UTILIZATION OF PHONICS APPROACH AND READING SKILL LEVELS IN FILIPINO OF GRADE 2 LEARNERS: FOUNDATION FOR AN ENHANCED SCHOOL READING PROGRAM

Rosselle Solis Bermudez
Bamban Elementary School, Masinloc, Zambales, Philippines
Mondriaan Aura College, Subic Bay Freeport Zone, Philippines

ABSTRACT

The development of reading skills in early learners remained a critical focus in education, particularly in Filipino language proficiency. The phonics approach, recognized for its effectiveness in building foundational literacy skills, played a significant role in improving reading performance among young learners. This study determined the utilization of the phonics approach by home reading facilitators and the reading skill levels in Filipino of Grade 2 learners in Masinloc District, Schools Division of Zambales, during the School Year 2024-2025. A quantitative-descriptive, causal-comparative, and correlational design was used, employing a validated questionnaire to assess the utilization of the phonics approach by home reading facilitators (α = 0.97) in terms of reading motivation, reading materials, reading sessions, and reading engagement, as well as the reading skill levels of Grade 2 learners (α = 0.92) concerning letter recognition, phonemic awareness, word decoding, and reading comprehension. Findings revealed that the majority of home reading facilitators were aged 30 to 39, predominantly female, college graduates, with a family income of P20,000 to P39,999, and spent 1.0 to 1.9 hours on home reading instruction. They frequently utilized the phonics approach, with mean ratings ranging from 3.03 to 3.07 across dimensions. Grade 2 learners demonstrated proficient reading skills in Filipino. A significant difference was observed in facilitators' utilization of the phonics approach based on their demographic profile. Moreover, a moderately positive and significant correlation was found between facilitators' phonics approach utilization and learners' reading skill levels, leading to the rejection of the null hypothesis. An enhanced school reading program was developed to strengthen home reading facilitators' support and improve learners' reading skills in Filipino. This study provided empirical evidence on the impact of home-based phonics instruction on early reading proficiency, guiding the development of targeted literacy interventions.

Keywords: Phonics Approach, Reading Skill Levels, Filipino, Home Reading Facilitators, Grade 2 Learners, Enhanced School Reading Program.

1. INTRODUCTION

Reading skills are fundamental to a child's academic success, and early interventions can significantly impact learners' reading proficiency. The support provided by home reading facilitators, especially when employing phonics approaches, plays a crucial role in enhancing the reading abilities of Grade 2 learners in Filipino. However, there is a need to assess the effectiveness of these home-based support strategies and their impact on learners' reading skill levels. This study aims to examine the current practices of home reading facilitators and their utilization of the phonics approach, serving as a basis for developing an enhanced school reading program that will address identified gaps and improve learners' reading competencies in Filipino.

Numerous studies have established the significant role of phonics approaches in early literacy development and the contribution of home reading facilitators in enhancing reading skills. Khotimah et al. (2023) highlighted the benefits of the phonics approach in boosting early reading skills in preschool learners. Similarly, Hulme et al. (2022) found that family learning phonics courses equip parents with strategies to effectively support their children's reading progress. Utami and Musthafa (2023) reported positive outcomes from the use of phonics-based instructional strategies, such as phonics songs, in Indonesian classrooms. Belbes et al. (2022) noted the superiority of the Jolly Phonics program over traditional methods like the Marungko approach, demonstrating its effectiveness in improving language literacy among young Filipino learners. Hania et al. (2022) supported this finding by showing substantial improvements in beginner readers' abilities using phonics. Presquito and Madrigal (2022) highlighted innovative practices adopted by teachers, including parent-facilitated learning during online classes, to overcome reading challenges.

Furthermore, studies have emphasized the collaborative effort between home and school in fostering literacy development. Kheang et al. (2024) discussed the critical role of reading motivation, both intrinsic and extrinsic, in enhancing engagement and reading skills. Hermoso and Valle (2023) found that teachers, acting as facilitators, play a key role in developing reading interest through the provision of suitable resources and collaborative learning environments. Sabila and Ain (2023) noted that access to a variety of reading materials at home significantly influences reading engagement and motivation. Zucker et al. (2022) reinforced this by showing that engaging reading materials and activity-based learning approaches can enhance reading motivation among young learners. Collectively, these studies underscore the importance of integrating phonics-based methods with support from home reading facilitators to maximize literacy outcomes.

Despite the extensive research on phonics approaches and the involvement of home reading facilitators, a research gap remained in understanding the specific impact of these interventions on the reading skill levels of Grade 2 learners in the Filipino language context. Current studies had predominantly focused on the effectiveness of phonics in English literacy development, with limited examination of its application in Filipino. Moreover, while there was substantial evidence on the role of family support in reading, few studies had explored structured strategies that home reading facilitators utilized in a phonics-based approach specifically targeting Filipino reading skills. This study sought to address these gaps by evaluating the practices of home reading facilitators in employing phonics methods and assessing their impact on the reading proficiency of Grade 2 learners in Filipino. The findings served as a foundation for an enhanced school reading program tailored to improve learners' reading skills.

2. STATEMENT OF THE PROBLEM

This study determined the utilization of phonics approach by home reading facilitators and reading skill levels in Filipino of Grade 2 learners in Masinloc District, Schools Division of Zambales, during the School Year 2024-2025.

Specifically, it sought to answer these questions:

1. How may the profile of the home reading facilitator-respondents be described in terms of:

      1.1. age;

      1.2. sex;

      1.3. monthly family income;

1.4. highest educational attainment;

1.5. number of children; and

1.6. daily number of hours spent teaching reading at home?

2. How may the utilization of phonics approach by home reading facilitators be described in terms of:

2.1. reading motivation;

2.2. reading materials;

2.3. reading sessions; and

2.4. reading engagement?

3. How may the reading skill levels in Filipino of the Grade 2 learners be described in terms of:

3.1. letter recognition;

3.2. phonic awareness;

3.3. word decoding; and

3.4. reading comprehension?

4. Is there a significant difference between the home reading facilitator-respondents' support utilizing phonics approach and their profile when grouped accordingly?

5. Is there a significant correlation between the home reading facilitator-respondents' support utilizing phonics approach and the reading skill levels in Filipino of the Grade 2 learners?

6. What enhanced school reading program can be developed to improve the home reading facilitators' support utilizing phonics approach and the reading skill levels in Filipino of Grade 2 learners?

