| Question 4                | 210             | 1              | 100                   | Mastered                      |
| Question 5                | 203             | 0.97           | 97                    | Mastered                      |
| Question 6                | 199             | 0.95           | 95                    | Closely Approximating Mastery |
| Question 7                | 200             | 0.95           | 95                    | Closely Approximating Mastery |
| Question 8                | 198             | 0.94           | 94                    | Closely Approximating Mastery |
| Question 9                | 205             | 0.98           | 98                    | Mastered                      |
| Question 10               | 210             | 1              | 100                   | Mastered                      |
| Question 11               | 199             | 0.95           | 95                    | Closely Approximating Mastery |
| Question 12               | 205             | 0.98           | 98                    | Mastered                      |
| Overall                   | 194             | 0.964          | 96.41                 | Mastered                      |

In the study of Boltron & Ramos (2021) the development of reading competence in young children is critical for improving educational outcomes and has far-reaching consequences.

According to the Organization for Economic Co-operation and Development, an individual's ability to read can transform him into a significant economic asset for a country (OECD).

Despite this fact on the implied relationship of reading competence to a country's economic growth, the Philippines came in last among 79 countries in the 2019 OECD Program for Inter-

national Student Assessment (PISA), with Filipino students around the age of 15 receiving a rating of 340 points in reading comprehension, lower than the average of 487 points.

*Table 3. Summary Level of Performance of pupils in Reading using Marungko Reading Approach*

| Reading Approach          | Mean Raw Score |             |             | Total Mean Score | Mean Percent-age Score (MPS) | Description |                        |
|---------------------------|----------------|-------------|-------------|------------------|------------------------------|-------------|------------------------|
|                           | Selection 1    | Selection 2 | Selection 3 |                  |                              |             |                        |
| Marungko Reading Approach | P1<br>0.896    | P2<br>0.928 | 0.913       | 0.964            | 2.79                         | 93          | Moving Towards Mastery |

From Table 1.1, it can be gathered that out of 28 items, the pupils' total mean raw score was 2.79 with a mean percentage score of 93 which indicates moving towards mastery. This suggests that the pupils have acquired the necessary reading competencies evident in the result of their mean percentage score which is above the achievement rate of 75.

According to Bañez & Urayan (2019) schools are responsible with achieving inclusion of learning in the primary grades. Develop skills in students that are necessary for them to succeed in their academic endeavors. Reading as a foundation skill is prioritized, and difficulties experienced by students in gaining this key skill are addressed with appropriate assistance. As a result, the purpose of this research was to investigate the efficiency and

effectiveness of the Marungko approach-based reading remediation program in developing reading ability in students with dissatisfaction reading levels. The difference analysis of the participants' pre-test and post-test reading comprehension performance in their first language demonstrated the efficiency of the reading remediation program applying the Marungko approach in boosting pupils' reading comprehension performance.

## 2. Reading Performance of Pupils in Phonic Reading Approach

This part presents the reading performance of pupils in terms of Phonic Reading Approach. Table 3 and 3.1 show the raw score, mean and mean percentage score (MPS)

*Table 4. Level of Performance of Pupils in Reading using Phonic Reading Approach*

| Phonic Reading Approach | Total Raw Score | Mean Raw Score | Mean Percentage Score | Descriptive rating |
|-------------------------|-----------------|----------------|-----------------------|--------------------|
| Selection 1 Part 1      |                 |                |                       |                    |
| Question 1              | 210             | 1              | 100                   | Mastered           |
| Question 2              | 208             | 0.99           | 99                    | Mastered           |
| Question 3              | 210             | 1              | 100                   | Mastered           |
| Question 4              | 210             | 1              | 100                   | Mastered           |
| Question 5              | 209             | 0.99           | 99                    | Mastered           |
| Overall                 | 209             | 0.99           | 99                    | Mastered           |
| Selection 2 Part 1      |                 |                |                       |                    |
| Question 1              | 210             | 1              | 100                   | Mastered           |
| Question 2              | 208             | 0.99           | 99                    | Mastered           |
| Question 3              | 210             | 1              | 100                   | Mastered           |
| Question 4              | 210             | 1              | 100                   | Mastered           |

