

RELATIONSHIP BETWEEN PEDAGOGICAL SUPPORT AND READING COMPREHENSION IN TEACHERS OF THE LOCAL EDUCATIONAL MANAGEMENT UNIT OF PIURA

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Abstract

This study analyzes the correlation between pedagogical support and reading comprehension in teachers at the UGEL of Piura. The objective was to see how teaching support affects teachers' reading comprehension skills. The research is basic, quantitative, with a non-experimental correlational design. To do so, two questionnaires were tested on 50 primary school teachers chosen by purposive sampling; these teachers participate extensively in educational support measures. The results demonstrate that consistent, well-structured support greatly improves reading skills, including literal, inferential, and critical comprehension. Furthermore, it is concluded that frequent and good help increases connection and sense of ability among teachers about their skills, helping to increase teaching and learning in students.

INTRODUCTION

Difficulties in reading comprehension in students and teachers represent a real challenge for current education, because this situation directly affects the quality of learning. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019), the low level of reading skills in young people is a global problem, which impedes academic and professional advancement. However, this situation can also be observed in education in Piura, Peru, where evaluating teachers' reading comprehension often presents limitations at both the literal and inferential and critical levels. In this scenario, support through pedagogical accompaniment appears to be a good way to improve reading skills in teachers, promoting good teaching practices and, therefore, quality education.

Several studies support the influence of pedagogical support in improving reading. For example, Villegas and Buenaño (2023) determined that 60% of teachers in the neighboring country of Ecuador understood the texts they read well, demonstrating the connection between lifelong learning and reading skills. Similarly, Gallego et al. (2019) consider that understanding a text begins from the first contact with the work until critical ideas are extracted, a process that can be strengthened with special pedagogical support and support. Thus, there are new studies in several countries worldwide that have shown that providing pedagogical support in an orderly and clear manner can contribute to greatly improving the levels of reading comprehension in teachers, thus helping their professional practice as well.

Based on this problem, this research article aims to answer the question: What is the relationship between pedagogical support and reading comprehension levels among teachers at a Local Educational Management Unit (UGEL) in Piura? Understanding this connection will help find effective ways to provide support that favors the improvement of teachers' reading comprehension skills, which will raise the quality of education in the region. Therefore, the main objective of this study is to determine the relationship between pedagogical support for teaching and the reading comprehension skills of teachers at a UGEL in Piura.

According to data from a study conducted by the Peruvian Ministry of Education (MINEDU) (2022), the reading comprehension results are alarming. Chile had 68.3% of students placed in levels 2 and 6. These were followed by Uruguay, Costa Rica, Mexico, Brazil, and Colombia, where more than 50% of students were placed in the same categories. Argentina and Peru, meanwhile, had only 45% of their students in these categories. In the Dominican Republic, only 20.9% of students were placed in category 2, while a large

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proportion were below that level. It is important to know that Chile had 31.7% of students in the three lowest levels, while Panama and the Dominican Republic had many of their students in those groups, with figures of 65% and 79% respectively.

On the other hand, the 2019 Census Evaluation [ECE] conducted on 165,658 Peruvian students in 5,976 secondary schools showed significant difficulty in reading comprehension. Of the total number of students, 17.7% did not reach the minimum knowledge for their age. In addition, 42.0% were at the low level, indicating that they only acquired basic knowledge of what they should know for their class. Finally, only 14.5% reached the good level, demonstrating sufficient knowledge of the necessary knowledge and being ready to face the next school year.

Likewise, writers such as Solé (2012) say that reading comprehension is a "key skill" that grows "from the contact between the reader, the text, and its place; and includes complex thoughts that can be strengthened with certain methods. For his part, Menacho (2019) shows that "collaboration and cooperation strategies and the use of explanatory texts, based on interactive forms of reading management, are important to improve this skill in teachers and students. On the other hand, Bustamante et al. (2019), regarding explanatory texts, "mention that constant education and pedagogical support are important to increase the skills to understand texts. Since they let teachers "think" about their actions and implement effective strategies in their classes.

