Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

Classroom Response System for Enhancing Learner Engagement in Reading Readiness Through Interactive Tools

Donna Karen B. Madriaga [1]
1 – Abra State Institute of Sciences and Technology

Publication Date: April 24, 2026 DOI: **10.5281/zenodo.19719154**

Abstract

This study investigated the factors affecting reading readiness among learners in the Langiden District, Philippines, focusing on socio-economic status, physical health environment, home literacy environment, extent of parental participation, and engagement with gadgets and social media. A descriptive-correlational research design was employed, involving 35 teacher-respondents from Kindergarten to Grade 6 across five public elementary schools. Data were collected using a survey questionnaire and analyzed using frequencies, percentages, weighted means, and bivariate correlation. Results revealed that all five factors were perceived as having a "Very Much" (VM) influence on reading readiness, with composite means ranging from 4.29 to 4.59. The home literacy environment and parental involvement emerged as the strongest predictors. A significant relationship was found between non-academic factors and learners' reading levels. The study concludes that addressing holistic, non-academic factors is essential for enhancing reading readiness. A support program for the schools division office is recommended.

Keywords: *reading readiness, learner engagement, classroom response system, interactive tools, socio-economic status, home literacy environment, parental involvement, physical health, gadget engagement, descriptive-correlational design*

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

I. INTRODUCTION

A. Background and Rationale

Reading readiness is a critical foundation for children's success in school, as it equips them with the skills needed for literacy and lifelong learning. Beyond phonics and vocabulary, readiness is shaped by non-academic factors such as socioeconomic status, health, parental support, emotional well-being, and cultural environment. Studies show that children from low-income families face more challenges due to limited resources (Morgan et al., 2015), while parental involvement in reading enhances literacy development (Sénéchal & LeFevre, 2020). Health and nutrition are also important, as poor conditions hinder brain growth and focus (Black et al., 2017). Moreover, emotional regulation and social skills improve children's ability to learn (Denham, 2018), while cultural values and language play a role in shaping literacy (Ladson-Billings, 2020). In the Langiden District, concerns about poor reading readiness highlight the need to address both academic and non-academic influences.

B. Review of Related Literature

The study draws on the Interest-Driven Creator (IDC) theory, which explains that learning occurs when interest is sparked, sustained, and extended through engaging activities (Chen et al., 2020; Wong et al., 2019). Applied to reading, this means that stimulating curiosity and making reading enjoyable can improve literacy outcomes. However, research linking IDC directly to reading readiness remains limited, revealing a gap the study seeks to explore. Bronfenbrenner's Ecological Systems Theory further emphasizes the influence of family, school, and community, while Vygotsky's Sociocultural Theory highlights the importance of guided learning and social interaction. Together, these theories suggest that readiness to read develops not only from individual interest but also from environmental and social support. Empirical studies support this perspective. Socioeconomic status, parental engagement, emotional self-regulation, and health consistently emerge as predictors of reading readiness (Morgan et al., 2015; Sénéchal & LeFevre, 2020; Denham, 2018; Black et al., 2017). Cultural and community contexts also influence how children value reading and gain exposure to language (Neuman & Moland, 2020). At the global level, Asian countries have implemented reforms to improve access, teacher quality, and inclusion (Lavonen & Salmela-Aro, 2022). During the COVID-19 pandemic, remote learning strategies widened inequities, especially among marginalized groups (UNESCO, 2020; ADB, 2021). While recovery efforts focused on curriculum and access, less emphasis has been placed on mental health, teacher preparation, and holistic literacy support (UNESCO, 2022). These findings underscore the importance of addressing both academic and non-academic factors in preparing children for reading success.

C. Statement of the Program

The problem in this study is to determine the factors affecting reading readiness of learners of Langiden District after the pandemic.

1. What are the factors affecting reading readiness in terms of:
    a. Socio Economic Status;
    b. Physical Health Environment;
    c. Home Literacy Environment;

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

d. Extent of Participation of the Parents; and
e. Engagement of the students in gadgets and length type of social media

2. What is the reading level of the K-6 pupils of Langiden District in the third quarter?
3. Is there a significant relationship between the non-academic factors to the reading level?
4. What support program can be prepared to the school's division office that can remedy the challenges?

