(RESEARCH ARTICLE)

Appropriacy of Supplementary Reading Assessment Tools and Materials Used In Public Elementary Schools

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Abstract

Given this substantial and transformative shift in teaching and learning paradigms, teachers serving as frontline encounter numerous challenges. These challenges are particularly pertinent in the context of the appropriacy of supplementary reading assessment tools and materials used in public elementary schools. This study employed a descriptive-evaluative research method to determine the appropriacy of the supplementary reading assessment tools and materials used in public elementary schools in the Division of Ozamiz City, School Year 2022-2023. Participants of this study were the Grade-4 reading teachers and pupils. The study underscored the need for enhancements in selecting and appropriating these materials for Grade 4 learners. A notable discrepancy was observed between the intended grade levels of the materials and the actual reading performance of the students. It is imperative to align materials with learners' reading abilities to provide an appropriate level of challenge conducive to learning. Consequently, there is a pressing need for comprehensive reviews and revisions of reading assessment tools and materials used in Grade 4 classrooms. Additionally, offering professional development programs and workshops to augment teachers' competencies in selecting and utilizing suitable reading materials is essential for addressing these challenges effectively and promoting better literacy outcomes among pupils.

1. Introduction

The effectiveness of supplementary reading assessment tools and materials in public elementary schools is important in education. These tools play a fundamental role in evaluating pupils 'reading abilities beyond standard curriculum assessments, providing valuable insights into their literacy development. With literacy being a cornerstone of academic success, especially during early education, understanding the appropriacy of these assessment tools becomes paramount for teachers and policymakers alike.

Literacy skills are necessary to pupils' learning journey, enabling them to comprehend, analyze, and communicate information effectively across subjects. In elementary education, literacy development embraces phonics, vocabulary, comprehension, and critical thinking skills. Proficient reading abilities acquired during these formative years are a strong foundation for future academic achievements and lifelong learning.

The appropriacy of supplementary reading materials in public elementary schools incorporated with various dimensions, including content relevance, language proficiency levels, cultural inclusivity, and pedagogical value, serves an indispensable role in pupils' literacy experiences. It empowers learners to comprehend information, access a vast array of knowledge, and communicate effectively (Repaso & Macalisang, 2024). Moreover, considering language proficiency allows for differentiated instruction, supporting pupils at various reading levels to progress effectively.

Cultural inclusivity in materials fosters a sense of belonging, respect for diversity, and expanded perspectives among pupils.

Numerous studies highlighted the significance of appropriate supplementary reading materials in promoting reading proficiency and nurturing a love for reading among elementary school pupils. Chen and Vongkulluksn (2018) demonstrated that culturally relevant supplementary reading materials positively influenced pupils' reading comprehension and motivation. Similarly, Choi and Yun (2017) emphasized the importance of aligning supplementary reading materials with pupils' language proficiency levels to enhance their vocabulary acquisition and overall reading ability. Likewise, Nunnery, Ross, and McDonald (2016) revealed a positive correlation between using high-quality supplementary reading materials and improved standardized test scores in elementary schools. Also, West, Denton, and Reaney (2018) highlighted the role of culturally diverse supplementary reading materials in fostering empathy, cultural awareness, and social understanding among elementary school students.

Despite the importance of supplementary reading assessment tools, several challenges and gaps exist in their appropriacy within public elementary schools. Resource constraints, alignment issues with curriculum standards, poor reading skills, inclusivity concerns for diverse student populations, and the need for teacher training are common challenges schools face. As evidenced by the alarming statistics revealed by the 2019 Philippine Informal Reading Inventory (Phil-IRI), the poor reading skills of Filipino students have been a persistent concern that needs effective interventions and strategies to improve their reading skills. Consequently, DepEd Order No. 45 s. 2002, known as the Reading Literacy Program in the Elementary School, the "Every Child a Reader" policy mediates and enhances pupils' reading abilities. However, the effectiveness of this program was partially hindered by the advent of the COVID-19 pandemic. Despite implementing several flagship programs, reading interventions, and innovative reading strategies, the prevalence of frustration-level readers remained a pressing issue. This situation necessitated a closer examination of the reading assessment tools used by teachers and the appropriacy of the reading materials provided to the learners.

