

## Factors Affecting the learners' Reading Comprehension Skills

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**Elisa Jane M. Famoso**

Para- Teacher, Don A.C Yulo Elementary School, Hinigaran, Philippines

<https://orcid.org/0009-0002-7683-0062>

**Dr. Riggi L. Lachica**

Principal IV Department of Education, Division of Bacolod City, Philippines

<http://orcid.org./0009-0002-1950-4308>

**Mylene A. Bautista**

STI West Negros University, Bacolod City, Philippines

<https://orcid.org/0009-0003-6801-8215>

### Abstract:

Reading skills are fundamental to academic achievement, serving as a gateway to mastering various learning areas. This study aimed to determine the degree of factors affecting learners' reading comprehension skills of a school in a district of a large division in Central Philippines for the school year 2024-2025. A descriptive research design was employed using a researcher-made instrument, with responses gathered from 151 elementary teachers. Findings revealed that the overall degree of factors affecting learners' reading comprehension skills, was very high. When grouped and compared according to age, sex, and length of service, the level remained consistently very high. Statistical analysis showed no significant difference based on age, but a significant difference was found based on length of service, particularly in the area of parental involvement. Furthermore, there was no significant difference in the area of learning environment across all demographic variables. However, a significant difference emerged based on sex in the area of stakeholders' support. These findings highlight the significance of both teaching experience and gender-related perspectives in examining the factors that impact learners' reading comprehension, especially in the areas of parental involvement and stakeholder support. Thus, it is recommended that educational leaders and policymakers develop targeted interventions that consider teaching experience and gender perspectives to enhance learners' reading comprehension.

**Keywords,** Comprehension Skills, learners, Reading skills

### Introduction:

#### **Nature of the Problem**

DepEd Memorandum No.173, s. 2019 addresses learners' reading comprehension gaps, providing conceptual considerations for improvement. However, teaching reading and developing student comprehension skills remains challenging for educators. Studies have highlighted the complexity of developing reading and comprehension skills due to the interplay between the reader, the text materials, and instructional approaches (Korantwi-Barimah et al., 2017).

In addition, the ability to read effectively is a key determinant of school success. Students with strong reading skills are more likely to thrive academically, while those who struggle face significant challenges. Globally, the issue of struggling readers, especially in early grades, has become a widespread concern (Shea & Ceprano, 2017).

In the Philippines, the issue of low reading proficiency among students is a significant problem. This has been linked to poor academic achievement, particularly in public schools. In 2019, the Southeast Asia Primary Learning Metric (SEA-PLM) revealed that many Filipino fifth graders demonstrated minimal proficiency in reading, mathematics, and writing (Bernardo et al., 2022).

Meanwhile, DepEd Order No. 30, 2. 2020 emphasizes Philippine education as it opened the School Year 2020-2021 on October 5, 2020, which is in line with its Basic Education Learning Continuity Plan (BE-LCP) per DepEd Order No. 012, s. 2020, to ensure the delivery of basic education despite the pandemic. It faced several challenges in different ways as it worked to fulfill its mission of providing quality, equitable, and culture-based education without compromising the health of everyone.

The Department of Education (DepEd) implemented initiatives like the BE-LCP and Comprehensive Rapid Literacy Assessment (CRLA) tools to address these issues. These aim to identify and bridge literacy gaps by tailoring instruction to the needs of learners. Programs like 'Tara and Basa!' also support these efforts.

Out of these observations, the researcher is motivated to conduct a study on the degree to which factors affect the learners' reading comprehension skills.

### **Current State of Knowledge**

Reading comprehension is a critical foundation for academic success, yet developing this skill poses significant challenges for both students and teachers, as it involves a complex interplay between the reader, the text, and various contextual factors (Omela & Martin, 2020). Without mastering reading comprehension, learners risk falling behind in the overall learning process. Moreover, intrinsically motivating students to build consistent reading habits is essential in enhancing their academic performance, underscoring the importance of effective teaching strategies and supportive environments in fostering literacy development (Omela & Martin, 2020).