3. METHODS AND MATERIALS

This study determined the utilization of phonics approach by home reading facilitators and reading skill levels in Filipino of Grade 2 learners in Masinloc District, Schools Division of Zambales, during the School Year 2024-2025. A quantitative-descriptive research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 171 home reading facilitators and 171 Grade 2 learners came from three public elementary schools, utilizing total population sampling to involve all home reading facilitators and Grade 2 learners. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the utilization of phonics approach and reading skills levels in Filipino. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for the utilization of phonics approach by home reading facilitators ($\alpha = 0.97$) and the reading skill levels in Filipino of Grade 2 learners ($\alpha = 0.92$). Statistical analyses, including the Kruskal-Wallis Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS
4.1. Profile of the Home Reading Facilitators
4.1.1. Age
Table 1

Profile of the Home Reading Facilitators in terms of Age

Age	Frequency	Percentage
19 years old and below	23	13.45

20-29 years old	50	29.24
30-39 years old	62	36.26
40-49 years old	28	16.37
50-59 years old	5	2.92
60 years old and above	3	1.75
Total	**171**	**100.00**

Table 1 presents the profile of home reading facilitators in terms of age. It showed the distribution of facilitators across different age groups, highlighting the predominant age range.

The data revealed that the majority of home reading facilitators belonged to the 30-39 years old group, with 62 respondents (36.26%). This was followed by the 20-29 years old group, comprising 50 respondents (29.24%), while the 40-49 years old category had 28 respondents (16.37%). The highest frequency in the 30-39 age bracket implied that most facilitators were in their prime working years, likely possessing the energy and experience necessary for effectively supporting children's reading development.

The findings of this study aligned with the research of Chen and Macleod (2021), which emphasized that home reading facilitators were predominantly in their early to mid-adulthood. Chen and Macleod's (2021) study concluded that facilitators in this age range exhibited greater adaptability to instructional strategies and technology-based reading interventions. Similarly, the present study reinforced that facilitators within this demographic played a crucial role in fostering early literacy skills among learners.

4.1.2. Sex
Table 2

Profile of the Home Reading Facilitators in terms of Sex

Sex	Frequency	Percentage
Male	61	35.67
Female	110	64.33
Total	**171**	**100.00**

Table 2 shows the profile of home reading facilitators in terms of sex. It illustrated the distribution of facilitators between male and female respondents.

The data revealed that the majority of home reading facilitators were female, with 110 respondents (64.33%). Meanwhile, male facilitators accounted for 61 respondents (35.67%). The higher number of female facilitators implied that women were more actively involved in guiding children's reading development, possibly due to traditional caregiving roles and a stronger inclination toward literacy-related activities.

The findings of this study aligned with the research of Vasilyeva et al. (2021), which indicated that female facilitators dominated home-based literacy programs. Vasilyeva et al.'s (2021), study suggested that women were more engaged in fostering children's reading skills, demonstrating patience and consistency in reading instruction. Similarly, the present study supported this notion, highlighting the significant role of female facilitators in promoting early literacy at home.

4.1.3. Monthly Family Income
Table 3

Profile of the Home Reading Facilitators in terms of Monthly Family Income

Monthly Family Income	Frequency	Percentage
P19,999 and below	28	16.37
P20,000 to P39,999	60	35.09
P40,000 to P59,999	53	30.99
P60,000 to P79,999	21	12.28
P80,000 to P99,999	6	3.51
P100,000 to P119,999	2	1.17
P120,000 and above	1	0.58
Total	**171**	**100.00**

Table 3 illustrates the profile of home reading facilitators in terms of their monthly family income. It showed the distribution of facilitators across different income brackets, highlighting the most common income range.

The data revealed that the majority of home reading facilitators had a monthly family income of P20,000 to P39,999, with 60 respondents (35.09%). This was followed by the P40,000 to P59,999 income bracket, comprising 53 respondents (30.99%), while 28 respondents (16.37%) earned P19,999 and below. The highest frequency in the P20,000 to P39,999 range implied that most facilitators belonged to the lower-middle-income group, which could influence their access to educational resources and support for home-based reading activities.

The findings of this study aligned with the research of Murphy et al. (2022), which indicated that family income played a significant role in home reading facilitation. Murphy et al.'s (2022) study suggested that families with moderate income levels were more likely to invest in literacy materials and create a supportive reading environment for their children. Similarly, the present study reinforced this idea, emphasizing that financial stability contributed to the effectiveness of home reading programs.

4.1.4. Highest Educational Attainment
Table 4

Profile of the Home Reading Facilitators in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Elementary Undergraduate	2	1.17
Elementary Graduate	6	3.51
High School Graduate	38	22.22
College Graduate	60	35.09
MA Graduate	54	31.58
EdD/PhD/DPA/DBA Graduate	11	6.43
Total	**171**	**100.00**

Table 4 demonstrates the profile of home reading facilitators in terms of their highest educational attainment. It displayed the distribution of facilitators based on their level of education, highlighting the most common qualification.

The data revealed that the majority of home reading facilitators were college graduates, with 60 respondents (35.09%). This was followed by MA graduates, comprising 54 respondents (31.58%), while 38 respondents (22.22%) were high school graduates. The highest frequency

among college graduates implied that most facilitators had attained a solid academic foundation, which could enhance their ability to support children's reading development effectively.

The findings of this study aligned with the research of Troyer (2022), which emphasized the correlation between educational attainment and the effectiveness of home reading facilitation. Troyer's (2022) study suggested that individuals with higher education levels demonstrated better instructional strategies and a stronger commitment to literacy development. Similarly, the present study reinforced this idea, indicating that educational background significantly influenced facilitators' capacity to guide early reading skills.

4.1.5. Number of Children
Table 5

Profile of the Home Reading Facilitators in terms of Number of Children

Number of Children	Frequency	Percentage
No child	11	6.43
1 child	41	23.98
2 children	65	38.01
3 children	28	16.37
4 children	21	12.28
5 children	4	2.34
6 children and above	1	0.58
Total	**171**	**100.00**

Table 5 displays the profile of home reading facilitators in terms of the number of children. It showed the distribution of facilitators based on their parental status, highlighting the most common number of children.

