

Facilitating Learning through "DAYAW"

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Abstract-This phenomenological study determined the best strategies through DAYAW(Developing and enhancing learners' Academic performance through the Yearning of parents as facilitators in various Activities to drive them to accomplish Works) Approach as intervention teachers. Fourteen teachers were chosen as key participants for purposive sampling. Descriptive-survey method of research was used in this study. After a careful analysis of the answered questionnaires from the participants, the extent of used of the DAYAW approach as intervention in facilitating the grade 3 pupils was regularly facilitated. The level of effectiveness of DAYAW approach as intervention was highly effective. It is therefore recommended that the grade three teachers should sustain implementthe DAYAW approach and action plans to enhance the performance of the grade three learners and lessen the risks of failures among the pupils.

Keywords-developing, enhancing, academic performance, parents, facilitators, teachers, approach.

I. INTRODUCTION

DAYAW is a learning intervention that guides on how to motivate students to learn with the help of the parents and teachers by engaging them in activities that relate to their lessons. The DAYAW is a school-based extracurricular activity proposed to serve as a significant venue for pupils' actions and movements towards effective learning, guiding and monitoring the activities with the collaboration of parents and teachers.

Recognizing the important role of DAYAW when it comes to strategizing the inappropriate learning styles of the pupils at this time of a new education system. These factors will be considered to find out what appropriate programs, interventions, and formulated action plans or teaching strategies are suited to the poor learning styles of pupils. There are other programs that directly or indirectly address their educational needs and conditions. The outcomes of this intervention strategy would then be very beneficial not only to students and parents, but also to teachers and administrators in the educational community, as well as addressing other concerns about how to deal with them to resolve the problem of late submission and incomplete modules.

The first two months of face-to-face classes were observed and assessed through literacy performance of learners through the Revised Philippine Informal Reading Inventory (Phil-IRI).Based on the result, out of 432 grade three learners who took the assessment, there were 103 belongs to frustration. Another data gathered on the proficiency level for the first quarter period, there were 213 out of 445 grade three learners at risk of failing grades.The researcher believes that implementation of DAYAW approach as intervention in facilitating learners indistance learning can increase pupil's performance

because it could start-up interest and induce activeness to learn, reduce discipline problems and increase overall positive attitudes with the guidance of parents. The researcher also believes that distance learningcan help the teachers as well as the school to provide better instruction and will reflect instructional performance. Possible strategic interventions on guiding parents for facilitating children in distance learning and seriousness of obstacles can be experienced by teachers in the implementation of suggested approach.

II. LITERATURE REVIEW

An example of learning intervention is examining classroom techniques for addressing behavioral issues. It explains the process and strategies for working with behavioral concerns. It provides examples of the positive strategies and resources available to address behavior.

Learning intervention promotes significant learning (Fink, 2009) takes place when meaningful and lasting classroom experiences occur. According to Fink when teachers impart students with a range of skills, and insights about the educational process that students will see as meaningful and salient to them they promote student engagement in the learning process and greater learning occurs.

Fink identifies six elements of the educational process that lead to significant learning and each of these is a common feature of interdisciplinary forms of instruction: (a) Foundational Knowledge – acquiring information and understanding ideas, (b) Application – acquiring an understanding of how and when to use skills, (c) Integration – the capacity to connect ideas, (d) Human Dimension - recognition of the social and personal implications of issues, (e) Caring – acknowledgment of the

role of feelings, interests, and values and (f) Learning How-to-Learn – obtaining insights into the process of learning. Distance learning refers to a learning delivery that also is called distance education, e-learning, and online learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance learning will ensure social distancing and decrease the volume of people outside the home at any given time.

Critical for implementation will be the production of the needed teacher's and learner's learning materials (LR Portal and DepEd Commons will be maximized), as well as the support of media institutions like TV and radio stations. Distance learning is a form of distance learning that employs the use of self-learning modules, activity sheets or worksheets. The content of the modules and activity sheets were based on the most essential learning competencies (MELCS) provided by DepEd.

1. Suggested Platforms/Resources/Mechanisms:

The use of print/non-print learning materials such as but not limited to the following: a) Worksheets, b) Activity Sheets and c) The use of gadgets.

Homeschooling is an Alternative Delivery Mode (ADM) that aims to provide learners with access to quality basic education through a home-based environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values, and to adjust learning schedules around family schedules and circumstances.