Reading is a foundational skill essential for acquiring knowledge and participating in a dynamic society, yet many Filipino learners—particularly in public schools—struggle with reading comprehension, contributing to low academic achievement in core areas such as reading, writing, and mathematics (DepEd, 2019; Bernardo et al., 2022). Estremera (2018) identified inadequate teaching resources and poor classroom infrastructure in Sorsogon as significant barriers to Grade 6 pupils' reading development. Similarly, Manguilimotan et al. (2022, 2024) found that interest, motivation, prior knowledge, and vocabulary knowledge affect Grade 3 learners' reading comprehension in Cebu, though no direct statistical correlation was established. Reyes (2019, 2020) further emphasized that many senior high students still face comprehension challenges, prompting research efforts at schools like Nasugbu East SHS to explore academic interventions.

Research highlights that parental involvement plays a significant role in enhancing children's reading comprehension, with students who engage in parent-led reading activities performing better in understanding both narrative and informational texts (Wang & Sheikh-Khalil, 2018). Fan and Chen's (2020) meta-analysis reveals that parental involvement has a significantly stronger impact during early childhood than adolescence, emphasizing the formative years as a critical period for literacy development. During this stage, active parental support—such as reading aloud, story discussions, and creating a print-rich environment—directly enhances foundational skills like phonemic awareness and vocabulary. As students grow, the influence of peers, teachers, and intrinsic motivation increases, although parental encouragement remains beneficial throughout. Educational programs should therefore empower parents as key partners in promoting long-term academic success (Fan & Chen, 2020).

Additionally, stakeholder involvement—particularly collaboration between parents, teachers, and the community—has been shown to significantly improve learners' reading outcomes, as demonstrated by successful interventions like those at San Pedro Elementary School (Maragareta & Maragareta, 2019). Smith and Williams (2024) highlight that strong school-parent-community collaboration fosters student motivation and achievement, advocating for inclusive communication and active stakeholder participation in educational initiatives.

Effective classroom instruction and teacher quality are equally crucial. Bennett and Tran (2019) demonstrate that teacher tenure significantly enhances classroom literacy environments and student reading comprehension, as veteran teachers adeptly manage classroom climate, differentiate instruction, and foster academic engagement. Novice teachers often struggle with dynamic instructional adjustments, making mentorship and targeted training essential for early-career educators. Ahmed and Khan (2019) reinforce that long-term teacher engagement contributes to consistent, relationally grounded instruction aligned with literacy goals.

Instructional quality is further enhanced by flexible, personalized teaching strategies—such as differentiated instruction, scaffolding, and technology integration—that address individual learning needs and boost student engagement (Ford & Opitz, 2020). While demographic factors like age and gender shape learning preferences, research shows these do not directly predict reading outcomes when effective instruction and supportive classroom environments are present (Fan & Chen, 2020; Taylor & Green, 2019). Instead, classroom strategies like peer-supported reading and reciprocal teaching, which foster cooperative, student-centered environments, are key drivers of comprehension success (Johnson & Johnson, 2019).

Broader workplace and societal dynamics also influence education. For instance, gender representation—particularly the predominance of women in education—and age-related technology use impact communication styles and institutional practices (Sutherland & Jarrahi, 2018; Ely & Padavic, 2020). Balancing experienced and newer staff fosters innovation and resilience, which are critical for addressing persistent educational challenges like reading proficiency (De Clercq et al., 2019). In sum, reading comprehension development is influenced by a combination of intrinsic student motivation, effective instructional practices, teacher experience, parental involvement, and active stakeholder collaboration. Addressing barriers such as resource inadequacies, alongside promoting inclusive, community-driven literacy initiatives, is essential to improve reading outcomes and academic success across diverse learner populations.