The data revealed that the majority of home reading facilitators had two children, with 65 respondents (38.01%). This was followed by those with one child, comprising 41 respondents (23.98%), while 28 respondents (16.37%) had three children. The highest frequency in the two-children category implied that facilitators with a manageable family size might have more time and resources to focus on their children's literacy development.

The findings of this study aligned with the research of Mashiach and Davidovich (2023), which indicated that the number of children in a household influenced the effectiveness of home reading facilitation. Mashiach and Davidovich's (2023) study suggested that parents with fewer children tended to provide more individualized attention to their child's reading progress. Similarly, the present study supported this idea, emphasizing that facilitators with two children might have better opportunities to engage in literacy activities at home.

4.1.6. Daily Number of Hours Spent Teaching Reading at Home
Table 6

Profile of the Home Reading Facilitators in terms of Daily Number of Hours Spent Teaching Reading at Home

Daily Number of Hours Spent Teaching Reading at Home	Frequency	Percentage

Less than 1.0 hour	32	18.71
1.0 to 1.9 hours	62	36.26
2.0 to 2.9 hours	58	33.92
3.0 to 3.9 hours	11	6.43
4.0 to 4.9 hours	6	3.51
5.0 hours and above	2	1.17
Total	**171**	**100.00**

Table 6 exhibits the profile of home reading facilitators in terms of the daily number of hours spent teaching reading at home. It illustrated the distribution of facilitators based on the amount of time they dedicated to reading instruction.

The data revealed that the majority of home reading facilitators spent 1.0 to 1.9 hours teaching reading at home, with 62 respondents (36.26%). This was followed closely by those who spent 2.0 to 2.9 hours, comprising 58 respondents (33.92%), while 32 respondents (18.71%) allocated less than one hour. The highest frequency in the 1.0 to 1.9-hour range implied that most facilitators dedicated a moderate amount of time to reading instruction, balancing literacy support with other household responsibilities.

The findings of this study aligned with the research of Calıskan and Ulas (2022), which emphasized that the amount of time spent on home reading instruction directly influenced children's literacy development. Calıskan and Ulas' (2022) study suggested that facilitators who allocated at least an hour daily to reading activities exhibited more positive effects on children's reading skills. Similarly, the present study supported this idea, highlighting that consistent engagement in reading instruction played a crucial role in fostering early literacy at home.

4.2. Utilization of Phonics Approach by Home Reading Facilitators
4.2.1. Reading Motivation
Table 7

Mean Rating and Interpretations of the Utilization of Phonics Approach by Home Reading Facilitators in terms of Reading Motivation

Item	Indicators	Mean Rating	Interpretation
1	My learner uses flashcards to improve their pronunciation.	3.06	Frequently Utilized
2	My learner uses picture books to learn new words.	3.02	Frequently Utilized
3	My learner uses stickers as rewards for successful reading.	3.03	Frequently Utilized
4	My learner uses colorful reading materials to maintain interest.	3.03	Frequently Utilized
5	My learner uses stories about their favorite characters.	3.03	Frequently Utilized
6	My learner uses songs to learn letter sounds.	2.99	Frequently Utilized
7	My learner uses alphabet posters as a guide for reading.	3.06	Frequently Utilized

8	My learner uses interactive games to enjoy reading.	3.02	Frequently Utilized
9	My learner uses simple books that are easy to understand.	3.03	Frequently Utilized
10	My learner uses encouragement tokens from the teacher to be motivated to read.	3.03	Frequently Utilized
	General Mean Rating	**3.03**	**Frequently Utilized**

Table 7 depicts the mean rating and interpretations of the utilization of the phonics approach by home reading facilitators in terms of reading motivation. It highlighted how frequently learners engaged in different reading activities to enhance their motivation through phonics-based strategies.

The mean ratings ranged from 2.99 to 3.06, with all indicators interpreted as "Frequently Utilized." The lowest mean rating (2.99) belonged to the use of songs to learn letter sounds, indicating that while it was still frequently utilized, it was the least employed strategy. The highest mean rating (3.06) appeared in two indicators: the use of flashcards to improve pronunciation and alphabet posters as reading guides, suggesting that these strategies were among the most effective in motivating learners. These findings reflected that visual and structured tools played a crucial role in phonics-based reading motivation.

The general mean rating of 3.03 indicated that home reading facilitators frequently utilized the phonics approach to support their learners' reading motivation. This result suggested a consistent implementation of phonics strategies in enhancing learners' engagement in reading.

The findings of this study aligned with the research of Moller et al. (2021), which emphasized the significance of visual and interactive reading tools in improving phonological awareness. Moller et al. (2021) found that learners who engaged in structured phonics activities demonstrated higher motivation and improved reading outcomes. Similarly, the present study reaffirmed that frequently using flashcards, posters, and other phonics-based materials contributed positively to reading motivation.

4.2.2. Reading Materials
Table 8

Mean Rating and Interpretations of the Utilization of Phonics Approach by Home Reading Facilitators in terms of Reading Materials

Item	Indicators	Mean Rating	Interpretation
1	My learner uses books that match their reading level.	3.04	Frequently Utilized
2	My learner uses pictures to better understand the story.	3.02	Frequently Utilized
3	My learner uses word cards to recognize new words.	3.08	Frequently Utilized
4	My learner uses audiobooks to hear correct pronunciations.	3.02	Frequently Utilized

5	My learner uses sound charts as a guide.	3.03	Frequently Utilized
6	My learner uses books with repetitive sounds for practice.	3.06	Frequently Utilized
7	My learner uses manipulatives like magnetic letters.	3.05	Frequently Utilized
8	My learner uses books with large fonts for easier reading.	3.01	Frequently Utilized
9	My learner uses flashcards with pictures and words.	3.07	Frequently Utilized
10	My learner uses sentence posters for additional practice.	3.05	Frequently Utilized
	General Mean Rating	**3.04**	**Frequently Utilized**

Table 8 portrays the mean rating and interpretations of the utilization of the phonics approach by home reading facilitators in terms of reading materials. It highlighted the different reading resources used to support learners' phonics development and reading engagement.

The mean ratings ranged from 3.01 to 3.08, with all indicators interpreted as "Frequently Utilized." The lowest mean rating (3.01) was observed in the use of books with large fonts, suggesting that while this strategy was frequently utilized, it was the least emphasized. The highest mean rating (3.08) was recorded in the use of word cards to recognize new words, indicating that this strategy was highly effective in supporting phonics instruction. These findings suggested that structured and interactive reading materials played a crucial role in phonics-based learning.