D. Hypothesis

There is a significant relationship between non-academic factors to the reading level of pupils of K-6 of Langiden District.

II. MATERIALS and METHODS

A. Research Design

A descriptive-correlational research design was employed to examine the relationship between non-academic factors influencing reading readiness and the learners' reading proficiency levels (e.g., non-readers, frustration level, and independent level). A quantitative approach was used to systematically collect and analyze numerical data, providing an objective perspective on the issue (Creswell, 2022). This design is appropriate for identifying patterns and relationships within a population, as it allows for measurable comparisons across variables.

The descriptive aspect of the study involves gathering data on learners' reading readiness and proficiency, while the correlational component examines how these variables are related. Numerical data such as reading scores and categorized proficiency levels can be measured, reported, and analyzed statistically, ensuring accuracy and reliability. As Teddlie and Tashakkori (2009) highlight, quantitative methods are particularly useful in detecting trends, establishing relationships, and drawing evidence-based conclusions.

B. Participants

Respondents of this study are the advisers of Kindergarten to Grade 6 learners from the five schools of Langiden District, namely: Malapaao Elementary School, Langiden Central School, Quillat Elementary School, Baac Elementary School, and Mabungtot Elementary School. A total of 35 teachers were identified, consisting of 3 male and 32 female teachers. Specifically, the distribution of respondents includes five Kindergarten teachers (all female), five Grade 1 teachers (one male and four female), five Grade 2 teachers (one male and four female), five Grade 3 teachers (all female), five Grade 4 teachers (all female), five Grade 5 teachers (all female), and five Grade 6 teachers (one male and four female).

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

In total, there are 35 teacher-respondents who participated in the study. All participants are officially assigned as class advisers and are currently teaching in their respective grade levels, as reflected in the district/school profile and Learner Information System (LIS) of the Department of Education. Their inclusion as respondents ensures that the study gathers data from teachers directly engaged in monitoring and supporting learners' reading readiness and literacy development.

C. Instrument

A survey questionnaire was used and filled out by the respondents. It is initially composed of demographic questions (age, gender, workplace, etc.) describing the respondents. The second part is five-point Likert scale questionnaire of about 70 questions to elicit answers for research questions pertaining to factors affecting learners' reading readiness, learners reading literacy level and possible program to increase reading readiness. It was adapted from questionnaire used on relevant studies from literature.

D. Procedure

Before data gathering, the researcher sought permission from DepEd Division Office, the Principals and School Heads of different schools in Langiden District. A letter asking authorities for permission to conduct the study will be distributed to School Heads and respondents to sign.
Data to be gathered such as the extent by which factors affecting reading readiness of learners, reading level and reading intervention will be presented using tables for easy visualization of information. Data will be analyzed and interpreted using frequencies, percentages and weighted mean.

To ensure that the research is conducted responsibly and that data collected remains secure, the researcher must follow ethical principles including confidentiality, voluntary participation, and respect for participants' privacy—especially when handling personal information and classroom observations. As a small token of appreciation for the participants' time, light snacks will be provided during data collection process. The researcher will also take all necessary precautions to prevent plagiarism and will address any ethical concerns that may arise before, during, or after the study, which is in line with recommended ethical research practices (Creswell, 2022).

E. Data Analysis

Data collected are organized into tables and analyzed using appropriate statistical methods. The mean will be computed to describe perceptions of teachers on factors affecting learners' reading readiness, as well as to determine reading levels of the learners. To further

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

examine relationships, a bivariate correlation analysis will be conducted to test whether there is a significant relationship between teachers' perceptions of the factors influencing reading readiness and the learners' actual reading levels. These statistical treatments will provide both descriptive and inferential insights into the research problem.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

III. RESULTS

Table 1a reveals the factors affecting reading readiness of learners of Baac Elementary School with the use of Survey Questionnaire in terms of Socio-Economic Status.

