Enabling factors of the reading performance of primary grades in selected remote elementary schools in Magallanes District

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Abstract: The study aimed to determine the teachers' level of enabling factors and the parental level of enabling factors on the reading performance of primary grade pupils in selected remote elementary schools in Magallanes District. Through a comprehensive assessment, this study identified key areas namely: teacher proficiency; mastery of subject matter; communication skills; teaching styles; and professional development, as well as parental practices in the home; parental involvement in school reading activities; and attitudes toward reading that may influence pupils' reading performance. The study utilized a survey questionnaire that was tried out among nine teachers and 95 parents in selected remote elementary schools in Magallanes District. To test its reliability, the survey questionnaires were then given to 30 teachers and 30 parents of other schools in Magallanes District. The study used a descriptive-correlational design. Additionally, the study examines the Comprehensive Rapid Literacy Assessment (CRLA) results to establish a baseline for pupils' reading performance, providing insights into areas for targeted intervention. Result showed a statistically significant relationship between reading performance and teacher-enabling factors, revealing that reading performance tends to improve when teacher-enabling factors improve. However, the relationship between reading performance and parental enabling factors appears to be lower, suggesting that the relationship between reading performance and parental enabling factors is not statistically significant. The findings from this research may have implications for action plans and instructional strategies meant to enhance pupils' reading performance.

Keywords: Comprehensive Rapid Literacy Assessment, Parental Enabling Factors, Reading Performance, Teacher Enabling Factors

INTRODUCTION

Reading is the process of decoding meaning from a written or printed text to understand its meaning and gain information or knowledge. Nordquist (2019) explained that reading is an active cognitive activity in which people interpret written or printed symbols to understand the material and derive meaning, ultimately leading to the acquisition of knowledge or information.

Previous studies have extensively examined the pivotal roles of teachers and parental involvement in their pupils' reading performance. Parental involvement was a significant success determinant factor in pupils' reading skills development (Iroegbu&Igweike, 2020). If parents focused on improving their children's reading early on, they could better develop reading as a routine activity (Bano et al., 2018). Similarly, the teacher is essential in helping each child on his or her reading journey (Starke, 2020). Students also agreed that specific strategies for teachers

could help reduce reading problems, such as group reading, repetitive reading, reading aloud, story mapping, and proper guidance (Shah, 2022). The synergy between parental encouragement at home and the tailored instruction provided by teachers at school forms a robust foundation for a pupil's reading proficiency.

The Department of Education (DepEd) has undertaken deliberate efforts to elevate the reading abilities of Filipino learners through structured reading andwriting activities to cultivate independent readers and writers. Despite these efforts, Filipino students still scored lower than the OECD average in reading comprehension in the 2022 Programme for International Student Assessment (PISA) among 81 participating countries (DepEd, 2022). Such results can often be attributed to the roles of both teachers and parents in pupils' reading development. A study shows that pupils with high reading achievement have parents who were involved in comprehension activities, while those parents who have less participation in reading activities tend to have a lower level of reading achievement. The problems encountered with reading were met when parents did not know how to read, were busy, blind, mute, not interested, or tired (Naranjo, 2019).

In the Magallanes District, teachers diligently facilitate daily reading remedial sessions aimed at aiding struggling readers. These sessions are designed to provide targeted and personalized assistance to pupils who face challenges in their reading abilities. By focusing on individual needs and employing tailored strategies, teachers work to enhance comprehension, fluency, and overall literacy skills. Moreover, the full potential of these efforts often hinges on the active involvement and support of parents. However, the involvement of parents in reading activities within the Magallanes district, particularly in remote areas, is notably limited. Despite the school's efforts to encourage parental participation, there remains a significant lack of engagement from parents in fostering reading activities within the educational setting. This absence of parental involvement in school-based reading initiatives poses a challenge to creating a comprehensive and supportive environment for enhancing pupils' reading abilities.