However, several issues in its implementation remain, including the supervision of licensed teachers and alignments with the curriculum. Thus, this modality will be the subject of a later DepEd issuance before its expansion. The suggested platforms/resources/mechanisms are a) the use of the printed materials/learning resources (modules, worksheets, activity sheets, etc.) and b) the use of digital packets (learning materials).

Weinstein (2003) stated that the goal of management in school or class and at home is learning. It is not about achieving order for order's sake; it's about achieving order so that productive learning can occur. On the other hand, the teachers are still looking for the best strategies to enhance the academic performance of learners.

III. RESEARCH QUESTIONS

The research addressed the following questions: (1) what is the extent of using the DAYAW approach as **intervention in facilitating learning** to enhance the

academic performance of grade 3 pupils? (2) What is the level of effectiveness of the DAYAW approach as **intervention in facilitating learning** to enhance the academic performance of the grade 3 pupils? (3) What action plan could be made to implement "**DAYAW**" approach as **effective intervention in facilitating learning** to enhance the academic performance of grade 3 pupils?

IV. SCOPE AND LIMITATIONS

The research focused on the implementation of DAYAW approach as intervention in facilitating learning. The data collection was conducted from the 14 permanent grade three teachers at Baguio Central School.

V. RESEARCH METHODOLOGY

1. Research Design:

This study used qualitative research using survey methods to determine the best strategies in facilitating learning through the "DAYAW" approach as intervention to enhance academic performance of grade three pupils.

2. Sampling:

This study was conducted at Baguio Central School this School Year 2022-2023. The participants were 14 permanent teachers of grade three and having 1 to 20 years of teaching experience.

3. Data Collection:

- Data was generated through a survey questionnaire (close ended and check list).
- To establish the validity and reliability of the test questions, it was established the empirical evidence using the test and retest technique that give the same test (enduring trait) to the same participants at two times and correlates the scores. The validity of the test questions was checked by the school research coordinator.

4. Reliability and Validity of the Instrument:

- Aside from the online journals, the researcher read unpublished research, DepEd professional's manuals, and online research related approach as intervention in facilitating learning in order to develop the questionnaire.
- The researcher showed the questionnaire to the panel for comments and suggestions. The questionnaire was pretested to ten (10) public elementary school teachers of Baguio City.
- The gathered data were subjected to Richard-Kuderson Instrument Reliability Equation Rohatji, V.D., (2003) to determine the reliability of the instrument.
- The obtained coefficient reliability of 0.88 has a descriptive equivalent of highly reliable, thus the questionnaire was considered reliable for use in the study.

VI. RESULTS AND DISCUSSION

Kuder-Richardson 21 instrument reliability equation

$$r_{KR-21} = \frac{NS^2 - m(N-m)}{S^2(N-1)}$$

Where:

N = number of items in the questionnaire

m = mean

S² = variance

x = number of items in the questionnaire answered by each respondent.

5. Data Analysis:

The answers of the participants were sorted out, tallied, and treated with descriptive statistics. The data was gathered, discussed, and given interpretation based on the outcome of the survey.

- The 5-point Likert type scale was used since it is the most useful in behavioural science and survey methods. Weighted mean, ranking and the descriptive equivalents of the scales were used.
- For the extent of using the DAYAW approach as **intervention in facilitating learning** to enhance the academic performance of grade 3 pupils.

	Scale	Range	Description
	5	4.21 - 5.00	Always
4	3.41 - 4.20	Often	
	3	2.61 - 3.40	Sometimes
2	1.81 - 2.60	Seldom	
	1	1.00 - 1.80	Rarely

- For the level of effectiveness of DAYAW approach as **intervention in facilitating learning** to enhance the academic performance of the grade 3 pupils, the following scales were used.

	Scale	Range	Description
	5	4.21 - 5.00	Extremely Effective
	4	3.41 - 4.20	Highly Effective
	3	2.61 - 3.40	Fairly Effective
	2	1.81 - 2.60	Moderately Effective
	1	1.00 - 1.80	Least Effective

- For the possible action plan could be made to implement "**DAYAW**" approach as **effective intervention in facilitating learning** to enhance the academic performance of grade 3 pupils.

6. Ethical Issues:

- The researcher sent a letter to the school head to allow the teachers' participation in the research. All data gathered from the participants was respected. The respondents answered the questions honestly and thoughtfully. All information gathered from the results of the study were treated with utmost confidentiality. The names of all respondents were also kept secret.

Presented and interpreted the findings that were gathered from the perceptions of the teachers from grade three at Baguio Central School about the extent of using the DAYAW approach and the level of effectiveness of DAYAW approach as **an intervention in facilitating learning to enhance academic performance of grade three pupils**, and action plan could be made to implement "**DAYAW**" approach as **effective intervention facilitating**. The data were analyzed, presented in tables, and discussed accordingly.