Another important investigation in this study is that of Limongi (2022), whose purpose was to determine whether pedagogical support contributed to the way teachers taught in Ecuador. The study sought to understand what factors contribute to making reading comprehension more efficient in order to improve the quality of education. Regarding the method, it was a simple search with numbers and a practical design. Therefore, the sample consisted of 30 teachers, who took a test at the beginning and another at the end. This served to obtain the results and verify whether the pedagogical support had an effect in both stages of the procedure carried out.

On another note, it should be noted that text comprehension is a difficult skill that uses many types of thinking, influenced by personal, environmental, and the text itself. It is not just about knowing a lot, but developing a talent that combines action, language, and thoughts at the same time through what has already been experienced and what is known about the topic being read. In this situation, Arreola and Coronado (2021) state that teachers see the need for students not only to be able to extract information, but also to be able to review, change, and transform what they read from their ways of thinking in order to make useful use of reading with meaning and contextually. Since, as González and Cárdenas (2020) point out, reading means understanding because it is an act where the reader creates meanings from the text. Thus, good reading is not just about repeating the content but about understanding it using logic, the same information from the text, and the reader's feelings.

According to Macay and Véliz (2019), "understanding what is read at a literal level is the basis of reading, as it helps the student admire the clear details in a text. This level is very important because if you cannot fully understand what the text directly tells, it is difficult to improve at higher levels such as inferring and evaluating. To improve this level, Hurtado and Salvatierra (2020) suggest using Problem-Based Learning (PBL), an "active" way that focuses on the student, helping them understand more of what they read through thinking and solving real problems. It also encourages searching for information and using what they know to answer important questions.

On the other hand, Salazar (2021) says that the inferential level means that the reader makes their own judgments and creates unmentioned relationships between the ideas in the text, calculating on what they already know and their ability to think. In this, the student finds important and minor ideas, foresees possible endings, understands figurative language, and makes assumptions. Ramírez and Fernández (2022) emphasize that this becomes an active and careful reading where it is essential to link old previous ones with the new hidden meanings of the text being read. Finally, the critical level, the most difficult, requires the reader to give valuable opinions, differentiate ideas, and relate the content to their personal life, as Martínez et al. (2020) say, in this way it shows a deep and reflective understanding of the text being read.

Pedagogical coaching is an ongoing, formative process where an experienced expert (usually a principal, advisor, or lead teacher) provides support, assistance, and feedback to other teachers to improve their teaching (Mejía-Janampa et al., 2025). This support is not about monitoring, but rather about creating spaces

where teachers can think critically, share knowledge, and jointly build teaching strategies that focus on teachers' professional growth and improving student learning.

On the other hand, regarding reading comprehension, the teacher's pedagogical support can significantly change the way teachers teach by using active ideas, different methods, and ways that place the student in the middle (Almidón, 2024). For this reason, with the help of other experienced teachers, teachers can observe and improve their reading teaching methods, create activities that help with different levels of reading comprehension (literal, inferential, and critical), and create varied and useful resources that facilitate students' contact with books. Furthermore, it encourages measuring what has been learned and monitoring reading progress, allowing for more effective teaching decisions to be made to help each student. In this sense, support becomes an important way to improve the quality of the processes of teaching and learning to read in the classroom.

On the other hand, Abanto et al. (2021) point out that educational support is seen as an important way to improve teachers' skills both alone and together, with the goal of creating better classes and, therefore, helping students learn. This constant path not only helps teachers' work but also provides spaces to reflect on their strengths, needs, and teaching methods. However, the Economic Commission for Latin America (CEPAL by its acronym in Spanish, 2020) states that "in spaces of continuous change such as the virtual one, several teachers faced various difficulties, especially due to not knowing how to use digital tools and strategies to manage virtual spaces. In the case of Peru, 55% of teachers "had to quickly switch to using digital platforms," which shows the urgent need to strengthen pedagogical support in situations where face-to-face collaboration is not possible.