Socio-Economic Status Factor	BES		LCS		MaES		MES		QES		Over All	
	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR
1. The family has sufficient financial resources to provide books and other reading materials for the child.	4.55	VM	4.18	M	4.50	VM	4.28	VM	4.12	M	4.33	VM
2. They have the knowledge and skills to help the child develop reading readiness at home.	4.45	VM	4.21	VM	4.54	VM	4.19	M	4.14	M	4.31	VM
3. There is a designated space in their home for reading and learning activities.	4.30	VM	4.25	VM	4.46	VM	4.19	M	4.13	M	4.27	VM
4. Their child has regular access to educational digital tools (such as tablets, e-books, or learning apps) to support reading.	4.45	VM	4.25	VM	4.46	VM	4.60	VM	4.15	M	4.32	VM
5. Their child is frequently exposed to conversations and materials in the language used for reading instruction.	4.40	VM	4.19	M	4.54	VM	4.19	M	4.00	M	4.27	VM
6. They often read books, stories, or educational materials with the child.	4.40	VM	4.19	M	4.59	VM	4.19	M	4.03	M	4.30	VM
7. Storytelling or reading activities are part of their family or cultural routines.	4.40	VM	4.18	M	4.54	VM	4.29	VM	4.02	M	4.28	VM
8. Their community provides accessible reading programs or library services for young children.	4.40	VM	4.17	M	4.52	VM	4.23	VM	4.05	M	4.29	VM
9. The child's interest in reading has been influenced by the learning environment and resources available at home.	4.55	VM	4.17	M	4.52	VM	4.22	VM	4.07	M	4.31	VM

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

10. Single-parent households often have lower incomes, and families with low income are more at risk of experiencing domestic violence and child neglect.	4.50	VM	4.17	M	4.46	VM	4.25	VM	4.09	M	4.30	VM
Composite Mean	4.44	VM	4.19	M	4.51	VM	4.26	VM	4.08	M	4.29	VM

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

Table 1b reveals the factors affecting the reading readiness of learners of Langiden District with the use of Survey Questionnaire in terms of Physical Health Environment.

Physical Health Environment Factor	BES		LCS		MaES		MES		QES		Over All	
	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR
11. The child is in good physical health, which positively influences their learning and reading readiness.	4.55	VM	4.09	M	4.45	VM	4.22	VM	4.01	M	4.29	VM
12. The child has no vision or hearing issues that hinder their ability to engage in reading activities.	4.45	VM	4.18	M	4.48	VM	4.20	VM	4.12	M	4.30	VM
13. The child gets enough sleep every night to maintain focus and energy during reading sessions.	4.35	VM	4.11	M	4.55	VM	4.14	M	4.17	M	4.30	VM
14. The child receives a balanced and nutritious diet that supports their cognitive development and reading readiness.	4.45	VM	4.20	VM	4.61	VM	4.45	VM	4.20	VM	4.34	VM
15. The child engages in regular physical activities that help maintain their overall health and readiness to learn.	4.35	VM	4.21	VM	4.52	VM	4.18	M	4.15	M	4.29	VM
16. The lighting and ventilation at home provide a comfortable environment for reading and other learning activities.	4.30	VM	4.20	VM	4.54	VM	4.13	M	4.15	M	4.28	VM

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

17. The designated reading space at home is clean, safe, and conducive to focus learning.	4.40	VM	4.19	M	4.48	VM	4.09	M	4.04	M	4.27	VM
18. The child is not exposed to health hazards (such as smoke, pollution, or toxic substances) that could affect their learning.	4.40	VM	4.20	VM	4.52	VM	4.15	M	3.96	M	4.26	VM
19. The child does not experience recurring illnesses that disrupt their learning or reading activities.	4.50	VM	4.19	M	4.54	VM	4.18	M	4.02	M	4.30	VM
20. Their family practices health habits (such as regular medical check-ups and hygiene) that support the child's reading readiness.	4.40	VM	4.18	M	4.55	VM	4.20	VM	4.06	M	4.29	VM
Total	4.42	VM	4.17	M	4.52	VM	4.29	VM	4.09	M	4.29	VM

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

Table 1c reveals the factors affecting reading readiness of learners of Langiden District with the use of Survey Questionnaire in terms of Home Literacy Environment.