The general mean rating of 3.04 indicated that home reading facilitators frequently utilized phonics-based reading materials to support their learners. This result reflected a consistent effort in providing accessible and engaging reading resources.

The findings of this study aligned with the research of Amalia (2022), which emphasized the importance of varied and interactive reading materials in enhancing phonological awareness. Amalia (2022) found that learners who frequently engaged with structured reading resources demonstrated improved word recognition and reading fluency. Similarly, the present study reaffirmed that using word cards, flashcards, and sound-based books contributed positively to learners' phonics development.

4.2.3. Reading Sessions
Table 9
Mean Rating and Interpretations of the Utilization of Phonics Approach by Home Reading Facilitators in terms of Reading Sessions

Item	Indicators	Mean Rating	Interpretation

1	My learner uses audio recordings to learn the proper tone in reading.	3.04	Frequently Utilized
2	My learner uses guiding questions to understand what was read.	3.04	Frequently Utilized
3	My learner uses notes to mark important parts of the story.	3.08	Frequently Utilized
4	My learner uses highlighters to emphasize key words.	3.02	Frequently Utilized
5	My learner uses group activities for reading practice.	3.07	Frequently Utilized
6	My learner uses props when reading stories.	3.05	Frequently Utilized
7	My learner uses games to make reading enjoyable.	3.06	Frequently Utilized
8	My learner uses checklists to track what they've read.	3.05	Frequently Utilized
9	My learner uses simple stories to improve fluency.	3.05	Frequently Utilized
10	My learner uses prompt cards to continue the story.	3.02	Frequently Utilized
	General Mean Rating	**3.05**	**Frequently Utilized**

Table 9 represents the mean rating and interpretations of the utilization of the phonics approach by home reading facilitators in terms of reading sessions. It highlighted the different strategies employed to enhance learners' reading fluency, comprehension, and engagement during reading activities.

The mean ratings ranged from 3.02 to 3.08, with all indicators interpreted as "Frequently Utilized." The lowest mean ratings (3.02) were recorded in the use of highlighters to emphasize key words and prompt cards to continue the story, suggesting that while these strategies were frequently utilized, they were the least emphasized. The highest mean rating (3.08) was observed in the use of notes to mark important parts of the story, indicating that learners found this strategy highly effective in understanding and retaining information. These results suggested that structured note-taking played a crucial role in improving reading comprehension.

The general mean rating of 3.05 indicated that home reading facilitators frequently utilized phonics-based reading session strategies to support their learners. This result reflected a consistent implementation of interactive and structured reading approaches.

The findings of this study aligned with the research of Thage et al. (2021), which emphasized the importance of structured reading sessions in improving learners' phonological awareness and comprehension. Thage et al. (2021) found that learners who actively engaged in guided reading activities demonstrated better fluency and understanding of texts. Similarly, the present study reaffirmed that utilizing notes, group activities, and interactive games contributed positively to learners' reading development.

4.2.4. Reading Engagement

Table 10

Mean Rating and Interpretations of the Utilization of Phonics Approach by Home Reading Facilitators in terms of Reading Engagement

Item	Indicators	Mean Rating	Interpretation
1	My learner uses worksheets to demonstrate their understanding.	3.09	Frequently Utilized
2	My learner uses children's stories to express opinions.	3.06	Frequently Utilized
3	My learner uses discussion cards to talk about the story.	3.06	Frequently Utilized
4	My learner uses comic strips for fun and creative reading.	3.07	Frequently Utilized
5	My learner uses reading logs to record their reading.	3.08	Frequently Utilized
6	My learner uses interactive books for added interest.	3.02	Frequently Utilized
7	My learner uses storytelling apps in their reading.	3.09	Frequently Utilized
8	My learner uses peer feedback to improve their reading.	3.04	Frequently Utilized
9	My learner uses board games related to reading.	3.07	Frequently Utilized
10	My learner uses word puzzles to be more engaged in reading.	3.08	Frequently Utilized
	General Mean Rating	**3.07**	**Frequently Utilized**

Table 10 highlights the mean rating and interpretations of the utilization of the phonics approach by home reading facilitators in terms of reading engagement. It highlighted various strategies used to keep learners actively involved in reading activities through interactive and creative methods.

The mean ratings ranged from 3.02 to 3.09, with all indicators interpreted as "Frequently Utilized." The lowest mean rating (3.02) was recorded in the use of interactive books, suggesting that while they were frequently utilized, they were the least emphasized. The highest mean ratings (3.09) appeared in two indicators: the use of worksheets to demonstrate understanding and storytelling apps for reading, indicating that structured exercises and technology-based tools were the most effective in keeping learners engaged. These results suggested that both traditional and digital approaches played a crucial role in enhancing reading participation.

The general mean rating of 3.07 indicated that home reading facilitators frequently utilized phonics-based strategies to sustain learners' reading engagement. This result reflected a well-balanced implementation of interactive and structured reading techniques.

The findings of this study aligned with the research of Loi and Thanh (2022), which emphasized the importance of diverse and engaging reading activities in fostering phonological awareness. Loi and Thanh (2022) found that learners who engaged in creative and interactive

reading exercises demonstrated increased motivation and comprehension. Similarly, the present study reaffirmed that utilizing worksheets, storytelling apps, and reading logs contributed positively to learners' reading engagement.

4.3. Reading Skill Levels in Filipino of the Grade 2 Learners
Table 11
Mean Rating and Interpretations of the Reading Skill Levels in Filipino of the Grade 2 Learners

Reading Skill Levels in Filipino	Mean	Interpretation
Letter Recognition	2.77	Proficient Reading Skills
Phonic Awareness	2.73	Proficient Reading Skills
Word Decoding	2.68	Proficient Reading Skills
Reading Comprehension	2.65	Proficient Reading Skills
General Mean Rating	**2.70**	**Proficient Reading Skills**

Table 11 emphasizes the mean rating and interpretations of the reading skill levels in Filipino of the Grade 2 learners. It summarized the learners' performance across different reading skill indicators, highlighting their proficiency in each aspect.