As a result, at Pupotsan Elementary School, one of the schools in Magallanes District, located at Barangay Taod-oy, Magallanes, Agusan del Norte, the findings of the End of the School Year (2022-2023) Comprehensive Rapid Literacy Assessment (CRLA) unveiled a notable observation. Of the 63 students enrolled in Grades 1 to 3, 24, or 38% of the population were categorized as light refreshers; these pupils are proficient in ideas and abilities from the previous grade level but still need practice to increase their literacy. Forty percent (40%) were categorized as moderate refreshers and 22% as full refreshers. These pupils require assistance and practice as they need a solid grasp of the concept from the previous grade level. Given these findings, it becomes imperative to delve into the underlying factors that may have contributed to the improvement of the reading performance of these pupils.

Investigating the roles of teachers and parental involvement in this remote context can empower educators with practical strategies, promote community engagement, inform policy decisions, and ultimately improve pupils' reading performance. The findings of the study can inform educational policies and practices in remote areas, fostering improved reading outcomes for young learners. Additionally, the study seeks to contribute to the existing body of research by shedding light on remote elementary schools' unique challenges and opportunities, thus enriching the understanding of equitable education in diverse contexts.

Problem Statement

This study was conducted to determine the teacher-related and parental enabling factors that may have affected the reading performance of primary grades in selected remote elementary schools in Magallanes District as a basis for an action plan.

Specifically, it sought to answer the following questions

1. What is the level of teacher enabling factors that may affect pupils' reading performance?

2. What is the level of parental enabling factors that may affect pupils' reading performance?

3. Is there a significant relationship in the reading performance of the pupils and the level of teacher enabling factors; and level of parental enabling factors?

Theoretical framework

This study was anchored to Vygotsky's Socio-Cultural Theory. This theory could have provided a solid foundation for understanding the complex interactions between parents, teachers, and pupils in the context of reading development. Vygotsky's Socio-Cultural Theory underscored the significance of social interactions and cultural context in cognitive development. This theory highlighted the dynamic nature of the learning process, emphasizing that cognitive development is not a static, individual endeavor but a continuously evolving interplay between the learner and their social environment (Vygotsky, 1978 as cited by Kurt 2020).

One of the critical concepts of Vygotsky's theory is the Zone of Proximal Development, which emphasizes how scaffolding and guidance from parents and teachers, contribute to the child's reading skills. Scaffolding is a process wherein a knowledgeable mentor provides structured support to the learner, gradually reducing assistance as the learner becomes more competent. This process ensures that the child is consistently challenged within their Zone of Proximal Development (ZPD), promoting optimal cognitive growth (Vygotsky, 1978, as cited by Ibrahim et al., 2023).

Teachers are instrumental in creating a supportive Zone of Proximal Development (ZPD) for their students (Structural Learning, 2021). They can employ strategies such as guided reading sessions, interactive discussions about texts, and providing appropriate reading materials that are challenging yet within the pupil's grasp. Vygotsky's emphasis on social interaction suggests that teachers should actively engage with pupils during reading activities, offering scaffolding and feedback to help bridge the gap between the pupil's current reading abilities and their potential.

The theory described above is assumed to be directly connected to this study since the primary aim is to determine how teachers and parents affect pupils' reading performance. By understanding and applying Vygotsky's Socio-Cultural Theory, both teachers and parents can substantially shaped pupils' reading performance. Through this theory, teachers and parents can create a supportive and culturally responsive learning environment, providing appropriate scaffolding and fostering meaningful social interactions to nurture a pupils' reading development.

METHODOLOGY

Research design
The study utilized a descriptive-correlational research design. It sought to determine the level of teacher-related and parental-enabling factors. And it investigated whether there was a significant relationship in the pupils' reading performance and the teacher-related and parental enabling factors. From this, the possible enabling factors were identified to serve as the basis for crafting an action plan suited to the characteristics of the recipients.

Locale of Study
The study was conducted in the three selected remote schools in Magallanes District, which included Pupotsan Elementary School, Milan Elementary School, and Townsite Elementary School.