| Phonic Reading Approach | Total Raw Score | Mean Raw Score | Mean Percentage Score | Descriptive rating |
|-------------------------|-----------------|----------------|-----------------------|--------------------|
| Selection 2 Part 1      |                 |                |                       |                    |
| Question 5              | 209             | 0.99           | 99                    | Mastered           |
| Question 6              | 210             | 1              | 100                   | Mastered           |
| Question 7              | 205             | 0.98           | 98                    | Mastered           |
| Question 8              | 209             | 0.99           | 99                    | Mastered           |
| Overall                 | 209             | 0.99           | 99                    | Mastered           |
| Selection 2 Part 1      |                 |                |                       |                    |
| Question 1              | 210             | 1              | 100                   | Mastered           |
| Question 2              | 208             | 0.99           | 99                    | Mastered           |
| Question 3              | 210             | 1              | 100                   | Mastered           |
| Question 4              | 210             | 1              | 100                   | Mastered           |
| Question 5              | 209             | 0.99           | 99                    | Mastered           |
| Question 6              | 210             | 1              | 100                   | Mastered           |
| Question 7              | 205             | 0.98           | 98                    | Mastered           |
| Question 8              | 209             | 0.99           | 99                    | Mastered           |
| Question 9              | 210             | 1              | 100                   | Mastered           |
| Question 10             | 207             | 0.99           | 99                    | Mastered           |
| Question 11             | 206             | 0.98           | 98                    | Mastered           |
| Question 12             | 209             | 0.99           | 99                    | Mastered           |

According to Ehri & Flugman (2018) effectively teaching systematic phonics to beginning readers necessitates specific knowledge and training, which many primary grade instructors lack. The current study investigated the impact of a year-long mentoring program on teachers' knowledge and efficacy in teaching phonics, as well as the amount to which it increased students' reading and spelling ability. Teachers in low-income urban schools

completed a 45-hour course followed by 90 hours of in-school training. Mentors (N = 29) worked twice a week for 30 weeks with kindergarten, first, second, and third grade teachers (N = 69). Each visit included a 45-minute preparation period followed by 45 minutes of modeling and feedback in the classroom. Mentors trained instructors (N = 1,336) how to deliver systematic phonics education to their students.

Table 5. Summary Level of Performance of Pupils in Reading using Phonic Reading Approach

| Reading Approach        | Mean Raw Score |             |             | Total Mean Score | Mean Percentage Score (MPS) | Description |
|-------------------------|----------------|-------------|-------------|------------------|-----------------------------|-------------|
|                         | Selection 1    | Selection 2 | Selection 3 |                  |                             |             |
| Phonic Reading Approach | 0.99           | 0.99        | 0.99        | 2.97             | 99                          | Mastered    |

It can be collected from Table 3.1 that out of 22 items, the pupils' mean raw score was 2.97 with a mean percentage score of 99 indicating mastered. This clearly shows that almost of the items were correctly answered by the pupils. This further suggests that the pupils have mastered the necessary reading skills apparent to the result of their mean percentage score which is above the achievement rate of 75. The mean

percentage score (MPS) indicates the ratio between the number of correctly answered items and the total number of test questions or the percentage of correctly answered in a test (Abulencia, 2012).

Table 2 shows the mean and mean percentage score (MPS) falling under the two different reading approaches.

Table 6. Level of Performance of pupils in Reading

| Reading Approach          | Mean | Mean Percentage Score (MPS) | Description |
|---------------------------|------|-----------------------------|-------------|
| Marungko Reading Approach | 2.79 | 93                          | Outstanding |
| Phonic Reading Approach   | 2.97 | 99                          | Excellent   |

It can be gleaned from the table 2.3 that the level of reading performance of pupils using the Marungko Reading Approach has a weighted mean of 2.79 which indicates an outstanding performance. On the other hand, the level of reading performance of pupils using the Phonic Reading Approach has a mean of 2.97 indicating an excellent reading performance. This means that pupils are able identify letter name, identify letter sound, read familiar words, read aloud with confidence, and are able to comprehend what they have read using Marungko Reading Approach and Phonic Reading Approach.