Based on the gaps and challenges above, the study aimed to investigate whether teachers utilized appropriate reading assessment tools and provided reading materials that aligned with the pupils' reading levels. By examining the appropriacy of the reading assessment tools and supplementary reading materials used in public elementary schools, this study aimed to enhance reading instruction and intervention strategies. The findings would offer educational policymakers, school administrators, teachers, and curriculum developer's valuable insights.

2. Conceptual Framework

Figure 1 illustrates the interplay of the independent and dependent variables in the study. The study focused on investigating the reading ease, level of classification, and appropriacy (Dependent variables) of the Grade 4 reading monitoring, evaluation, and assessment tools and materials (independent variables) and their potential influence on the reading comprehension performance (dependent variable) of the learners. By examining these variables, the study aimed to shed light on the effectiveness and suitability of the assessment tools and materials for reading instruction for Grade 4 students.
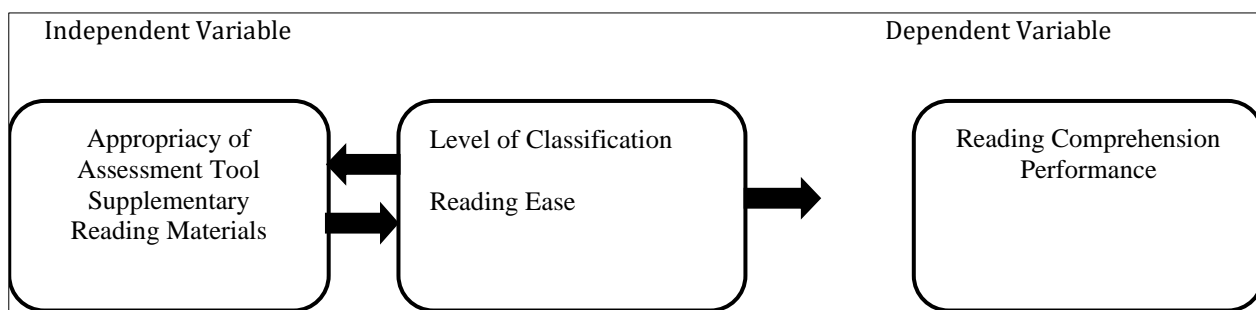

Figure 1 Schematic Diagram of the Study

The results of this study held significant implications for improving reading monitoring, evaluation, and assessment practices at various levels, including the school, district, and division. The findings offer insights into existing tools and materials' strengths and weaknesses, facilitating informed decision-making and targeted interventions. The study aimed to enhance the reading instruction and assessment practices in the school, district, and division by addressing these issues and making necessary improvements. Ultimately, the goal is to optimize pupils' reading comprehension by

providing appropriate and effective assessment tools and materials. This would contribute to developing strong literacy skills among Grade 4 learners and promote their academic success.

3. Methods

The descriptive-evaluative research method was used in this study to assess and evaluate the reading assessment tool and materials used in the classroom. By adopting a descriptive-evaluative approach, the researcher had the opportunity to thoroughly examine the reading ease and reading levels associated with the assessment tools and materials, appraising their value and appropriateness.

The 8 Grade 4 teachers in the study were chosen based on their role as reading teachers in Ozamis City Division, actively involved in delivering reading instruction or as reading coordinators. Alongside the teachers, a total of 202 pupils from the same district as the researcher were included as participants to determine their level of reading performance.

The researcher collected the necessary data using three assessment tools: Firstly, the reading materials and evaluation system set by Phil-IRI were utilized. Secondly, the Flesh Kincaid Grade Level materials were employed to determine suitable grade-level reading materials for the pupils, aligning with their reading abilities. Thirdly, the Flesch Reading Ease tool was utilized to assess the readability of English language texts, providing insights into comprehension difficulty. These assessment tools were explicitly used in Grade 4 to evaluate reading skills and levels, identify appropriate reading materials, and assess the overall readability of texts in the educational context.