Respondents of the study
This study involved a total of nine (9) teachers and 125 parents of the Grades 1–3 pupils of Pupotsan Elementary School, Milan Elementary School, and Townsite Elementary. The Table presents the participation of teachers and parents in the study across different grade levels. In Grade 1, there were 3 teachers and 37 parents involved. Similarly, Grade 2 and Grade 3 each had 3 teachers and 40 parents, and 3 teachers and 48 parents respectively. Overall, the study included 9 teachers and 125 parents across the three grade levels, resulting in a total of 95 participating parents and 9 teachers.

Selection and Description of Respondents
This study adopted a probability sampling approach, employing cluster sampling with random selection. The participant selection process utilized the fish- bowl technique, where the researcher listed the names of teachers and parents, assigning each a unique number. Subsequently, nine teachers and 95 parents were randomly drawn as the respondents for this study from the compiled list.

Data Gathering Instruments
The instrument used in this study was a survey questionnaire developed by the researcher. The survey questionnaire consisted of ten indicators for each variable of the teacher-related and parental enabling factors. The respondents rated their level of agreement on the statements provided using a four-point scale, with one being the lowest and four as the highest. Moreover, to determine pupils' reading performance, the Comprehensive Rapid Literacy Assessment tool was utilized.

Data Gathering Procedure
The researcher-made survey questionnaire mentioned in the previous section was the main tool used for data collection. To carry out the study, a letter of consent was obtained. The said letter was signed and granted by the SchoolsDistrict Supervisor of Magallanes District and to the School Heads of the selected elementary schools in Magallanes, Agusan del Norte. After the consent was granted, the questionnaires were administered personally by the researcher to the respondents for the proper security of the survey questionnaires. The administration was

undertaken for one day. The survey was conducted in the respective classrooms of teachers while the parents were gathered in one classroom. The researcher will first oriented the respondents on what the survey was about. The directions for answering the survey were also clarified. The respondents were given at most one hour to answer the survey. The questionnaire was then be retrieved from the respondents after the allotted time.

Data Analysis Procedure

The answers of the participants on the level of teacher and parental enabling factors affecting pupils' reading performance were analyzed and interpreted with the use of the following scale of statistical mean, range, value and descriptive equivalents.The statistical treatment employed in the study involved two main methods tailored to address the research objectives effectively. The weighted mean was used to assess the level of teacher enabling factors and parental enabling factors, providing an aggregated measure of how these variables were perceived or rated. Meanwhile, the Pearson Product Moment Correlation was applied to examine whether a significant relationship exists between the pupils' reading performance and the identified levels of teacher and parental enabling factors. This correlation analysis helped determine the strength and direction of the relationship, thereby offering insights into whether improvements or variations in teacher and parental support are associated with changes in student reading outcomes. Together, these statistical treatments ensured that the data were systematically analyzed to answer the study's key research questions.

DISCUSSION OF FINDINGS

Level of teacher enabling factors that affect pupils' reading performance in terms of teacher's proficiency, mastery of subject matter, communication skills, teaching styles, and professional development

The findings on teacher enabling factors in relation to pupils' reading performance reveal several crucial insights across five major dimensions: proficiency, subject matter mastery, communication skills, teaching styles, and professional development.

First, the weighted mean analysis showed that teachers' overall proficiency in enabling factors related to reading instruction was high, with the strongest indicator being their ability to effectively engage pupils in reading activities (mean = 3.56, classified as "strongly agree"). This suggests that teachers excel at sustaining pupils' interest in reading, creating an excellent foundation for improving other instructional areas. Even though individualized instruction for struggling readers and providing challenges for advanced readers received lower—but still positive—means (mean = 3.00), it implies that while teachers generally agree on their competence, these areas may need targeted support. This is strongly supported by Esparagoza and Lumapenet (2023), who found that teacher proficiency significantly influences pupils' reading outcomes, and by Educationlinks (2020), which emphasized the need for linguistic and pedagogical competence.

Regarding subject matter mastery, the teachers rated themselves highly in understanding reading-related content, addressing misconceptions, and reflecting their expertise in pupils' reading progress (mean = 3.22). These results underline that teachers' firm grasp of reading concepts enables them to guide students effectively. However, slightly lower scores (mean = 3.00) on enhancing understanding through real-life examples and confidently addressing pupils'

questions suggest areas for development. These findings align with the works of Ali et al. (2023), Laghari et al. (2023), and Garba (2019), which consistently highlight that subject matter mastery is a key driver of student achievement.