Table 1 presents the extent of using the DAYAW approach as **an intervention in facilitating learning** to enhance the academic performance of the grade 3 pupils at Baguio Central School. Results indicated that the general weighted mean of the extent of using the DAYAW approach as **an intervention** is 3.48 and described as often. This implies that the intervention approach is frequently used by teachers. This means that teachers apply the DAYAW approach in teaching. In the discussion of (Bernardo et al., 2022) state that in the Philippines, one of the problems besetting the educational system is that many Filipino

1. Extent of using the DAYAW approach as intervention in facilitating learning:

Table 1. Extent of using the DAYAW approach as **intervention in facilitating learning to enhance the academic performance of grade 3 pupils (n=14)**

Extent of Using Dayaw Approach And Guiding Parents	Total	WM	Description
Approach: (Independent)			
Children learning by themselves	61.00	4.35	Always
2. Outside Home learning	38.20	2.73	Sometimes
Mass media, gadgets and Net shop location learning	62.00	4.42	Always
Approach: (Support group)			
4. Stakeholders and Community learning and assisting	22.20	1.58	Rarely
5. Friends and Neighbour learning and teaching	36.0	2.57	Sometimes
6. Peer and group teaching and learning	38.20	2.72	Sometimes
Parents and family members as tutor/facilitator	48.00	3.42	Often

Guide of Parents			
Giving incentive as rewards and motivation	54.00	3.85	Often
Provides all supports (financial, learning materials and equipment)	60.00	4.28	Always
Guides and review their children with schedules and allotted time	42.00	3.00	Sometimes
Collaboration with teachers while studying and instruct step by step	42.60	3.04	Sometimes
Check their notes and activities if done correctly	48.00	3.42	Often
Overall Weighted Means		3.48	Often

Source: Intervention Program: <https://family-intervention.com>

Legend:

Scale	Range	Description
5	4.21 - 5.00	Always
4	3.41 - 4.20	Often
3	2.61 - 3.40	Sometimes
2	1.81 - 2.60	Seldom
1	1.00 - 1.80	Rarely

Children struggle with reading, which is particularly linked to low achievement results, especially in the public schools. The low achievement results are further remarked to the poor development of reading skills among the learners. In 2019, the Southeast Asia Primary Learning Metric [SEA-PLM] reported that a percentage of Filipino fifth graders performance exhibited the least proficiency in three learning areas: mathematics, writing, and reading (Bernardo et al., 2022).

Based on the results, mass media, gadgets, and net shop were always used in facilitating learning since it is an accessible source of information with a weighted mean of 4.42. This implies that teachers' perception of the pupil's learning is focused on the use of mass media or gadgets. This means that pupils learning is on the use of technology. This can be attributed to their learning which not aligned with their classroom approach is.

Furthermore, besides implementing the Phil-IRI and developing effective reading programs or interventions, there is a need for every learning institution to ensure the availability of learning facilities supportive of revitalizing the learners' skills. These can include reading spaces, libraries, reading materials, and textbooks. Exposing the learners to differentiated reading materials and

intervention paves the way for enhanced learning. Throughout schooling, the learner keeps developing this ability to evaluate claims of ever-increasing complexity.

Abril, J. G., et al (2022) discuss the participation of parents in the use of computer technology provides a wide array of information that can be both beneficial and harmful to pupils, and proper guidance from parents is very much needed. To monitor pupils' online activities, parents need to have experience and knowledge in the process and information of different online platforms along with the curriculum their children undergo. This enables them to guide their children in accomplishing the activity and to help them perform better.

On the other hand, if these abilities are not adequately developed, it is essential to provide remedial reading programs to improve these skills, such as reading fluency and reading comprehension (Hausheer et al., 2011), since fluency and understanding are necessary at this stage of development. Early intervention can affect the evolution of reading issues. For the support group, parents and family members as tutor/facilitator have the highest weighted mean. This implies that parents and family members must be the first educators of their children. The support they provide affects children's development, especially in the learning process. The common styles of approach that parents can facilitate are providing all support like financial, learning materials and equipment, proper guidance, and helping their children to review their lessons within schedule and allocated or inclusive time.

Miller (2001) emphasized that parents are uniquely valuable individuals to anyone involved with children learning. Parents have more information than anyone else about their children or what are the styles for guiding them. Teachers must involve themselves with parents and families in ways that truly recognize the individual strengths and needs that go beyond and specific. In the case of Baguio Central School, parents should give simple and varied information about the child to be able to find solutions to problems and facilitate learning.