### **Theoretical Underpinnings**

This study was anchored to the theory of the Active View of Reading (AVR) model developed by Nell K. Duke and Kelly B. Cartwright in 2021. This model offers a comprehensive framework beyond traditional models like the Simple View of Reading. It incorporates various cognitive, linguistic, and socio-cultural factors influencing reading comprehension. The Active View of Reading (AVR) Model is used in teaching and reading instruction by promoting a multidimensional approach that supports learners' development across cognitive, linguistic, and socio-emotional domains. Educators apply the AVR model by designing lessons that balance word recognition (e.g., phonics and decoding) with language comprehension strategies (e.g., vocabulary building, background knowledge activation, and inferencing). Besides, the model highlights the significance of developing students' motivation, participation, and self-regulation abilities, generally covered by setting goals, metacognitive techniques, and culturally responsive texts. Such an integral framework allows educators to adjust teaching to the specific needs of learners, making it even more suitable for students with difficulty with the conventional reading methods, e.g., English language learners or those with learning difficulties. Ultimately, the AVR model enhances reading comprehension by ensuring that all key components of the reading process are actively supported in the classroom. Many other theorists, philosophers, and educators have addressed reading comprehension skills; however, these aforementioned theories support the underpinning of this study. These theories can be linked to the present study, which deals with reading comprehension skills. The researcher would then be able to develop recommendations to elevate the learners' reading comprehension.

### **Objectives**

This study determined the degree of factors affecting the learners' reading comprehension skills of a school in a district of a large division in Central Philippines for the school year 2024-2025. Specifically, this research sought to answer the following: 1) the profile of the respondents in terms of the following variables: Age, Sex and Length of Service; 2) the degree of factors affecting the learners' reading comprehension skills according to the following areas; Parental Involvement, Learning Environment and Stakeholders Support; 3) the degree of factors affecting the learners' reading comprehension skills when grouped according to the aforementioned variables; and 4) the significant difference in the degree of factors affecting the learners' reading comprehension skills when grouped and compared according to the aforementioned variables.

### **Methodology:**

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

### **Research Design**

This study employed a quantitative research design to determine the degree of factors affecting learners' reading comprehension skills in a school in a district of a large division in Central Philippines for the school year 2024-2025. According to McCombes (2019), descriptive research involves describing, recording, analyzing, and interpreting phenomena present in nature, composition, or processes that focus on prevailing conditions or how a person aims to represent a population, situation, or phenomenon accurately and systematically. Likewise, descriptive research design engages in fact-finding procedures, particularly on existing conditions and relationships, ongoing practices that prevail, beliefs that are held, effects that are being felt, or trends that are developing. The researcher found the descriptive research design to be the most appropriate tool.

### **Instruments**

The instrument used in this study was a self-made questionnaire. The questionnaire consists of two parts: Part I includes demographic profiles such as age, sex, and length of service. Part II involves the factors affecting the learners' reading comprehension skills, with questions about parental involvement, learning environment, and stakeholders' support. Each area has 10 items, which were scored and interpreted based on the scale: 1 as almost never, 2 as rarely, 3 as sometimes, 4 as often, and 5 as always. The instrument's validity was confirmed through content validation by three experts—each holding a PhD and two school heads who is school human resource coordinator and administrator in English—who rated the questionnaire with an average score of 4.81 ("excellent"), ensuring it measured the intended variables effectively. To establish reliability, the Cochran's alpha was calculated using responses from 151 teachers, yielding a high coefficient of 0.959, indicating that the instrument is highly reliable for measuring the study's objectives.

### **Data Gathering Procedure**

As soon as the study instrument was approved, the researcher sought the permission of the elementary District supervisor to conduct the study. After the official permission obtained, the researcher administers the reliability

testing to determine the reliability of the research instrument and after the reliability obtained, the researcher sought the assistance of some principals in the administration of questionnaires to the respondents. The data gathered from the responses of the respondents were tallied and tabulated using the appropriate statistical tools. The raw data were transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivations and tabular presentation. The Statistical Package for Social Sciences (SPSS) was used in the computer processing of the said data.

### Data Analysis and Statistical Treatment

Objective No. 1 utilized descriptive analytical scheme and frequency count and simple percentage formula to determine the profile of the respondents in terms of age, sex, and length of service.

Objective No. 2 utilized descriptive analytical scheme and mean to determine the degree of factors affecting the learners reading comprehension skills according to Learning Environment, Parental Involvement, and Stakeholders Support.

Objective No. 3 utilized descriptive analytical scheme and mean to determine the degree of factors affecting the learners reading comprehension skills when grouped according to the variables.

Objective No. 4 utilized comparative analytical scheme and Mann-Whitney U Test to determine the significant difference in the degree of factors affecting the learners reading comprehension skills when grouped and compared according to the variables.