In a study conducted by (Boltron & Ramos, 2021) Grade One learners, they found out that Marungko Approach is an effective key in improving the learners' reading performance in the beginning stage. Correspondingly, results of the study showed improvement on the reading skills of pupils using phonics-based intervention (Dessementet et al., 2021).

### 3. Level of Pupils' Reading Difficulties

Table 3 shows the difficulty index and mean percentage score (MPS) of pupils in terms of Marungko Reading Approach and Phonic Reading Approach.

Table 7. Level of pupils' Reading Difficulties

| Reading Approach          | Difficulty Index | Mean Percentage Score (MPS) | Description |
|---------------------------|------------------|-----------------------------|-------------|
| Marungko Reading Approach | 0.84             | 83.50                       | Very Easy   |
| Phonic Reading Approach   | 0.96             | 95.80                       | Very Easy   |

As reflected from the table, the difficulty index using the Marungko Reading Approach is 0.84 with a mean percentage score of 83.50 which indicates very easy. Likewise, the difficulty index and mean percentage score of pupils using Phonics Reading Approach are 0.96 and 95.80 respectively indicating very easy. This suggests that the pupils found both the reading approaches to be very easy. Furthermore, the mean percentage score of 83.50 using the Marungko Reading Approach implies that 83.50 percent of the items were correctly answered by the pupils. Similarly, the mean percentage score of 95.80 shows, that the pupils were able to get 95.80 percent of the items

correctly. Thus, this clearly infers that pupils had did not find the test difficult but rather very easy using both the Marungko Reading Approach and Phonic Reading Approach.

### 4. Significant Difference in the Reading Performance of Pupils using Marungko Reading Approach and Phonic Reading Approach

Table 4 shows the result of paired t-test to determine whether there was significant difference in the reading performance of pupils using Marungko Reading Approach and Phonic Reading Approach.

Table 8. T-Test on Significant Difference between the Reading Performance of pupils using Marungko and Phonic Reading Approaches

| Reading Approach                                     | t value | p value | Decision | Interpretation |
|--|---------|---------|----------|----------------|
| Marungko Reading Approach<br>Phonic Reading Approach | 1.972   | 0.000   | Reject   | Significant    |

The result shows that the computed t-value of 1.972 has a p-value of 0.00 which is less than the  $\alpha=0.05$  proves that the significant difference among variables does exist. Thus, there is enough evidence to reject the null hypothesis. This means that there is a significant difference in the reading performance of pupils using Marungko Reading Approach and Phonic Reading Approach. This suggests that the performance of pupils using Marungko Reading Approach is different from their performance using Phonic Reading Approach. It further suggests that the Phonic Reading Approach is better in alleviating the reading performance of pupils than the Marungko Reading Approach though both approaches provide an outstanding reading performance to pupils

According to Arias (2020) evaluate the impact of the Orton-Gillingham method on the reading proficiency of Grade I students. Additionally, it put up a plan of action for incorporating the Orton-Gillingham method of teaching reading. The study used a quasi-experimental pretest-posttest design. The grouping of the respondents was based on the pretest

scores paired with 24 respondents in each group. The Orton-Gillingham method was applied during the experiment. The early grade reading assessment toolbox was used to gather data. These were given out to the two responder groups that were exposed to the Orton-Gillingham method and the conventional method (Marungko), respectively. According to the results, there is no discernible performance difference between students exposed to the Orton-Gillingham approach and those exposed to the conventional approach (Marungko).

### 5. Relationship between the pupils' Reading Performance between the Reading Approaches and their Academic Performance

Table 5 shows the results of Pearson's r and p values to see whether there is significant relationship between the pupils' reading performance in terms of Marungko Reading Approach and Phonic Reading Approach to their academic performance in terms of English and Filipino.