In this context, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019) proposes the critical-reflective approach as a support for teachers to build a strengthened teacher identity by reflecting on their own teaching work, making good decisions, and critically analyzing new knowledge to improve student learning. On the other hand, the inclusive approach proposed by León et al. (2025) seeks to reduce the barriers that hinder learning. In this way, schools can be created that can respond to all diverse needs and change educational rules, methods, and actions to ensure everyone participates and leave no one out. Ultimately, the critical intercultural approach is based on dialogue between cultures and promotes respect for the differences in who we are culturally and linguistically. but it also challenges the social forms that sustain inequality and discrimination (Millán-Gómez, 2024).

In this context, it is very important to thoroughly analyze the link between pedagogical support and teachers' reading comprehension skills, because improving this skill impacts both their work and students' successful learning. Consequently, this article seeks to provide evidence of how regular, reflective, and context-appropriate pedagogical support could strengthen the development of teachers' reading skills, especially in cases like Piura, where there are significant challenges in education. This seeks to support ongoing changes in teaching and contribute to the development of more efficient, inclusive, and culturally relevant public policies and educational plans.

Materials and methods

The research applied in this article is of a basic type, with a quantitative approach and a non-experimental design at a correlational level, based on the fact that Hernández et al. (2014) indicate that a correlation can be established between two variables studied. The objective was to discover the relationship between pedagogical support and reading comprehension in teachers at a UGEL in Piura. Therefore, to obtain the data, a survey was used, which projected data directly from the teachers on the variables being studied. Hence, two structured questionnaires were designed as measurement tools and previously validated. These instruments were aimed at a group of 50 primary school teachers affiliated with the UGEL in Piura where this research was carried out. This sample was selected through intentional sampling with inclusion criteria such as actively participating in educational support actions and having time to properly fill out the data collection instruments.

For their part, the validity and reliability of the instruments were ensured through a process of expert review and the application of internal consistency statistical analysis (Cronbach's alpha), arriving at numerous good ones for use in the study (Castañeda et al., 2024). For the analysis of the results, descriptive statistical methods were used to review the variables. Afterwards, an analysis was done to understand how the variables are connected using the number called Pearson's correlation coefficient, in order to find any

important relationship between pedagogical accompaniment and reading comprehension in teachers. For this, a statistical program was also used, which is version 25 of SPSS.

From this, the significance level was established at 0.05. The inference made from these results, based on regulatory criteria for correlations, allowed for the establishment of a correlation between the variables studied. This method of analysis clearly and unbiasedly demonstrated the link between providing pedagogical support to teachers and reading skills. Furthermore, it facilitated the identification of areas where improvements could be made in teacher preparation, as well as in their initial training and in their teaching methods.

RESULTS

Below are the results of a study on the link between educational support and reading proficiency among teachers at a UGEL (University of El Salvador) in Piura. It should be noted that the data obtained were examined using descriptive and correlational statistical techniques, with the aim of identifying whether a correlation exists and its nature.

1. Profile of pedagogical accompaniment built with the support of UGEL directors

Table 1.

Frequency of pedagogical support identified by managers

Category	Frequency	Percentage (%)
Always (100%)	30	60%
Sometimes (intermittent)	20	40%
Total	50	100%

Source: Data collected in the survey.

Table 1 shows that of the 50 principals surveyed, 30 (60%) say that mentoring in teaching occurs on a fixed or constant basis, that is, it is always provided. On the other hand, 20 principals (40%) say that this mentoring is not continuous; rather, it is sometimes provided and sometimes not.

These data show that, although a large majority of schools have a consistent teacher mentoring program, 40% of these cases are still implemented irregularly, which could affect the continuity and effectiveness of teachers' professional growth. Therefore, the lack of consistency in this strategy limits its impact on improving teaching practices and student learning. This scenario shows the need to strengthen and enhance the rules of educational institutions to ensure that teachers continue to be supported, and also to teach managers how to plan and monitor compliance, making it part of the way of proceeding in educational units.