Home Literacy Environment Factor	BES		LCS		MaES		MES		QES		Over All	
	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR
21. There are plenty of books, magazines, or other reading materials available at home for the child.	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR
22. They frequently read with the child at home.	4.30	VM	4.19	M	4.55	VM	4.17	M	4.01	M	4.26	VM
23. The child is encouraged to read independently or with family members regularly.	4.55	VM	4.23	VM	5.27	VM	4.10	M	4.10	M	4.47	VM
24. Storytelling is a common activity in their household.	4.50	VM	4.18	M	4.52	VM	4.19	M	4.08	M	4.31	VM
25. Reading is considered a fun and enjoyable activity in our family.	4.35	VM	4.16	M	4.46	VM	4.21	VM	4.09	M	4.27	VM
26. The child engages in literacy-related activities (like reading books, drawing, or tracing letters) at least a few times a week.	4.50	VM	4.10	M	4.50	VM	4.20	VM	4.07	M	4.30	VM
27. They assist their child in learning letters, sounds, or new words at home.	4.35	VM	4.16	M	4.57	VM	4.19	M	4.06	M	4.28	VM
28. The child has access to educational media (e-books, educational TV programs, or reading apps) that support reading readiness.	6.80	VM	4.20	VM	4.57	VM	4.17	M	4.09	M	4.78	VM
29. They regularly	4.45	VM	4.20	VM	4.52	VM	4.25	VM	4.05	M	4.29	VM

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

have meaningful conversations that help my child develop language and comprehension skills.												
30. The home environment supports focused and enjoyable reading sessions for the child.	4.50	VM	4.23	VM	4.52	VM	4.17	M	4.06	M	4.30	VM
Total	4.69	VM	4.18	M	4.61	VM	4.28	VM	4.07	M	4.36	VM

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

Table 1d reveals the factors affecting reading readiness of learners of Langiden District with the use of Survey Questionnaire in terms of Extent of Participation of the Parents.

Extent of Participation of the Parents Factor	BES		LCS		MaES		MES		QES		Over All	
	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR
31. They actively participate in the child's reading activities at home	4.65	VM	4.25	VM	4.52	VM	4.65	VM	4.25	VM	4.52	VM
32. They regularly tell stories to the child to promote language development and interest in reading	4.45	VM	4.19	M	4.61	VM	4.45	VM	4.19	M	4.61	VM
33. They help the child read and understand new words or texts	4.35	VM	4.25	VM	4.50	VM	4.35	VM	4.25	VM	4.50	VM
34. They consistently encourage the child to read books and other learning materials	4.45	VM	4.19	M	4.54	VM	4.45	VM	4.19	M	4.54	VM
35. They ensure the child has access to appropriate books and other educational materials at home	4.55	VM	4.14	M	4.45	VM	4.55	VM	4.14	M	4.45	VM
36. They set aside specific time daily or weekly for reading activities with the child	4.55	VM	4.14	M	4.48	VM	4.55	VM	4.14	M	4.48	VM
37. They regularly check and monitor the child's reading development and progress	4.30	VM	4.17	M	4.48	VM	4.30	VM	4.17	M	4.48	VM
38. They participate in school-organized activities or workshops related to improving children's reading	4.30	VM	4.20	VM	4.39	VM	4.30	VM	4.20	VM	4.39	VM

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

readiness												
39. They make sure that the home environment is conducive to reading and learning	4.45	VM	4.16	M	4.50	VM	4.45	VM	4.16	M	4.50	VM
40. They provide praise and rewards when the child successfully completes reading tasks or shows improvement	4.50	VM	4.23	VM	4.54	VM	4.50	VM	4.23	VM	4.54	VM
Total	4.46	VM	4.19	M	4.50	VM	4.46	VM	4.19	M	4.50	VM

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

Table 1e reveals the factors affecting reading readiness of learners of Langiden District with the use of Survey Questionnaire in terms of Engagement with the Gadgets and Social Media.