For communication skills, the highest-rated indicator was teachers' ability to actively listen to pupils (mean = 3.44), showing they create a supportive environment for interaction. However, challenges were noted in using age-appropriate language, providing constructive feedback, and influencing reading performance through communication (lowest mean = 3.00). This suggests that while communication is generally effective, targeted improvement could enhance clarity and student motivation. Jakhanwal (2021), Mathur (2020), and Sword (2020) support this finding by asserting that strong communication skills are central to teaching success, motivation, and classroom management.

The study also assessed teaching styles, revealing that teachers are effective at encouraging active participation and discussion during reading (highest mean = 3.44), reinforcing the importance of interactive and engaging strategies. However, they were less effective at promoting independent reading and motivating pupils to read outside school (lowest mean = 3.00), suggesting an over-reliance on structured sessions. This matches findings from Ridwan et al. (2019), Chetty et al. (2019), and Doria (2019), which stress the importance of matching teaching styles with pupils' learning preferences to enhance reading outcomes.

Finally, in terms of professional development, teachers acknowledged access to resources, peer collaboration, and the creation of reading interventions as positive outcomes (highest mean = 3.11). Yet, the consistently lower ratings (mean = 3.00) across indicators related to ongoing training, alignment with current research, and addressing diverse pupil needs signal a gap in continuous learning opportunities. This is supported by Baird et al. (2018) and Martinez et al. (2022), who highlight that effective professional development is critical for sustained instructional improvement and preventing reading difficulties.

In summary, the data underscore that while teachers exhibit high enabling factors across multiple domains, there are identifiable gaps—particularly in differentiated instruction, independent reading motivation, feedback communication, and consistent professional development—that require targeted interventions. Addressing these gaps could amplify the positive impact teachers have on pupils' reading performance, ensuring that all learners are supported through effective, engaging, and research-aligned instructional practices.

Level of parental enabling factors that may affect pupils' reading performance in terms of reading practices in the home, involvement in school reading activities and attitude towards reading

Findings on parental enabling factors related to pupils' reading performance reveals several interconnected dimensions: reading practices at home, involvement in school reading activities, and attitudes toward reading. Together, these elements provide a holistic picture of how parental engagement shapes children's literacy development.

First, the analysis of reading practices at home (Table 7) showed that parents generally agreed they play an active role in supporting their children's reading activities, with the highest-rated indicator (mean = 3.34) highlighting their provision of help and support in reading tasks. This reflects a positive home atmosphere that nurtures literacy development, increasing the likelihood that children will develop a strong interest in reading. However, the lowest-rated indicator (mean = 2.72), which focused on providing diverse reading materials, suggests a

potential limitation in exposing children to varied reading experiences. While parents value reading, constraints such as limited access or budget, as noted by Mirasol et al. (2021), may restrict the breadth of materials available. Still, the total weighted mean (2.99) falls within the "agree" range, indicating that parents' overall support at home is beneficial, aligning with Capotosto et al. (2017), Muniandy (2019), and Igweike (2020), who emphasized the strong link between parental involvement and early literacy development.

Turning to involvement in school reading activities (Table 8), parents reported the highest engagement (mean = 3.37) in collaborating with schools to address reading-related challenges, reflecting a positive and proactive partnership between home and school. However, the lowest indicator (mean = 2.64) revealed less frequent participation in school-based reading activities and events, suggesting that logistical or motivational barriers may limit parents' physical involvement in school programs. The overall weighted mean (3.03) still places parental involvement within the "agree" range, suggesting general support but highlighting room for greater participation. These findings resonate with the views of Purwandari et al. (2022) and Ibrahima (2021), who stress the importance of strengthening home–school connections to amplify educational outcomes.