2. Level of reading comprehension in teachers, based on their perception

Table 2.

Reading comprehension level according to teachers' perceptions

Category	Frequency	Percentage (%)
Always understand what they read	45	90%
Sometimes understand what they read	5	10%
Total	50	100%

Source: Self-reported data from the survey.

Table 2 shows that, according to the opinions of the teachers surveyed, 90% (45 out of 50) believe that they always understand what they read, but only 10% (5 teachers) say that what is read is sometimes well understood.

This data shows that teachers have a positive opinion of their own level of reading comprehension. However, since the data are expressed by the teachers themselves, it is necessary to determine whether there are biases or overestimations of their own skills, which could change the reality of reading in the classroom.

Furthermore, if this opinion is compared with clear data from typical exams, flaws may be identified that show that more accurate and useful monitoring systems need to be improved to develop this skill. Thus, this information is a start to think about how this competence is developed in teachers, to find possible flaws between what teachers believe and what happens in reality, such as the search for alternatives that promote good reading comprehension among teachers.

3. Relationship between pedagogical support and reading comprehension

Table 3.

Relationship between pedagogical support and reading comprehension

			Reading Comprehension		Total
			Sometimes	Always	
Pedagogical Support	Sometimes	Count	5	15	20
		%	10,0%	30,0%	40,0%
	Always	Count	0	30	30
		%	0,0%	60,0%	60,0%
Total		Count	5	45	50
		%	10,0%	90,0%	100,0%

Note: Results of the instruments applied.

Table 3 shows how the frequency of pedagogical support and the level of text comprehension are intrinsically related, using the data provided by the 50 teachers. Within the group of those who said they sometimes receive support, 75% (15 teachers) said they always "understand what they read," while 25% (5 teachers) said they only occasionally understand what they read. On the other hand, among the teachers who said they receive pedagogical support all the time, 100% unanimously agreed that they always understand what they read. It is important to note that there were no cases where reading comprehension occurred only rarely, even with constant pedagogical support.

These results reveal a close relationship between consistent teacher support and good reading comprehension. In particular, all teachers who receive ongoing support believe they know how to read books well; this is very different from the trend seen in places where support is insufficient or inconsistent. This sample demonstrates that teacher support, when provided frequently and in an organized manner, can greatly aid the development of reading skills, because it helps improve teaching practices, encourages the use of useful strategies, and provides meaningful feedback.

However, it is suggested that these findings be reinforced with data from clear tests to determine whether teachers' opinions are biased and to fully understand the relationship between the two variables. In short, the results support the idea of teacher support as an essential action for constantly improving educational quality, especially in the field of reading and understanding texts.

4. Analysis of the impact of accompaniment on specific levels of understanding

Table 4.

Correlation coefficient according to reading comprehension level

Comprehension level	Correlation de coefficient (r)	Significance (p)
Literal	0.58	< 0.01
Inferential	0.62	< 0.01
Critical	0.65	< 0.01

Note: Results for all levels based on the results of the software used.

Table 4 shows the results of the correlation analysis between teachers' teaching support and reading comprehension levels, particularly at the literal, inferential, and critical levels. Furthermore, the Pearson correlation coefficients obtained were 0.58 for the literal level of reading comprehension, 0.62 for the inferential level, and 0.65 for the critical level, all with statistical significance levels less than 0.01. These data show a positive and significant relationship between teaching support and the different levels of reading comprehension.

From this, it is observed that the more common or efficient pedagogical support is, the higher the level of reading comprehension among teachers. This relationship is most intense at the critical level. This allows

us to understand that pedagogical support not only helps improve simple reading skills, but also facilitates complex mental processes such as analyzing, evaluating, and critically judging what is read.

However, the statistical significance of the three coefficients ($p < 0.01$) reinforces the validity of the findings, indicating that the correlations found are not due to chance and can be viewed as reliable from an inferential perspective. Therefore, the results help confirm that ongoing pedagogical support is a good way to improve teachers' reading skills, especially those related to critical thinking. This finding supports the idea of creating educational policies that make pedagogical support mandatory as a key instrument for improving teacher performance and, thus, the quality of education.