The mean ratings ranged from 2.65 to 2.77, all interpreted as *Proficient Reading Skills*. Letter Recognition obtained the highest mean rating of 2.77, indicating that learners demonstrated strong ability in identifying letters of the Filipino alphabet. Phonic Awareness followed with a mean rating of 2.73, showing their capability to recognize sounds and associate them with letters. The lowest mean rating, 2.65, belonged to Reading Comprehension, suggesting that while learners were proficient, they still needed support in understanding written texts.

The general mean rating of 2.70 indicated that, overall, Grade 2 learners possessed *Proficient Reading Skills* in Filipino. This suggested that they had developed fundamental reading abilities necessary for further literacy development.

The findings aligned with the study of Ecalle et al. (2023), which emphasized the importance of foundational reading skills in early literacy development. Ecalle et al.'s (2023) research concluded that young learners who mastered letter recognition and phonics showed better reading comprehension skills over time. Similarly, the present study revealed that while learners excelled in recognizing letters and sounds, their comprehension skills required more reinforcement. This connection reinforced the need for targeted interventions to enhance comprehension alongside decoding skills.

4.4. Difference between the Home Reading Facilitators' Support Utilizing Phonics Approach and Their Profile
4.4.1. Age
Table 12
Difference Between the Home Reading Facilitators' Support Utilizing Phonics Approach and Their Profile in terms of Age

Groups	MR	Eta squared (η^2)	H	df	p	Decision
19 years old and below	71.09	.35 (Large)	28.85	5	.000	Reject H_{01} (Significant)
20-29 years old	114.42					
30-39 years old	80.13					
40-49 years old	70.75					
50-59 years old	52.70					
60 years old and above	45.83					

Table 12 reveals the difference between home reading facilitators' support utilizing the phonics approach and their profile in terms of age. It provided statistical values such as MR, eta squared, H, df, p, and the decision regarding the null hypothesis.

The Kruskal-Wallis H test revealed a statistically significant difference among age groups in terms of home reading facilitators' support utilizing the phonics approach, $H(5) = 28.85$, $p = .000$. Since the p-value fell below the 0.05 significance level, the null hypothesis was rejected. The effect size, represented by eta squared ($\eta^2 = .35$), indicated a large effect, suggesting that age played a significant role in the differences observed. This result implied that younger facilitators exhibited stronger support for the phonics approach compared to older facilitators.

The highest MR of 114.42 corresponded to the 20-29 years old group, indicating their greater engagement in supporting the phonics approach. This high ranking contributed to the large eta squared value, reinforcing the significant difference among age groups. The finding suggested that younger facilitators were more inclined to implement phonics-based strategies effectively.

The present study aligned with the findings of Adewale (2024), which emphasized age as a determining factor in instructional support. Similar to Adewale's (2024) study, the current results confirmed that younger educators tended to adopt modern teaching strategies more readily. Both studies underscored the importance of professional development tailored to different age groups to enhance phonics instruction.

4.4.2. Sex
Table 13
Difference Between the Home Reading Facilitators' Support Utilizing Phonics Approach and Their Profile in terms of Sex

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Male	52.34	.52 (Large)	48.02	1	.000	Reject H_{01} (Significant)
Female	104.66					

Table 13 unfolds the difference between home reading facilitators' support utilizing the phonics approach and their profile in terms of sex. It provided statistical values such as MR, eta squared, H, df, p, and the decision regarding the null hypothesis.

The Kruskal-Wallis H test revealed a statistically significant difference between male and female home reading facilitators in their support for the phonics approach, $H(1) = 48.02$, $p = .000$. Since the p-value was below the 0.05 significance level, the null hypothesis was rejected. The effect size, represented by eta squared ($\eta^2 = .52$), indicated a large effect, signifying a substantial

difference between the two groups. This result suggested that sex played a crucial role in the extent of support provided for phonics instruction.

The highest MR of 104.66 belonged to the female group, indicating that they exhibited greater support for the phonics approach than their male counterparts. This high ranking contributed to the large eta squared value, emphasizing the significant gap in instructional support. The finding suggested that female facilitators were more actively engaged in phonics-based teaching strategies.

The present study aligned with the findings of Lesperance et al. (2022), which emphasized gender differences in instructional practices. Similar to Lesperance et al.'s (2022) study, the current results confirmed that female educators tended to be more involved in literacy-related interventions. Both studies highlighted the need for targeted training programs to encourage stronger engagement from both male and female facilitators in phonics instruction.

4.4.3. Monthly Family Income
Table 14

Difference Between the Home Reading Facilitators' Support Utilizing Phonics Approach and Their Profile in terms of Monthly Family Income

Groups	MR	Eta squared (η^2)	H	df	p	Decision
P19,999 and below	69.98	.35 (Large)	26.36	6	.000	Reject H_{01} (Significant)
P20,000 to P39,999	101.59					
P40,000 to P59,999	93.53					
P60,000 to P79,999	57.43					
P80,000 to P99,999	40.67					
P100,000 to P119,999	53.50					
P120,000 and above	137.00					

Table 14 unveils the difference between home reading facilitators' support utilizing the phonics approach and their profile in terms of monthly family income. It provided statistical values such as MR, eta squared, H, df, p, and the decision regarding the null hypothesis.

The Kruskal-Wallis H test revealed a statistically significant difference among income groups in terms of home reading facilitators' support utilizing the phonics approach, $H(6) = 26.36$, $p = .000$. Since the p-value was below the 0.05 significance level, the null hypothesis was rejected. The effect size, represented by eta squared ($\eta^2 = .35$), indicated a large effect, suggesting that income level significantly influenced facilitators' engagement in phonics instruction. This result implied that financial stability played a crucial role in their level of support for home reading.

The highest MR of 137.00 corresponded to the P120,000 and above income group, indicating their greater involvement in phonics-based home reading support. This high ranking contributed to the large eta squared value, reinforcing the significant disparity among income groups. The finding suggested that facilitators with higher income levels had more resources and capacity to implement phonics instruction effectively.

The present study aligned with the findings of Akadira (2024), which emphasized the impact of socioeconomic status on instructional support. Similar to Akadira's (2024) study, the current results confirmed that individuals with higher financial capacity tended to provide more

structured and resourceful learning environments. Both studies underscored the importance of financial assistance programs to support facilitators from lower-income brackets in delivering effective phonics instruction.