4. Results and Discussion

Table 1 provides a comprehensive classification of the reading materials used in the study based on their respective grade levels. It can be observed that 28% (11 materials) of the collected reading materials are specifically designed for Grade 4 learners. This indicates a significant focus on providing appropriate texts for learners at this grade level. Additionally, 21% (8 materials) were categorized for Grade 5, 15% (6 materials) for Grade 3, 13% (5 materials) for Grade 6, 10% (4 materials) for Grade 7, 8% (3 materials) for Grade 2, and 5% (2 materials) for Grade 8 learners. This distribution showcased the inappropriate supplementary reading materials, which could affect their reading comprehension performances.

Furthermore, the Sorcerer's Apprentice stood out as the most extended text, with a total word count of 969 and 125 sentences. This suggests that The Sorcerer's Apprentice needed to be easier for the Grade 4 learners to grasp or understand. This type of reading material could increase the pupil's interest in reading. On the other end of the spectrum, The Boy Who Cried Wolf was the shortest text among the collected materials, consisting of 223 words and 22 sentences. This implies that it was too easy for the Grade 4 learners because it is appropriate for Grade 2 and Grade 3 learners.

The variations in word count and sentence length across the reading materials indicate the diverse text complexities available for Grade 4 learners. The findings from Table 1 underscored the importance of providing a well-rounded collection of reading materials that align with the specific grade level of the learners. By offering a variety of texts tailored to the level and needs of the learners, educators can cater to the diverse reading needs and abilities of Grade 4 pupils.

The availability and selection of reading materials may vary across different educational contexts and curricula. In selecting the appropriateness of the texts, the teacher should also consider the texts' content, relevance, and potential to engage and motivate learners. By carefully selecting and utilizing reading materials that are both grade-appropriate and engaging, teachers can foster a positive reading environment that supports pupils' literacy growth and development.

The table highlights an important observation regarding the reading materials used in the study. It reveals that a significant majority, comprising 72% (28 materials), of the collected reading materials were not intended for Grade 4 learners. This finding aligns with the study of Alcances et al. (2015), where they discovered that selected Grade 7 short stories had readability levels more suitable for Grades 3, 4, 5, and 6. Similarly, for Grade 8 reading materials, only one material was explicitly intended for Grade 8, while the remaining materials were designed for Grade 3, 5, and 3rd-year college students. Furthermore, the Grade 9 materials differed from the readability level for that grade; instead, they were more suited for Grade 4 and 5 learners.

This finding raised concerns about the alignment between the reading materials and the targeted grade levels. There may be a discrepancy in selecting appropriate texts that meet the specific reading abilities and developmental stages of Grade 4 learners. Reading materials not correctly matched to the intended grade level may pose challenges for learners, as they need help comprehending and engaging with the texts effectively. It is crucial to ensure that the reading materials used in the classroom are carefully selected, considering their readability level, linguistic complexity, and content appropriateness for the target grade.

The discrepancy in the grade-level suitability of the reading materials emphasizes the importance of conducting thorough evaluations and assessments of the texts before implementing them in instructional settings. Teachers, curriculum developers, and publishers must prioritize aligning the reading materials and the intended grade level to optimize students' reading experiences and promote literacy development. Educators can enhance students' comprehension, engagement, and overall reading proficiency by selecting reading materials that are accurately matched to their grade-level reading abilities.

Arias (2007), in her paper, cited the readability level of the material as one of the factors that directly affect the incorrect diagnosis of the reading status of the learners. Citing the suggestions of many researchers, Arias emphasized the need for the materials to be suitable for the student's level, that they should never go beyond nor below the target level of the students as teachers or students may perceive either the students are incapable of reading or students can easily read, but with poor comprehension.