DISCUSSION

The findings of this study show a strong and positive connection between pedagogical support from principals and teachers' reading skills at a UGEL in Piura. Specifically, it was found that the more frequent support is provided, the better the work on basic reading, deep comprehension, and critical analysis, which is consistent with previous studies and supports pedagogical support as a way to improve reading skills in the teaching group (Mejía-Janampa et al., 2025).

Furthermore, the strong relationship ($r = 0.65$, $p < 0.01$) shows that educational support not only helps but also directly impacts teachers' reading skills. This is very important because teachers' ability to understand texts is reflected in the quality of teaching and in the development of students, creating a positive cycle (Armijos et al., 2023). The positive relationship between the literal, inferential, and critical levels also highlights that positive support can address different reading skill points, helping to develop better and more critical reading comprehension.

These results support the hypothesis that suggests that pedagogical support for teachers, when consistent and appropriate, helps improve important skills in their work, such as reflection on their own teaching work. Furthermore, comparison with studies from other countries, such as that of Villegas and Buenaño (2023), proves that having good reading comprehension in educational subjects is related to better work results.

This study highlights the importance of educational institutions improving the forms of pedagogical support for teachers as a means of developing the reading skills of the teaching team (Vela, 2023). Likewise, using monitoring and constant support plans can be a good option to improve the quality of teaching, which agrees with what was stated by Mejía-Janampa et al. (2025), who points out that it also favors the production of continuous improvement environments and guarantees that teachers can take actions in class based on a good understanding of the books and situations.

However, it is important to note certain limitations. For example, the sample, composed of 50 teachers, although representative, may limit the generalization of the results to other places or areas. Also, the measurement of pedagogical support and reading comprehension was done with self-reported surveys, which could lead to biases in the data. Furthermore, the way the study was conducted makes it impossible to establish causal relationships between the variables; therefore, future research could analyze whether the relationship between the variables is maintained over time or changes occur under certain conditions.

In conclusion, the results show the great importance of pedagogical support as a key factor in improving teachers' reading skills. Furthermore, the application of support and monitoring methods can be a good way to improve education, with a potential positive impact on the way we teach and learn. Finally, it is good that schools consider these tests to create training and support plans that improve the quality of education that children receive in educational institutions.

CONCLUSIONS

The study's findings show that pedagogical support, provided primarily by principals, is a key way to improve teachers' reading comprehension at the Piura UGEL (General Education University of Piura), where the study was conducted. Furthermore, the research shows that consistent pedagogical support in teaching helps raise teachers' reading comprehension levels in different areas, such as simple reading comprehension, nonspecific reading comprehension, and critical reading.

These points are very important for achieving good educational practice. It also shows that the frequency and quality of pedagogical support impacts teachers' reading and text analysis skills. Furthermore, leaders frequently support their teachers (all or almost all the time, according to the research results), and teachers

tend to better understand what they read, which improves their teaching and the training they provide to their students.

This finding underscores that schools need to have consistent rules and forms of accompaniment and supervision that provide feedback and guidance to teachers in their daily work. Furthermore, the study points to the need to enhance leadership skills in education to improve pedagogical support. The active and regular participation of leaders in guiding teachers not only contributes to teachers' professional growth but also impacts the teaching-learning process, making the school environment more thoughtful and focused on the quality of knowledge. Elsewhere, the data indicates that the way teachers view their reading skills improves when they feel supported and assisted by school leaders. This shows that the accompaniment plan not only has clear effects on skills, but also on how teachers view their own abilities, strengthening their confidence and desire to continually improve their teaching.

In short, the study shows that pedagogical support is very important for teacher learning and improvement. Furthermore, strengthening it can lead to improved reading levels and therefore better and more appropriate teaching in local schools. Likewise, promoting institutional regulations that prioritize this support, in a frequent and thoughtful process, will be key to raising teaching quality standards.

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