4.4.4. Highest Educational Attainment
Table 15

Difference Between the Home Reading Facilitators' Support Utilizing Phonics Approach and Their Profile in terms of Highest Educational Attainment

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Elementary Undergraduate	76.50	.44 (Large)	34.19	5	.000	Reject H_{01} (Significant)
Elementary Graduate	53.50					
High School Graduate	50.95					
College Graduate	92.38					
MA Graduate	103.70					
EdD/PhD/DPA/DBA Graduate	104.86					

Table 15 expounds the difference between home reading facilitators' support utilizing the phonics approach and their profile in terms of highest educational attainment. It provided statistical values such as MR, eta squared, H, df, p, and the decision regarding the null hypothesis.

The Kruskal-Wallis H test revealed a statistically significant difference among educational attainment groups in terms of home reading facilitators' support utilizing the phonics approach, $H(5) = 34.19$, $p = .000$. Since the p-value was below the 0.05 significance level, the null hypothesis was rejected. The effect size, represented by eta squared ($\eta^2 = .44$), indicated a large effect, suggesting that educational attainment had a significant influence on facilitators' level of support. This result implied that facilitators with higher education levels demonstrated greater engagement in phonics instruction.

The highest MR of 104.86 corresponded to the EdD/PhD/DPA/DBA graduate group, indicating their stronger commitment to supporting phonics-based instruction. This high ranking contributed to the large eta squared value, reinforcing the significant disparity among educational attainment levels. The finding suggested that higher education levels were associated with better knowledge and implementation of phonics strategies.

The present study aligned with the findings of Georgiou et al. (2023), which emphasized the role of academic background in instructional practices. Similar to Georgiou et al.'s (2023) study, the current results confirmed that individuals with advanced degrees were more likely to engage in structured and evidence-based teaching approaches. Both studies underscored the importance of continuous professional development to enhance facilitators' ability to implement phonics instruction effectively.

4.4.5. Number of Children
Table 16

Difference Between the Home Reading Facilitators' Support Utilizing Phonics Approach and Their Profile in terms of Number of Children

Groups	MR	Eta squared (η^2)	H	df	p	Decision
No child	57.41	.38	25.01	6	.000	Reject H_{01}
1 child	103.71	(Large)				(Significant)
2 children	96.65					
3 children	73.71					
4 children	55.40					
5 children	65.00					
6 children and above	53.00					

Table 16 explains the difference between home reading facilitators' support utilizing the phonics approach and their profile in terms of the number of children. It provided statistical values such as MR, eta squared, H, df, p, and the decision regarding the null hypothesis.

The Kruskal-Wallis H test revealed a statistically significant difference among groups based on the number of children in terms of home reading facilitators' support utilizing the phonics approach, $H(6) = 25.01$, $p = .000$. Since the p-value was below the 0.05 significance level, the null hypothesis was rejected. The effect size, represented by eta squared ($\eta^2 = .38$), indicated a large effect, suggesting that the number of children significantly influenced facilitators' engagement in phonics instruction. This result implied that facilitators with fewer children demonstrated greater involvement in phonics-based home reading support.

The highest MR of 103.71 belonged to facilitators with one child, indicating their stronger commitment to phonics instruction. This high ranking contributed to the large eta squared value, reinforcing the significant variation among groups. The finding suggested that facilitators with fewer children had more time and resources to dedicate to supporting phonics-based learning.

The present study aligned with the findings of Piasta and Hudson (2022), which emphasized the influence of family responsibilities on instructional engagement. Similar to Piasta and Hudson's (2022) study, the current results confirmed that facilitators with fewer dependents were more likely to provide structured and consistent phonics instruction. Both studies highlighted the importance of time management strategies to help facilitators with multiple children maintain effective home reading support.

4.4.6. Daily Number of Hours Spent Teaching Reading at Home
Table 17

Difference Between the Home Reading Facilitators' Support Utilizing Phonics Approach and Their Profile in terms of Daily Number of Hours Spent Teaching Reading at Home

Groups	MR	Eta squared (η^2)	H	df	p	Decision
Less than 1.0 hour	67.03	.37	23.53	5	.000	Reject H_{01}
1.0 to 1.9 hours	104.34	(Large)				(Significant)
2.0 to 2.9 hours	87.23					
3.0 to 3.9 hours	47.77					
4.0 to 4.9 hours	62.92					
5.0 hours and above	64.75					

Table 17 clarifies the difference between home reading facilitators' support utilizing the phonics approach and their profile in terms of the daily number of hours spent teaching reading at home. It provided statistical values such as MR, eta squared, H, df, p, and the decision regarding the null hypothesis.

The Kruskal-Wallis H test revealed a statistically significant difference among groups based on daily hours spent teaching reading at home, $H(5) = 23.53$, $p = .000$. Since the p-value was below the 0.05 significance level, the null hypothesis was rejected. The effect size, represented by eta squared ($\eta^2 = .37$), indicated a large effect, suggesting that the number of hours spent teaching reading significantly influenced facilitators' support for phonics instruction. This result implied that facilitators who allocated more structured time for reading engagement provided stronger phonics support.

The highest MR of 104.34 belonged to facilitators who spent 1.0 to 1.9 hours teaching reading at home, indicating their greater commitment to phonics instruction. This high ranking contributed to the large eta squared value, reinforcing the significant variation among groups. The finding suggested that moderate daily reading instruction time was associated with more effective phonics support, while excessive or minimal time allocations might reduce instructional quality.

The present study aligned with the findings of Kuhn and Stahl (2022), which emphasized the importance of balanced instructional time in fostering reading development. Similar to Kuhn and Stahl's (2022) study, the current results confirmed that facilitators who maintained structured but flexible reading schedules provided more effective phonics instruction. Both studies underscored the need for time management strategies to optimize home reading sessions and improve phonics-based learning outcomes.

4.5. Correlation between the Home Reading Facilitators' Support Utilizing Phonics Approach and the Reading Skill Levels in Filipino of the Grade 2 Learners

Table 18

Correlation Between the Home Reading Facilitators' Support Utilizing Phonics Approach and the Reading Skill Levels in Filipino of the Grade 2 Learners

Dependent Variables	r	p	Interpretation		Decision
Letter Recognition	.31	.000	Positive Correlation	Moderate	Reject H_{02} (Significant)
Phonic Awareness	.34	.000	Positive Correlation	Moderate	Reject H_{02} (Significant)
Word Decoding	.36	.000	Positive Correlation	Moderate	Reject H_{02} (Significant)
Reading Comprehension	.37	.000	Positive Correlation	Moderate	Reject H_{02} (Significant)
Overall	**.35**	**.000**	**Positive Correlation**	**Moderate**	**Reject H_{02} (Significant)**

Table 18 elucidates the correlation between the Home Reading Facilitators' Support Utilizing the Phonics Approach and the Reading Skill Levels in Filipino of the Grade 2 Learners. It showed the relationship between the support given by home reading facilitators and the learners' reading abilities in letter recognition, phonemic awareness, word decoding, and reading comprehension.