One theory that explains why reading materials were not appropriate to the learners' reading levels is the Cognitive Load Theory of John Sweller. The theory suggested that learners have limited capacities in processing information and that the difficulty of the reading materials may have exceeded the capacity of the learners to process and hold information, which will result in frustration and discouragement. Williams (2023) suggested the activation of prior knowledge and the reduction of extraneous load (Sullivan, 2023) to free the working memory by changing the text format, thus increasing the readability of the materials.

Table 1 Grade Level Classification of the Reading Materials

Reading Material	Total Words	Total Sentences	Total Syllables	Reading Level Value	Interpretation
Androclus and the Lion	652	44	785	4.4	Grade 4
Ballet	256	15	340	6.7	Grade 7
Curious About Careers: Firefighters	473	28	647	7.1	Grade 7
Left Out	515	51	630	2.8	Grade 3
Mouse Madness	507	56	671	3.6	Grade 4
Clara Barton: Civil War Hero	511	29	728	8.1	Grade 8
Emma's Favorite Restaurant	520	36	715	6.3	Grade 6
How to Find the Theme of a Text	362	28	483	5.2	Grade 5
First Day	493	37	631	4.7	Grade 5
How Franklin Found Out About Ants	415	30	467	3.1	Grade 3
An Honestly Fun Camp	432	25	558	6.4	Grade 6
Grace Darling	575	40	675	3.9	Grade 4
Open for Business	551	35	686	5.2	Grade 5
Oranges Everywhere	447	40	577	4.0	Grade 4
A Pool Fit for a Hedgehog	399	35	532	4.6	Grade 5
Ray and His Kite	574	37	670	4.2	Grade 4
Rocks	406	29	583	6.8	Grade 7

What is a Spacewalk?	793	75	1,197	6.3	Grade 6
Liza's First Spelling Bee	798	59	1,084	5.7	Grade 6
Survival in the Wild	366	25	510	6.6	Grade 7
The Merchant's Caravan	803	73	1,032	3.9	Grade 4
Treasure Hunt	604	59	740	2.9	Grade 3
George Washington and His Hatchet	250	18	294	3.7	Grade 4
Why Does the Ocean Have Waves?	299	19	447	8.2	Grade 8
Luke, Jay, and Zach's Winning Game	731	63	932	4.0	Grade 4
The Singing Plants	490	51	644	3.7	Grade 4
How to Skateboard	598	37	752	5.6	Grade 6
The Boy Who Cried Wolf	223	22	255	1.9	Grade 2
The Animal Assignment	793	69	1,061	4.7	Grade 5
Be Careful What You Wish For	715	59	952	4.8	Grade 5
Father Frost Knows	821	102	983	1.7	Grade 2
The Fox and the Little Red Hen	411	30	485	3.7	Grade 4
Golly-Grue and the Grimblegoat	872	104	1,078	2.3	Grade 2
The Invisible Cargo	834	84	1,048	3.1	Grade 3
A Magical Search for Water	735	62	973	4.7	Grade 5
Golly-Grue, Grimbletoes, and the Scratching on the Wall	844	106	1,078	2.6	Grade 3
Skedaddle's Big Boast	448	53	562	2.5	Grade 3
The Sorcerer's Apprentice	969	125	1,320	3.5	Grade 4
We Also Serve	642	54	882	5.3	Grade 5

4.1. Level of Reading Ease

Table 2 revealed that the reading ease values ranged from 64.4 to 99.8, representing a broad spectrum of ease or difficulty levels. The interpretations accompanying the reading ease values further categorized the materials into different levels of ease, including Very Easy, Easy, Fairly Easy, and Standard/Plain English. Upon examining the table, it was evident that many reading materials were classified as Very Easy or Easy. Materials such as "Left Out," "How Franklin Found out About Ants," "Grace Darling," "Ray and His Kite," "Treasure Hunt," and "The Boy Who Cried Wolf" received high reading ease values, indicating that they were for Grades 2 and 3 pupils. These materials had shorter sentences, more straightforward vocabulary, and lower syllable counts, contributing to their ease of reading.