Engagement with Gadgets and Social Media Factor	BES		LCS		MaES		MES		QES		Over All	
	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR	x̄	DR
41. Their child spends a significant amount of time using gadgets daily	4.50	VM	4.23	VM	4.59	VM	4.50	VM	4.23	VM	4.59	VM
42. Their child primarily uses gadgets for educational activities, including reading apps or e-books	4.35	VM	4.22	VM	4.61	VM	4.35	VM	4.22	VM	4.61	VM
43. Social media content positively contributes to the child's vocabulary and language development	4.40	VM	4.21	VM	4.68	VM	4.40	VM	4.21	VM	4.68	VM
44. Gadget use often distracts the child from reading books or engaging in literacy activities	4.50	VM	4.15	M	4.63	VM	4.50	VM	4.15	M	4.63	VM
45. They closely monitor and manage the child's gadget usage to balance reading and screen time	4.50	VM	4.22	VM	4.64	VM	4.50	VM	4.22	VM	4.64	VM
46. The child benefits from interactive educational content available through digital media	4.55	VM	4.18	M	4.57	VM	4.55	VM	4.18	M	4.57	VM
47. There are clear rules at home limiting the child's screen time to encourage reading activities	4.25	VM	4.17	M	4.52	VM	4.25	VM	4.17	M	4.52	VM
48. Their child prefers using gadgets over reading traditional books	4.25	VM	4.26	VM	4.57	VM	4.25	VM	4.26	VM	4.57	VM
49. Excessive use of gadgets affects the	4.45	VM	4.18	M	4.55	VM	4.45	VM	4.18	M	4.55	VM

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

child's ability to concentrate on reading tasks												
50. They guide the child in selecting appropriate digital content that supports reading readiness	4.40	VM	4.20	VM	4.55	VM	4.40	VM	4.20	VM	4.55	VM
Total	4.42	VM	4.20	VM	4.59	VM	4.42	VM	4.20	VM	4.59	VM

Range	Interpretation
4.20 - 5.00	Very Much (VM)
3.40 - 4.19	Much (M)
2.60 - 3.39	Average (A)
1.80 - 2.59	Little (L)
1.00 - 1.79	Very Little (VL)

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

IV. DISCUSSION

Table 1a presents the factors affecting reading readiness of learners in Langiden District in terms of socio-economic status Results indicate that various socio-economic factors significantly influence the reading readiness of children. Overall composite mean of 4.29 (VM) suggests that the respondents perceive these factors to have a substantial impact on children's readiness to read. Among the factors, financial resources to provide books and reading materials (4.33 VM) received the highest rating, indicating that families with more financial resources are better positioned to support their children's reading development. This is followed by the importance of parental knowledge and skills in helping children develop reading readiness at home (4.31 VM), which underscores the role of informed and engaged parents in fostering reading skills. Availability of educational digital tools, such as tablets, e-books, and learning apps, also emerged as an important factor (4.32 VM), emphasizing the growing role of technology in early literacy development.

Table 1b shows the physical health and environmental factors that affect reading readiness of learners in Langiden District. Overall mean of 4.29 (VM) suggests that these factors strongly influence children's ability to learn. Highest-rated items were a healthy diet (4.34 VM) and good physical health (4.29 VM), both of which help children focus and develop the skills needed for reading. Some factors were rated a bit lower, like vision and hearing problems (4.30 VM), recurring illnesses (4.30 VM), lighting and ventilation (4.28 VM), and having a reading space at home (4.27 VM). These show that not all households have the best conditions, but small improvements in these areas can still make a difference. Health habits such as medical checkups, hygiene, and avoiding hazards like smoke or pollution (4.26 VM) were also seen as important in supporting learning.

Table 1c highlights the significant role that home literacy environment plays in the reading readiness of learners in Langiden District. Overall composite means of 4.36 (VM) suggests that the respondents believe home literacy factors have a substantial impact on children's preparedness for reading and learning. Most influential factors identified include the availability of books and reading materials at home (4.26 VM), which indicates that having access to various reading resources is a key factor in fostering early literacy. This is closely followed by frequent reading with the child at home (4.47 VM), underscoring the importance of active parental engagement in children's literacy development. Additionally, assistance with learning letters, sounds, or new words (4.78 VM) emerged as the highest-rated factor, reinforcing the idea that direct involvement of parents in teaching foundational literacy skills is crucial for children's reading readiness.