The correlation results revealed that all reading skills—letter recognition (r = .31), phonemic awareness (r = .34), word decoding (r = .36), and reading comprehension (r = .37)—showed a positive moderate correlation with the phonics-based support from home reading facilitators. The p-values (.000) indicated that these correlations were statistically significant. This suggested that as the level of phonics-based support increased, the reading skill levels of the learners also improved. Therefore, the null hypothesis (H02) was rejected, confirming the significance of the correlation.

Overall, the correlation coefficient (r = .35) demonstrated a positive moderate correlation between the Home Reading Facilitators' Support Utilizing the Phonics Approach and the Reading Skill Levels in Filipino of Grade 2 learners. The statistical significance of this correlation led to the rejection of the null hypothesis, affirming that phonics-based support contributed to the improvement of learners' reading abilities.

The findings of this study aligned with the previous research of Siregar et al. (2023), which established that phonics-based interventions significantly enhanced early literacy skills among young learners. Both studies emphasized that structured phonics instruction positively influenced reading performance. The present study further reinforced these findings by highlighting the role of home reading facilitators in applying phonics strategies to support learners' reading development in Filipino.

4.6. An Enhanced School Reading Program to Improve the Home Reading Facilitators' Utilization of Phonics Approach and the Reading Skill Levels in Filipino of Grade 2 Learners

This program aims to enhance home reading facilitation by improving facilitator diversity, resource accessibility, instructional effectiveness, and learner engagement. Through targeted recruitment, structured training, and school-community collaboration, facilitators will be equipped with phonics-based teaching strategies and interactive learning activities. Initiatives such as mentorship programs, increased male participation, book-sharing programs, and phonics certification will ensure inclusive and high-quality literacy instruction. Schools will also provide gamified reading activities, structured schedules, and guided sessions to boost learner motivation and fluency. Ultimately, the program will foster stronger reading skills, improve academic performance, and cultivate a lifelong love for reading.

5. CONCLUSIONS

1. The home reading facilitators' profiles revealed that the majority were between 30 and 39 years old, predominantly female, belonged to families with a monthly income of P20,000 to P39,999, were college graduates, had two children, and spent 1.0 to 1.9 hours teaching reading at home.

2. The home reading facilitators frequently utilized the phonics approach, with a general mean rating of 3.03 for reading motivation, 3.04 for reading materials, 3.05 for reading sessions, and 3.07 for reading engagement.

3. Grade 2 learners demonstrated proficient reading skills in Filipino, particularly in letter recognition, phonemic awareness, word decoding, and reading comprehension.

4. A significant difference was observed in the home reading facilitators' support utilizing the phonics approach based on their profile, including age, sex, monthly family income, highest educational attainment, number of children, and daily hours spent teaching reading at home.

5. A moderately positive and significant correlation was found between the home reading facilitators' support utilizing the phonics approach and the reading skill levels in Filipino of Grade 2 learners; thus, the null hypothesis was rejected.

6. An enhanced school reading program was developed to strengthen home reading facilitators' support in utilizing the phonics approach and to improve the reading skill levels in Filipino of Grade 2 learners.

6. RECOMMENDATIONS

1. Schools should provide targeted training programs tailored to the demographic characteristics of home reading facilitators to enhance their effectiveness in teaching reading at home.

2. Educators should encourage home reading facilitators to continue using the phonics approach while integrating additional strategies to further improve reading motivation, materials, sessions, and engagement.

3. Teachers should sustain and enhance reading instruction in Filipino by incorporating diverse and interactive learning activities that reinforce letter recognition, phonemic awareness, word decoding, and comprehension.

4. Future reading programs should consider the varying profiles of home reading facilitators to ensure that support and interventions are appropriately designed for their specific needs and circumstances.

5. Schools should strengthen collaboration with home reading facilitators by providing regular workshops and resources that reinforce the effective use of the phonics approach to improve learners' reading skills.

6. The enhanced school reading program should be fully implemented and continuously evaluated to ensure its effectiveness in supporting home reading facilitators and improving learners' reading proficiency.

7. Further studies on the utilization of the phonics approach should explore its long-term impact on learners' reading proficiency across different grade levels and home learning environments.

7. ACKNOWLEDGMENT

REFERENCES

Adewale, S. (2024). The Nexus Between Teachers' Demographic Characteristics and Utilisation of 21st-Century Collaborative Teaching Strategies in Classrooms. *International Journal of Learning, Teaching and Educational Research*, *23*(6), 488–503. https://doi.org/10.26803/ijlter.23.6.22

Akadira, T. (2024). Financial Capacity of Indonesian Schools and Community Learning Centers in Kota Kinabalu: A Comparative Analysis. *AL-ISHLAH Jurnal Pendidikan*, *16*(3). https://doi.org/10.35445/alishlah.v16i3.5599

Amalia, D. (2022). The Importance of Sight Word Recognition to Improve Reading Fluency. *JELP: Journal of English Language and Pedagogy*, *1*(2), 102–115. https://doi.org/10.58518/jelp.v1i2.978

Belbes, M. E., Bandoy, M. M., Tan, C. S., Yazon, A. D., & Buenvinida, L. P. (2022). Effectiveness of Jolly Phonics Program towards Strengthening of Language Literacy: Experimental Case in the Philippines. *International Journal of Theory and Application in Elementary and Secondary School Education*, *4*(2), 202–218. https://doi.org/10.31098/ijtaese.v4i2.1077

Calıskan, E. F., & Ulas, A. H. (2022). The effect of parent-involved reading activities on primary school students reading comprehension skills, reading motivation, and attitudes towards reading. *International Electronic Journal of Elementary Education*, *14*(4). https://doi.org/10.26822/iejee.2022.260