On the other hand, some materials were classified as Standard/Plain English or Fairly Easy, suggesting a moderate level of readability. Examples include "Clara Barton: Civil War Hero," "What is a Spacewalk?" "Rocks," "The Animal Assignment," and "We Also Serve." These materials present slightly more complex language or sentence structures, requiring students to exert more effort but remaining within a manageable range for Grade 4 learners.

The findings imply that the reading materials used in Grade 4 classrooms are carefully selected to encompass a range of readability levels, accommodating the diverse reading abilities of students within the grade level. The materials are categorized into different levels of ease, from Very Easy to Standard/Plain English, indicating varying degrees of readability and linguistic complexity. This approach acknowledges that students have different reading proficiencies and ensures that the materials align with their developmental stage and learning needs. Students encounter texts that are appropriately challenging yet accessible, fostering engagement, comprehension, and skill development.

Furthermore, the findings suggest that teachers must provide a balanced mix of reading materials that offer both ease and moderate challenge. This approach promotes a supportive learning environment where students can build confidence through success with more accessible texts while also being encouraged to tackle slightly more complex materials. It also indicates that teachers employ scaffolded instruction and differentiated reading tasks to support students across different proficiency levels within the Grade 4 cohort.

Alcanses et al. (2015) discovered that the reading ease of the selected reading materials was unsuitable for Grade 7 and Grade 9 learners, with only one material deemed appropriate for Grade 8 learners. These findings were aligned with the perspective of Gearson & Harrolds (2004) and Friste (1982), as cited in Alcanses et al. (2015), who asserted that if reading materials are too easy, they may not provide reliable data on learners' comprehension levels, hindering their improvement. Teachers may mistakenly assume that their students are capable readers, overlooking areas that require further development.

Similarly, Fata, Komariah, and Alya (2022) conducted a study assessing English textbooks' reading materials. By utilizing the Flesch Reading Ease Formula, they found that five reading materials in the first textbook were classified as somewhat tricky, while three were fairly easy. It revealed that the first textbook contained texts within the standard range, while the second presented fairly difficult texts. These findings support that appropriate reading ease facilitates comprehension, engagement, and meaningful connection to prior knowledge and experiences.

The Constructivist Theory of Reading posits that the meaning derived from text is constructed through interpretation, reflection, and synthesis, drawing upon readers' prior knowledge and experiences. As readers progress through the text, they connect the written words with their existing knowledge, making inferences and developing a deeper understanding. Texts that are overly challenging due to inappropriate reading ease levels can lead to frustration, confusion, and disengagement, hindering the reading process (Spivey, 1989).

Table 2 Level of Ease of the Grade 4 Reading Materials

Reading Material	Total Words	Total Sentences	Total Syllables	Reading Ease Value	Interpretation
Androclus and the Lion	652	44	785	89.9	Easy
Ballet	256	15	340	77.2	Fairly Easy
Curious About Careers: Firefighters	473	28	647	74.0	Fairly Easy
Left Out	515	51	630	93.1	Very Easy
Mouse Madness	507	56	671	85.7	Easy
Clara Barton: Civil War Hero	511	29	728	68.4	Standard/Plain English
Emma's Favorite Restaurant	520	36	715	75.8	Fairly Easy
How to Find the Theme of a Text	362	28	483	80.8	Easy
First Day	493	37	631	85.0	Easy
How Franklin Found Out About Ants	415	30	467	97.6	Very Easy
An Honestly Fun Camp	432	25	558	80.0	Fairly Easy
Grace Darling	575	40	675	92.9	Very Easy
Open for Business	551	35	686	85.5	Easy
Oranges Everywhere	447	40	577	86.3	Easy
A Pool Fit for a Hedgehog	399	35	532	82.5	Easy
Ray and His Kite	574	37	670	92.3	Very Easy
Rocks	406	29	583	71.1	Fairly Easy