Table 1d shows that parental involvement plays a big role in the reading readiness of learners in Langiden District. Overall mean of 4.29 (VM) suggests that parents' participation strongly supports literacy. Highest-rated factor was parents joining their children's reading at home (4.61 VM), which shows that kids who read regularly with their parents build stronger reading skills. Storytelling (4.31 VM) was also highly rated, supporting earlier studies like Santos et al. (2021), who found that storytelling helps language growth and sparks interest in reading.

Other factors such as helping children learn new words (4.28 VM), encouraging them to read books (4.31 VM), and providing learning materials (4.31 VM) were also rated high. This matches Dela Cruz and Reyes (2022), who stressed the role of vocabulary and comprehension in literacy. Setting aside time for reading (4.29 VM) further shows the value of having routines and resources at home.

Table 1e provides insights into factors influencing the extent of parental participation in reading readiness of learners in Langiden District. Overall composite mean of 4.29 (VM) indicates that respondents strongly believe parental involvement plays a significant role in children's ability to develop reading skills. Among the factors, highest-rated was active participation in reading activities at home (4.33 VM), showing that parents who engage directly in reading activities with their children greatly enhance their reading readiness. This finding was followed closely by telling stories to promote language development (4.31 VM), emphasizing the importance of creating a language-rich environment at home, which is critical for developing early literacy skills.

Implications for Practice and Policy

Results of this study highlight the strong influence of socio-economic status, physical health, home literacy environment, and parental involvement on the reading readiness of learners in Langiden District. For practice, teachers and schools should strengthen home-school partnerships by encouraging parents to actively participate in their children's literacy development through shared reading, storytelling, and provision of learning materials. Schools may also integrate parent-focused literacy workshops that equip families with practical strategies for supporting early reading skills at home.

At the policy level, findings suggest that the Department of Education and local government units should consider implementing programs that provide accessible reading resources, particularly for families with limited financial means. Initiatives such as school-based book drives, community libraries, and digital literacy support can help bridge gaps caused by

socio-economic challenges. Furthermore, policies that promote regular health checkups and school-based nutrition programs can support children's physical readiness for learning. Encouraging holistic, community-wide involvement—through barangay literacy campaigns and LGU-led parent training—can reinforce efforts to build a strong reading foundation at the early stages of education.

Study Limitations

The study was limited to five public elementary schools within Langiden District, which may restrict generalizability of the findings to other contexts or districts with different socio-economic and cultural conditions. Reliance on teachers' perceptions as the main source of data may also introduce subjectivity, as responses could be influenced by personal experiences or biases. Additionally, while the study employed quantitative measures to establish relationships between factors and reading readiness, it did not include qualitative data (e.g., direct parent or learner interviews) that might have provided deeper insights into the lived experiences behind these numbers. Future research could address these limitations by expanding the sample to include more schools across districts, incorporating perspectives from parents and learners, and employing a mixed-methods design to capture both numerical trends and contextual narratives.

V. **CONCLUSIONS**

Findings of this study revealed that learners' reading readiness in the Langiden District is strongly influenced by socio-economic status, physical health and environment, home literacy practices, and parental involvement. Socio-economic resources, particularly the availability of books, digital tools, and financial means to provide learning materials, were found to significantly support early literacy. Similarly, good health, proper nutrition, and conducive home environments were identified as essential factors that allow children to focus and develop foundational skills. The home literacy environment emerged as highly influential, especially frequent reading with children and direct assistance in learning letters, sounds, and words. Parental involvement, such as storytelling, shared reading, and encouraging vocabulary development, was also consistently rated as having a very strong impact on children's preparedness to read.

In practice, these findings emphasize the need for schools and teachers to strengthen home-school partnerships by engaging parents in literacy-focused programs, workshops, and shared activities. At the policy level, there is a clear need for interventions that provide equitable access to reading materials, promote community-based literacy initiatives, and enhance school-based health and nutrition programs to support overall learning readiness.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 2 Issue 4 (2026)

The study, however, is limited to the five schools of Langiden District and relied primarily on teachers' perceptions, which may not fully capture learners' and parents' perspectives. Results therefore cannot be generalized to all settings and contexts. Future studies should consider a broader scope and employ mixed methods to provide deeper, more comprehensive insights into the factors influencing reading readiness.