Chen, D., & Macleod, G. (2021). Effectiveness of Digital Tools to Support Pupils' Reading in Secondary School. *International Journal of Mobile and Blended Learning*, *13*(2), 1–16. https://doi.org/10.4018/ijmbl.2021040101

Ecalle, J., Dujardin, E., Labat, H., Thierry, X., & Magnan, A. (2023). *Profiles of learner readers and their early literacy skills and environmental predictors: a large-scale longitudinal study from preschool to grade 1*. *8*. https://doi.org/10.3389/feduc.2023.1189046

Georgiou, D., Diery, A., Mok, S. Y., Fischer, F., & Seidel, T. (2023). Turning research evidence into teaching action: Teacher educators' attitudes toward evidence-based teaching. *International Journal of Educational Research Open*, *4*, 100240. https://doi.org/10.1016/j.ijedro.2023.100240

Hania, N. I., Fauzi, N. M. S., Suteja, N., Pangestu, N. E. S., Faiqotussana, N., & Rosyada, N. M. F. (2022). The Phonics Method in aṣwat learning and its influence on the reading ability of Ibtidaiyyah madrasah students. *Al Mahāra Jurnal Pendidikan Bahasa Arab*, *8*(2), 231–247. https://doi.org/10.14421/almahara.2022.082-03

Hermoso, B. E., & Valle, A. M. (2023). Pupils' Reading Motivation, Strategies, and Performance: Basis for Reading Intervention Program. *International Journal of Research Publications*, *126*(1). https://doi.org/10.47119/ijrp1001261620224975

Hulme, R. C., Webber, C. E., Fox, A. C., Ricketts, J., Shapiro, L. R., & Taylor, J. S. H. (2022). Do family learning phonics courses improve parents' reading-related skills and ability to support their children's reading? *Journal of Research in Reading*, *45*(3), 258–276. https://doi.org/10.1111/1467-9817.12377

Kheang, T., Chin, P., & Em, S. (2024). Reading Motivation to Promote Students' reading Comprehension: A review study. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.4760870

Khotimah, H., Abidin, N. R., Wahono, N., & Suweleh, W. (2023). The Phonics approach improves early reading skills in preschoolers aged 4-5 years. *Jurnal Pendidikan Anak Usia Dini Undiksha*, *11*(1), 24–30. https://doi.org/10.23887/paud.v11i1.56614

Kuhn, M. R., & Stahl, K. A. D. (2022). Teaching reading: Development and differentiation. *Phi Delta Kappan*, *103*(8), 25–31. https://doi.org/10.1177/00317217221100007

Lesperance, K., Hofer, S., Retelsdorf, J., & Holzberger, D. (2022). Reducing gender differences in student motivational-affective factors: A meta-analysis of school-based

interventions. *British Journal of Educational Psychology*. https://doi.org/10.1111/bjep.12512

Loi, N. V., & Thanh, D. T. K. (2022). Engaging EFL Learners in Reading: A Text-Driven Approach to Improve Reading Performance. *Teaching English as a Second or Foreign Language--TESL-EJ*, *26*(4). https://doi.org/10.55593/ej.26102a5

Mashiach, A. & Davidovich, N. (2023). Parental Involvement in their Children's Education as a Function of Family Size: The Case of Israel. *Education and Society*, *41*(1), 87–104. https://doi.org/10.7459/es/41.1.06

Moller, H. L., Mortensen, J. O., & Elbro, C. (2021). Effects of integrated spelling in phonics instruction for at-risk children in kindergarten. *Reading & Writing Quarterly*, *38*(1), 1–16. https://doi.org/10.1080/10573569.2021.1907638

Murphy, Y. E., Zhang, X., & Gatzke-Kopp, L. (2022). Early executive and school functioning: Protective roles of home environment by income. *Journal of Applied Developmental Psychology*, *78*, 101369. https://doi.org/10.1016/j.appdev.2021.101369

Piasta, S. B., & Hudson, A. K. (2022). Key Knowledge to Support Phonological Awareness and Phonics Instruction. *The Reading Teacher*, *76*(2), 201–210. https://doi.org/10.1002/trtr.2093

Presquito, R. M. E., & Madrigal, D. V. (2022). Passion and Resilience: Experiences of Public Primary School Teachers in Handling Children with Reading Difficulties in Online Teaching. *Asian Journal of Advanced Research and Reports*, 67–80. https://doi.org/10.9734/ajarr/2022/v16i1030511

Sabila, N. N. P., & Ain, N. S. Q. (2023). The Role of Teachers as Facilitators in Fostering Reading Interest Among Grade II Students at SDN 177 Pekanbaru. *Didaktik Jurnal Ilmiah PGSD STKIP Subang*, *9*(2), 5953–5964. https://doi.org/10.36989/didaktik.v9i2.1384

Siregar, D. Y., Khairani, K., & Lubis, Y. (2023). The influence of phonological awareness on early literacy development. *Guruku: Jurnal Pendidikan Dan Sosial Humaniora*, *1*(3), 01-14. https://doi.org/10.59061/guruku.v1i3.185

Thage, E. M., Mokgosi, P. N., & Mthembu, J. T. (2021). Exploring the effects of implementing guided reading approach to enhance the reading proficiency of English second language learners in South Africa. *Problems of Education in the 21st Century*, *79*(6), 971–992. https://doi.org/10.33225/pec/21.79.971

Troyer, M. (2022). Teacher Knowledge and Questioning in Classroom Talk about Text. *Literacy Research and Instruction*, *62*(2), 1–26. https://doi.org/10.1080/19388071.2022.2074328

Utami, S., & Musthafa, B. (2023). The utilization of Phonics songs in Phonics reading classes in Indonesia: Teachers' perspectives. *Jurnal Pendidikan Bahasa Dan Sastra*, *22*(2), 201–208. https://doi.org/10.17509/bs_jpbsp.v22i2.55911

Vasilyeva, M., Inna Antipkina, Coughlan, M., & Kardanova, E. (2021). Sex differences in first graders' literacy skills are mediated by parental input. *Journal of Applied Developmental Psychology*, *76*, 101318–101318. https://doi.org/10.1016/j.appdev.2021.101318

Zucker, T. A., Oh, Y., Smith, K. C., & Baker-Finck, J. (2022). Low-Income Elementary Students Access to Books & Reading Motivation. *Reading Psychology*, *43*(3–4), 250–276. https://doi.org/10.1080/02702711.2022.2094040