What is a Spacewalk?	793	75	1,197	68.4	Standard/plain English
Liza's First Spelling Bee	798	59	1,084	78.2	Fairly Easy
Survival in the Wild	366	25	510	74.1	Fairly Easy
The Merchant's Caravan	803	73	1,032	86.9	Easy
Treasure Hunt	604	59	740	92.8	Very Easy
George Washington and His Hatchet	250	18	294	93.2	Very Easy
Why Does the Ocean Have Waves?	299	19	447	64.4	Standard/plain English
Luke, Jay, and Zach's Winning Game	731	63	932	87.2	Easy
The Singing Plants	490	51	644	85.9	Easy
How to Skateboard	598	37	752	84.0	Easy
The Boy Who Cried Wolf	223	22	255	99.8	Very Easy
The Animal Assignment	793	69	1,061	82.0	Easy
Be Careful What You Wish For	715	59	952	81.9	Easy
Father Frost Knows	821	102	983	97.4	Very Easy
The Fox and the Little Red Hen	411	30	485	93.1	Very Easy
Golly-Grue and the Grimblegoat	872	104	1,078	93.7	Very Easy
The Invisible Cargo	834	84	1,048	90.4	Very Easy
A Magical Search for Water	735	62	973	82.8	Easy
Golly-Grue, Grimbletoes, and the Scratching on the Wall	844	106	1,078	90.7	Very Easy
Skedaddle's Big Boast	448	53	562	92.1	Very Easy
The Sorcerer's Apprentice	969	125	1,320	83.7	Easy
We Also Serve	642	54	882	78.5	Fairy Easy

Grade Level: 90-100: Very Easy Grades 1 to 2 60-70;Plain English Grades 6 to 7; 80-90; Easy Grades 3 to 4 50-60 Fairly Difficult Grades 7 to 8;70-80 Fairly Easy Grades 5 to 6 0-50 Very Difficult Grades 8 to 9

4.2. Appropriateness of the Reading Materials

Table 3 revealed that out of the 39 reading materials examined, 11 materials (28%) were considered appropriate in terms of their reading level, indicating that they were aligned with the intended grade level of Grade 4 learners. On the other hand, 28 materials (72%) were classified as inappropriate, suggesting that they were either too easy or too difficult for Grade 4 learners. Regarding reading ease, 15 materials (38%) were categorized as appropriate, indicating that they had a suitable level of readability and were accessible to Grade 4 learners. Conversely, 24 materials (62%) were deemed inappropriate regarding reading ease, suggesting that they might have needed to be more complex for the target audience.

Findings highlighted a discrepancy in the appropriacy of the reading materials used in the study. While some materials were deemed appropriate regarding their reading level and reading ease, most fell into the not-appropriate category. This suggests the need for a closer evaluation of the selection and development of reading materials to ensure they are well-suited for Grade 4 learners. The findings of this table aligned with the previous discussions regarding the importance of matching reading materials to learners' abilities and providing appropriate reading ease. It emphasizes the significance of selecting easy enough materials for students, as this can impact their comprehension, engagement, and overall reading development.

According to Kodan (2017), the reading level and ease are important considerations because they provide information about the reading status of the readers for reading interventions, to determine contributing factors, and match the grade level of the learners and the reading selection to be used and increase motivation and engagement.

Table 3 Appropriacy of the Reading Materials Used

Interpretations	Reading Level		Reading Ease	
	F	P	F	S
Appropriate	11	28	15	38
Not Appropriate	28	72	24	62
Total	39	100	39	100

Table 4 presents the analysis of the relationship between reading performance and two factors: reading level classification and reading ease. The table revealed that in terms of the relationship between reading comprehension and reading level classification, a correlation coefficient of .330 was observed. This indicated a low positive correlation between the two variables. However, the p-value of .40 suggested this correlation was not statistically significant. Thus, based on the findings, a weak relationship was identified between reading comprehension and reading level classification. Nevertheless, since the p-value was more significant than the significance level of .05, it was impossible to conclude that this relationship was statistically significant.