Table 9. Test on Significant Relationship in the pupils' Reading Performance between the Reading Approaches and their Academic Performance

| Reading Approach | Learning Area |        |          |        |
|------------------|---------------|--------|----------|--------|
|                  | English       |        | Filipino |        |
|                  | R             | P      | r        | p      |
| Marungko         | 0.398         | 0.000* | 0.370    | 0.000* |
| Phonic           | 0.322         | 0.000* | 0.240    | 0.000* |

\*Significant at 5%

The relationship between the reading performance of pupils using Marungko and Phonic Reading Approaches to their academic performance is shown in Table 5. As reflected in the table, the computed r values for the pupils reading performance on both Marungko Reading Approach and Phonic Reading Approach are all positive and are close to zero in terms of both English and Filipino. This indicates that Marungko and Phonic Reading Approaches have a weak linear relationship to the academic performance of pupils in terms of English and Filipino.

It can also be seen from the table that the computed p values for the pupils reading performance on both Marungko Reading Approach and Phonic Reading Approach are all less than the significance level of 0.05 which shows that significant linear relationship exist between said variables. This confirms that there is a weak linear relationship between the reading performance of pupils in Marungko Reading Approach and their academic performance in English ( $r=0.398$ ,  $p=0.000$ ) as well as their academic performance in Filipino ( $r=0.370$ ,  $p=0.000$ ). Likewise, it can also be inferred that there is a weak linear relationship between the

reading performance of pupils in Phonic Reading Approach and their academic performance in English ( $r=0.322$ ,  $p=0.000$ ) as well as their academic performance in Filipino ( $r=0.240$ ,  $p=0.000$ ).

The results conform to the result of the study conducted by Santos and De Vera (2020) to forty-one Grade One learners which showed a slightly strong relationship between the reading performance of pupils and their profile variable. Likewise, based on the research conducted by Bolkema (2019), results indicated that phonics instructions positively impacted readers as they read words with isolated phonics skills.

## **6. Strategic Intervention Materials to Enhance Reading Preparedness of Pupils**

Based on the presented information from different sources, such as books, unpublished theses and the Internet, one way to improve pupil performance specifically in the least mastered skills of the subject area, is the utilization of an instructional material. Studies revealed that the use of an instructional material plays a very significant role in enhancing the memory level of the pupils and makes the teaching – learning process interesting. The use of Strategic Intervention Material (SIM) as prescribed by the Department of Education is one of the treatments to improve pupil's achievement and reduce least mastered skills in all subjects. Different studies have shown that the use of SIM successfully decreased the least mastered skills in all subjects; thus, poor achievement was enhanced.

Strategic intervention materials are instructional materials that meant to teach the concept and skills. Materials are given to pupils to help them master a competency-based skill which they were not able to develop during the regular classroom teaching.

This strategic intervention materials (SIM) entitled HALINA'T BUMASA, presented the general objective based on MELC's. It has five parts the guide card, activity card, assessment card, enrichment card and reference card.

Guide card shows presented picture that gives the overview of the lesson, the focus skills, engage the pupils interest, and lead the pupils towards the performance task.

The activity card defined the task that the pupil should undertake in order to develop some skills. The task was competency-oriented and may be an individual or group work. The purpose of the task is to provide enough practice for the pupils so that he can perform the skill automatically.

The assessment card helps the learner measure his/her level of mastery of the skill upon completion of the task. The result of the assessment is to defend the knowledge/ skills that the pupils may need to enhance or develop further.

Enrichment card extends learning by providing additional exercise for further application of knowledge it also provides opportunity to apply learned concept in a new context.

Reference card provided additional content to the coverage of the book. It also lists the resources that the pupil may refer to further reading.

In a study conducted by Yayen (2019), data revealed that Marungko Approach, a method associated with phonics, as a learning intervention is effective in enhancing English reading ability and comprehension skills among Grade One learners.

Appendix C shows the proposed strategic intervention material to improve the reading performance of pupils.

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