Furthermore, as presented in the table children learning by themselves is the second highest rated by the respondents with a weighted mean of 4.35. This implies that pupils apply to stand-alone learning. This shows that the learning approach by the learners was not cognizant of Phil-IRI learning guidelines. Since in the implementation of Phil-IRI and reading interventions, the teachers must provide the necessary means towards improving the reading proficiency of the learners in conformity with the results of their reading assessment. In addition, schools must also be equipped with digital technology and related applications to train students to be at par with global standards. Likewise, the authors strongly suggest collaboration between parents, teachers, and inherent stakeholders to join forces in assisting students in reading

engagement activities at home encouraged and supported by the parents. As stated in the DepEd guidelines, the materials for reading inventory should ensure the content is aligned with the learners' needs, reading level, and ability to adhere to the competencies.

Overall, findings suggest that children of involved parents are more motivated to learn, because they adopt their parents' positive attitudes towards school and learning. For the parents and family members as tutor/facilitator in the learning of their own children are more practical and could be also a family bonding while learning through the DAYAW approach.

2. Level of the effectiveness of the DAYAW approach as an intervention in facilitating learning

Table 2 presents the level of effectiveness of the DAYAW approach as an intervention in facilitating learning to enhance the academic performance of grade 3 pupils. Results indicated that the general weighted mean is 3.43 described as highly effective. This means that the DAYAW approach is always implemented because of its effectiveness. This is in relation to Nakpodia (2006) asserts that instructional supervision in the modern era centers on the improvement of the benefit teaching-learning situation to the benefit of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations.

The findings were in line with NOUN (2006) which indicated that Instructional supervision constitutes the leverage point for instructional improvement, teacher's competence, and efficiency of the educational system and is concerned with using methods, principles, and practices of various techniques to establish, develop and execute the goals, policies, plans, and procedures necessary to achieve educational goals.

The table shows that the mass media, gadgets, and Net shop location learning have the highest weighted mean of 4.58 and are described as extremely effective. It implies that technologies related are much more dependable and they are believed to be great sources of information. The result contradicts the discussion of (Abumandour, 2021) that the lack of technological or digital facilities is another crucial factor amidst the drastic change from traditional to technology driven based education. With the availability of high-

Table 2. Level of effectiveness of the DAYAW approach as intervention facilitating in learning to enhance the academic performance of grade 3 pupils (n= 14)

Level of Effectiveness of Dayaw Approach and	Total	WM	Description
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Guiding Parents			
Approach: (Independent)			
Children learning by themselves	34.40	2.46	Fairly Effective
Outside Home learning	38.20	2.72	Fairly Effective
Mass media, gadgets and Net shop location learning	64.20	4.58	Extremely Effective
Approach: (Support group)			
4. Stakeholders and Community learning and assisting	52.40	3.74	Highly Effective
5. Friends and Neighbour learning and teaching	32.20	2.30	Moderately Effective
Peer and group teaching and learning	48.00	3.42	Highly Effective
6. Parents and family members as tutor/facilitator	56.00	4.00	Extremely Effective
GUIDE OF PARENTS			
Gives incentive as rewards and motivation	52.60	3.75	Highly Effective
Provides all supports (financial, learning materials and equipment)	52.00	3.71	Highly Effective
Guides and reviewing their children with schedules and allotted time	54.20	3.87	Highly Effective
7. Collaboration with teachers while studying and instruct step by step	58.60	4.18	Highly Effective
Check their notes and activities if done correctly	34.80	2.48	Fairly Effective
Overall Weighted Means		3.43	Highly Effective

Source: Intervention Program: <https://Family-Intervention.Com>

Legend:

Scale	Range	Description
5	4.21 - 5.00	Extremely Effective
4	3.41 - 4.20	Highly Effective
3	2.61 - 3.40	Fairly Effective
2	1.81 - 2.60	Moderately Effective
1	1.00 - 1.80	Least Effective

Technology and to meet global standards, educational institutions can capitalize and invest in equipping the school with computers, online reading materials and other e-learning systems that can be used to maximize pupils reading ability. Engaging pupils with the use of computer and its different reading application will entice and renew

their interest in reading (Quinto et al., 2020). Encouraging the use of reading materials that can be accessed by using technology helps in improving the reading skills of students (Toyong and Toyong, 2021).