In terms of parental attitudes toward reading (Table 9), the data revealed strong positive sentiments, with parents viewing reading as a bonding activity with their children (highest mean), reinforcing the emotional and relational dimension of literacy support. The lowest mean (2.99) emerged from indicators tied to providing varied reading resources at home, again pointing to a possible implementation gap between positive beliefs and consistent material provision. Nevertheless, the overall weighted mean (3.10) reflects a high level of supportive attitudes toward reading, showing that parents understand the value of fostering a reading-friendly environment. These results align with Positive Action (2020) and Gino (2023), who affirm that positive parental attitudes inspire children's reading engagement and contribute to better comprehension and academic outcomes.

In conclusion, the synthesis of these three domains highlights that parents play a critical role in shaping their children's reading development through both direct practices and underlying attitudes. While the data point to strong overall parental support, they also reveal specific areas where improvement is needed, such as enhancing access to diverse reading materials and increasing participation in school-led reading initiatives. Strengthening these aspects can further amplify the positive impact of parental involvement, promoting not only literacy gains but also long-term educational and social benefits for children.

Reading performance of the pupils in Comprehensive Rapid Literacy Assessment (CRLA)
The findings from the Comprehensive Rapid Literacy Assessment (CRLA) across Grades 1, 2, and 3 offers a detailed portrait of pupils' reading performance and the corresponding instructional implications.

For Grade 1, the CRLA revealed that most pupils performed well, particularly in Section A, with 16 students classified as "grade-ready," indicating strong mastery of prior grade-level reading concepts. However, gaps appeared in Sections B and C, with one pupil falling into the "full refresher" category, signaling a need for targeted interventions such as individualized and remedial instruction. As Dianela et al. (2023) emphasized, this is especially critical for pupils who have suffered learning losses due to the pandemic. The findings underscore the importance of identifying strengths while addressing gaps to ensure all pupils are adequately supported in

their literacy journey. Fauzi (2018) further affirmed that reading proficiency is foundational for academic success, making early interventions crucial.

In Grade 2, the CRLA results were similarly encouraging, with 24 pupils classified as "grade-ready" and none requiring a full refresher, reflecting the effectiveness of current teaching practices. Still, a group of pupils needed moderate (6 pupils) or light (10 pupils) refreshers, highlighting the importance of providing additional practice and guidance to reinforce their skills. Carurucan (2019) supported this by noting that teachers' use of varied instructional strategies and strong rapport with students can significantly enhance reading performance. The results suggest that targeted support for pupils in the middle ranges can elevate the overall proficiency of the class.

For Grade 3, the CRLA data showed that the majority—30 pupils—were "grade-ready," signaling strong preparedness for the next stage of literacy development. However, five pupils required a full refresher, revealing persistent challenges for a small but critical group needing intensive remediation. This echoes the model set by initiatives like Tanza Elementary School's "Catch them Before They Fall" program (DepEd, 2021), which combines remedial support and parental engagement to help struggling readers, gradually working toward eliminating non-readers in the community.

Looking at the overall cohort performance (Figure 6), the CRLA showed that out of 70 pupils, the largest group (grade-ready) displayed solid mastery of reading concepts, while smaller groups fell into light (31 pupils), moderate (19 pupils), and full refresher (6 pupils) categories. This upward trend from full refresher to grade-ready reflects an encouraging overall literacy landscape, though it also emphasizes the ongoing need for targeted instructional support. As Barnuevo and Lastrella (2023) pointed out, while various strategies such as phonics, comprehension exercises, fluency training, and creative pedagogies are employed, challenges like lack of interest, pandemic-related learning disruptions, limited parental support, and absenteeism continue to affect outcomes. Intervention programs—such as video lessons and activity sheets designed to strengthen foundational literacy—offer practical ways to bridge these gaps.

In summary, the CRLA results demonstrate that while most pupils are on track with their reading development, there remains a clear need for focused interventions targeting those at risk of falling behind. Teachers are encouraged to continue using differentiated strategies and build on pupils' strengths while addressing gaps through remedial instruction, peer mentoring, and collaborative efforts with parents. Such a multifaceted approach not only enhances pupils' reading proficiency but also contributes to broader goals of academic achievement and lifelong literacy.