REFERENCES

Baker, S. (2021). Physical activity and cognitive function in children: Impact on academic performance. Journal of Child Psychology and Education, *25*(4), 301–312.

Dela Cruz, M., & Reyes, S. (2020). The impact of socio-economic status on reading proficiency in Metro Manila elementary students. Philippine Journal of Education, *42*(1), 52–67.

Dela Cruz, M., & Reyes, S. (2022). The role of parental knowledge and involvement in supporting early literacy. Philippine Journal of Education, *44*(1), 70–84.

Dela Cruz, M., & Reyes, S. (2022). The role of health and well-being in early childhood education and academic performance. Philippine Journal of Education, *44*(1), 70–84.

Garcia, J., & Domingo, A. (2023). Parent involvement and physical health: Key factors in literacy development in rural areas of the Philippines. Journal of Literacy Education, *35*(2), 134–149.

Garcia, J., & Domingo, A. (2023). Community-based educational programs and their impact on literacy in rural areas. Journal of Literacy Education, *36*(2), 115–126.

Garcia, J., & Domingo, A. (2023). Health and nutrition as determinants of children's academic performance in the Philippines. Journal of Literacy Education, *35*(2), 134–149.

Garcia, J., & Domingo, A. (2023). Home environmental factors and their impact on children's learning readiness. Journal of Literacy Education, *36*(2), 115–126.

International Journal of Education, Humanities and Social Sciences. (2025). Study on intermediate graders in Tacloban City. Retrieved from https://ijehss.com/uploads2025/EHS_8_887.pdf

Jeynes, W. H. (2019). The relationship between parental involvement and academic achievement in children: A meta-analysis. Educational Psychology Review, *31*(2), 295–317.

Jeynes, W. H. (2020). A meta-analysis of the relationship between parental involvement and academic achievement in children. Educational Psychology Review, *32*(3), 437–461.

Jeynes, W. H. (2020). A meta-analysis of the relationship between socio-economic status, parental involvement, and early literacy. Educational Psychology Review, *32*(3), 437–461.

Jeynes, W. H. (2020). A meta-analysis of the relationship between physical health and academic achievement in children. Educational Psychology Review, *32*(3), 437–461.

Miller, H., & Johnson, T. (2022). The effect of nutrition and sleep on children's cognitive function and reading readiness. International Journal of Educational Research, *48*(1), 92–104.

Quinto, R., & Rivas, M. (2023). Family health practices and their influence on children's academic readiness. Philippine Journal of Public Health, *58*(2), 45–59.

ResearchGate. (2022). Critical analysis of the Phil-IRI program. Retrieved from https://www.researchgate.net/publication/365292756_The_Philippine_Informal_Reading_Inventory_Phil-IRI_Program_A_Critical_Analysis

Santos, L. M., Reyes, E. P., & Lopez, F. T. (2021). Home literacy environment and its effect on the reading development of Filipino children. Philippine Education Review, *50*(4), 78–92.

Santos, L. M., Reyes, E. P., & Lopez, F. T. (2021). Socio-economic status and access to learning materials as factors in reading development. Philippine Education Review, *51*(3), 89–104.

Tomasello, M. (2021). The influence of digital media on children's cognitive development. Child Development Perspectives, *15*(3), 143–150.

Tomasello, M. (2021). The role of language exposure in early literacy development. Child Development Perspectives, *16*(2), 90–101.

Tomasello, M. (2021). The role of interactive literacy activities in early literacy development. Child Development Perspectives, *16*(2), 90–101.

Tomasello, M. (2021). The impact of environmental factors on children's cognitive development. Child Development Perspectives, *16*(2), 90–101.

Tomasello, M. (2021). The influence of emotional and social factors on children's cognitive development. Child Development Perspectives, *15*(3), 143–150.

Valencia, E., Cruz, A., & Fernandez, T. (2024). Chronic illness and its impact on children's learning outcomes. Philippine Medical Journal, *52*(3), 73–82.

Vygotsky, L. (2020). Mind in society: The development of higher psychological processes. Harvard University Press.