The advantages of using these soft wares were valuable because treated as another set of eyes. The study by Staples, Pugach, and Himes (2005) is a case study of three urban elementary schools conducted to document the integration of technology in schools given identical resources. The task was to determine how technology and curriculum would strengthen students' learning. The three principals made the same commitment to technology in their schools, but the results were very different. The analysis of qualitative data from these three schools suggests technology should be aligned with the school's curriculum and the teacher must be a leader for her students. If the teacher drops the students off in the computer lab the students place less importance on the instruction.

The results simply that the teachers at Baguio Central School need to demonstrate teacher leadership in technology by applying the DAYAW approach as an intervention in facilitating learning. Throughout this approach was provided with the same technological resources, each utilized those resources in very different ways, and all had different results. This could be integrated successfully, there must be a clear understanding that technology is not just a resource to be added it can be a powerful tool for moving schools toward their fundamental goals of supporting pupils learning.

For the support group, the involvement of parents and family members as facilitators was extremely effective in the learning process of the pupils. And collaboration with teachers is described also as extremely effective to guide parents in facilitating learning in their children.

The Level of the effectiveness of the DAYAW approach as an intervention facilitating in learning to enhance the academic performance of grade 3 the respondents rated the friends and neighbor learning and teaching with a least weighted mean of 2.30 interpreted as moderately effective. This implies that neighbor learning and teaching is not much practice or effective approach to enhancing teaching and learning in the grade 3 level in Baguio Central School,

Baguio City attributed to the pandemic time which limits the movement and communication of people in the community learning and teaching during the time were on an online platform. But in the other way, homeschooling can be a positive educational option, and many homeschooled children thrive both academically and socially and have access to a wide range of friends and opportunities. Unfortunately, homeschooling can also be a negative experience. Some homeschooled children lack sufficient social interaction or do not have access to

adequate educational resources, and a smaller number are physically or emotionally abused.

VII. CONCLUSION AND RECOMMENDATION

Based on the results of the study the following conclusions were drawn: The developing and enhancing learners' academic performance through yearning of parents as facilitators in any activities to drive them to accomplish work were practice not all the time attributed to outside home learning, peer and group teaching and learning, and guides and review their children with schedules and allotted time.

DAYAW approach intervention for learning and teaching is an effective tool for parents and family members as tutor/facilitator for children to accomplish their school activities. And for individual assessment instrument that tracks a student's progress in listening comprehension, silent reading, and oral reading.

The DAYAW approach as an intervention in facilitating learning was always facilitated through the use of mass media, gadgets, and net shop because more accessible to gain more information and children learn by themselves always if their parents or guardians are not around, and parents are able to show their love and concern to the child through the bonding using DAYAW approach and children successful as they reach their goals in the educational process. Parents and family members are the first educators of the children, and they play a very vital role in developing the learners' personality to enable them to learn and reach their goals. So, they should always give their guidance and support to their children.

Proper training and dissemination on the use of the developed DAYAW approach as an intervention for grade 3 teachers at Baguio Central School for reducing the difficulties encountered by the learners and for mastery of the lessons.

Parents and teachers are encouraged to work hand in hand to develop successful learners and to know the child better to be able to give solutions if some problems arise in the learning process. Overall recommendation is to sustain the effective practices or strategies through DAYAW approach that continuously decreases the number of pupils at risk of failures and enhances the academic performance of learners.

VIII. DISSEMINATION AND ADVOCACY PLANS

The researcher plans to disseminate and utilize the possible action plans made to sustain the DAYAW approach as an effective learning intervention.

With this premise, the “DAYAW” approach as intervention, proposed the following activities:

- D – Eveloping and enhancing them
- A – Cademic Performance through the
- Y – Earningof parents as facilitators in various
- A – Ctivities to drive them to accomplish
- W – Orks

Action plans with the following contents;

Objectives: 1. To help the grade 3 pupils at Baguio Central School intensify the useof DAYAW approach; and 2. Guide parents and teachers to implement the DAYAW approach as intervention in facilitating learning to enhance their academic performance.

Major Activities: 1. Extended and regular schedule for the implementation of the DAYAW approach for the grade 3 pupils were supervised by the implementing officers and the administration; and 2. Parents collaboration and cooperation in the implementation of the DAYAW approach as intervention.

The researcher will cascade the results and recommendations to the faculty and staff during School Learning Action Cell (SLAC), Year End In-Service Training (INSET) or Mid-Year Planning, Review and Evaluation (MPRE) in the school. It would provide baseline data for the best strategies in facilitating and guiding learners through DAYAW approach to lessen pupils at risks of failing.

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