Significant relationship in the reading performance of the pupils on the level of teacher enabling factors and the level of parental enabling factors

For teacher enabling factors, the study found a moderately positive correlation (r = 0.357) with pupils' reading performance, with a statistically significant p-value of 0.031 (p < 0.05). This led to the rejection of the null hypothesis, confirming that teacher-related variables significantly impact how well pupils perform in reading. This suggests that aspects such as teacher proficiency, mastery of subject matter, communication skills, teaching styles, and professional development directly influence pupils' literacy outcomes. To enhance reading achievement, the

findings recommend that schools prioritize investments in teacher preparation, access to instructional resources, and supportive classroom practices. This aligns with Cabalo et al. (2019), who emphasized the teacher's role as a molder of reading competencies and advocated providing ample reading materials for pupils to extend literacy support into the home environment.

In contrast, parental enabling factors showed only a weak positive correlation (r = 0.148) with pupils' reading performance, and the relationship was not statistically significant (p = 0.434, p > 0.05). This means the null hypothesis was not rejected, indicating no measurable direct association between parental factors—such as home reading practices, attitudes toward reading, and parental reading proficiency—and pupils' reading performance within this study's context. While these results suggest that parental involvement may not directly impact reading outcomes in this specific dataset, they do not diminish the broader importance of family engagement. Jabbar et al. (2021) emphasized that parental socioeconomic status, support, and home literacy practices shape children's reading habits, even if these did not emerge as significant predictors in the current analysis.

Notably, prior research offers contrasting evidence. Redd (2019) demonstrated that parental involvement, especially through structured activities like PTA meetings, significantly influenced pupils' reading achievement by equipping parents with strategies to assist at home. Similarly, Olatunji et al. (2023) highlighted the importance of parental dedication, recommending that parents actively challenge children to engage with books, limit screen time, and foster home-based literacy activities, while also urging government support for libraries stocked with age-appropriate storybooks.

In summary, the study underscores the critical role of teachers as direct influencers of reading performance, while suggesting that parental factors, though valuable in shaping reading habits and attitudes, may not show immediate measurable effects in every setting. To optimize literacy outcomes, schools should bolster teacher-focused strategies while still encouraging meaningful, structured parental engagement that reinforces learning both in school and at home.

CONCLUSION

The findings confirm that teacher-enabling factors — including proficiency, mastery of subject matter, communication skills, teaching styles, and ongoing professional development — have a substantial and direct impact on pupils' reading outcomes. Investing in these areas not only strengthens teachers' instructional capabilities but also fosters a positive, engaging classroom environment where pupils can thrive. Prioritizing teacher development is thus essential for promoting reading proficiency and achieving broader educational goals, as it equips educators with the tools and strategies needed to support diverse learners effectively.

The study also acknowledges the role of parental enabling factors, noting that while behaviors such as promoting reading at home, participating in school reading activities, and cultivating a love of reading are linked to children's literacy development, the statistical analysis did not find a direct measurable relationship between parental factors and reading performance within this dataset. Nevertheless, the literature and observed practices suggest that active parental involvement still plays a meaningful, supportive role in shaping positive reading attitudes and general academic success, even if its immediate effects on reading scores were not significant here. Further investigation is warranted to explore the nuanced ways parental engagement influences literacy outcomes.

The use of the Comprehensive Rapid Literacy Assessment (CRLA) provided a clear, structured picture of pupils' reading performance across categories from Full Refresher to Grade Ready, revealing an encouraging overall trend of literacy growth. While most pupils performed at or above grade level, the data also highlighted the continued need for targeted interventions to support those falling behind, ensuring they receive the necessary assistance to close learning gaps. At the same time, recognizing and reinforcing the achievements of grade-level and advanced readers remains essential for sustaining motivation and progress.

In summary, the study concludes that pupils' literacy success is largely driven by teacher-centered factors, emphasizing the urgent need to prioritize teacher preparation, professional development, and instructional support in literacy education. Although parental involvement is widely valued and linked to positive educational environments, its direct statistical relationship to reading performance was not established in this study, suggesting room for deeper research into its indirect or long-term effects. Ultimately, the path to stronger reading outcomes lies in a balanced, well-supported approach that places teacher quality and capacity at the forefront while encouraging complementary parental engagement.

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