Regarding the relationship between reading comprehension and reading ease, a correlation coefficient of .268 was found. This indicated a low positive correlation between the two variables. However, the p-value of .99 indicated this correlation was not statistically significant. Therefore, based on the findings, a weak relationship existed between reading comprehension and reading ease, but it was not considered statistically significant.

Moving on to the relationship between speed reading and reading level classification, a correlation coefficient of .401 was observed. This indicated a low positive correlation between the two variables. The p-value of .01 indicated that this correlation was statistically significant, suggesting evidence of a relationship between speed reading and reading level classification. However, it is essential to note that the correlation coefficient of .401 still indicated a relatively weak relationship.

The Simple View of Reading theory explains the significant relationship between reading performance (reading comprehension or speed reading) and the reading level classification of the material used. The theory posits that reading comprehension involves the ability to recognize and interpret written words and understand the language (Hancock, 2022). The complexity of the language structure and the vocabulary determines the difficulty of the reading text. Hence, reading comprehension will only improve if the degree of difficulty is within the level of the readers.

Moreover, in reading research, the Fluency Hypothesis explains that readers who can quickly and smoothly read have higher comprehension and recall. The relationship can be attributed to the cognitive resource of a higher comprehension process that allows readers to construct and coherently represent a mental picture and image of the text read. Also, the Fluency Hypothesis suggests that fluent readers can predict what will come next in the reading text and quickly recognize familiar phrases when prior knowledge and experiences are tapped (Boyt, 2015). The Information Processing Theory posits that reading involves perceptual, phonemic, and semantic analysis. Based on the theory, cognitive resources are needed and increased as the difficulty of the text increases.

For this reason, reading speed can slow down, and comprehension is difficult to achieve. On the other hand, if the reading text is very 0easy, fewer cognitive resources are required, which increases the chances of boredom and disengagement among readers. Thus, reading materials must be within the learners' grade level and read easily.

Table 4 Relationship Between Reading Performance and Reading Ease and Reading Level Classification

		r value			P value	
Reading Comprehension	Reading Level Classification	.330		Low Correlation	.40	Significant
	Reading Ease	.268		Low Correlation	.99	Insignificant
		r value			P value	
Speed Reading	Reading Level Classification	.401		Low Correlation	.01	Significant
	Reading Ease	.336		Low Correlation	.04	Significant

Legend: *0.00 – 0.20 negligible correlation*   *0.71 – 0.90 high correlation;*   *0.21 – 0.40 low or slight correlation*
0.91 – 0.99 very high correlation;   *0.41 – 0.70 moderate correlation*   *1.0 perfect correlation*

5. Conclusions

In conclusion, this study revealed a need for improvement in selecting and appropriating supplementary reading assessment tools and materials for Grade 4 learners in the Division of Ozamiz City. The findings highlighted the mismatch between the intended grade levels of the materials and the actual reading performance of the students. Selecting materials aligned with the learners' reading abilities and providing an appropriate level of challenge is crucial. Additionally, the study emphasized the importance of considering the reading ease level and the grade level classification when choosing materials.

Recommendations

Based on the conclusion of the study, the following recommendations were made:

- Conduct a thorough review and revision of the reading assessment tools and materials used in Grade 4 classrooms;
- Offer professional development programs and workshops to enhance teachers' knowledge and skills in selecting and utilizing appropriate reading materials.
- Encourage collaboration and coordination among teachers, curriculum developers, and school administrators; and
- Implement a system for continuous monitoring and evaluation of the effectiveness of reading materials.

Compliance with ethical standards

This is a declaration by the author/s in paragraph form which includes compliance with obtaining informed consent, the respondents' freedom to withdraw from the study at any time, anonymity of the respondents was maintained, the respondents' well-being was safeguarded, no conflict of interest exists in the conduct of the study, plagiarism was strictly avoided, there was no bias in the interpretation of the findings and that the results were used purely for research.

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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