### Ethical Consideration

The researchers guaranteed the respondents' choice to participate in the study, the confidentiality of the data acquired, and the nondisclosure of their names. To avoid illegal access or use, all data saved in the electronic device is disposed of whenever its use is completed. Ethical considerations in research are principles that guide your research designs and practices. Scientists and researchers must always adhere to a specific code of conduct when collecting data from people (P. Bhandari, 2022). Voluntary participation, Informed consent, confidentiality, and plagiarism will be strictly considered. Study participants will not be forced or pressured; they can withdraw at any time without giving any reason to withdraw. The study participants will be thoroughly informed about the purpose and nature of the study, including the benefits, risks, and consequences. The study participants will be assured of the confidentiality of all information relevant to their personal information or any form of identifying information relating to their person.

### Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

**Table 1**  
Profile of the Respondents

| Variable                 | Category                     | Frequency  | Percentage    |
|--------------------------|------------------------------|------------|---------------|
| <b>Age</b>               | Younger (below 37 years old) | 69         | 45.7          |
|                          | Older (37 years old & above) | 82         | 54.3          |
| <b>Sex</b>               | Male                         | 47         | 31.1          |
|                          | Female                       | 104        | 68.9          |
| <b>Length of Service</b> | Shorter (less than 7 years)  | 74         | 49.0          |
|                          | Longer (7 years or more)     | 77         | 51.0          |
| <b>Total</b>             |                              | <b>151</b> | <b>100.00</b> |

Table 1 presents the respondents' table, where the majority were older (37 years and above) at 54.3%, while younger respondents made up 45.7%. Regarding sex, females comprised the majority at 68.9%, consistent with trends in the teaching profession. Regarding length of service, respondents were almost evenly split, with 51.0% having 7 years or more of experience and 49.0% having less than 7 years, indicating a diverse mix of experienced and newer educators.

The demographic profile implies a good variation between younger and older teachers. Older educators bring valuable experience and stability, while younger ones offer new ideas and are more open to using modern teaching tools. This variation helps promote teamwork and effective teaching. Also, since most respondents are female, which is common in the teaching profession, schools should consider training and support programs that meet the specific needs of a primarily female teaching group.

As Sutherland and Jarrahi (2018) point out, age differences influence collaboration and technology use, with older workers excelling in complex tasks but often being less comfortable with digital tools. Most of the female workforce (68.9%) reflects trends in sectors like education and influences workplace communication, culture, and policy needs, consistent with Ely and Padavic's (2020) findings. Additionally, the nearly even split in length of service suggests a balanced team of fresh and experienced staff. De Clercq et al. (2019) noted that this combination enhances innovation and supports organizational resilience.

**Table 2**  
Degree of Factors Affecting the Learners' Reading Comprehension Skills in Parental Involvement

| Items                                                                        | Mean | Interpretation |
|------------------------------------------------------------------------------|------|----------------|
| 1. Parents regularly assist their children with reading assignments at home. | 4.84 | Very High      |
| 2. Parents participate in school activities related to reading development.  | 4.71 | Very High      |
| 3. I communicate with parents regarding their child's reading progress.      | 4.72 | Very High      |
| 4. Parents provide home reading materials (e.g., books, storybooks).         | 4.58 | Very High      |
| 5. Homework and reading tasks are completed with parental supervision.       | 4.67 | Very High      |
| 6. Parents attend meetings or conferences to discuss their child's literacy. | 4.66 | Very High      |
| 7. Learners with more involved parents show better reading comprehension.    | 4.72 | Very High      |
| 8. Parents encourage their children to read outside of school hours.         | 4.72 | Very High      |
| 9. I observe improvement in reading when parents follow up at home.          | 4.67 | Very High      |
| 10. Lack of parental involvement negatively affects reading comprehension.   | 4.60 | Very High      |
| Mean                                                                         | 4.69 | Very High      |

Table 2 discloses the degree of factors affecting the learners' reading comprehension skills in parental involvement. The results show that the area of parental involvement had an overall mean of 4.69, which is interpreted as very high. Among the ten items assessed, item 1, which states, "Parents regularly assist their children with reading assignments at home," received the highest mean score of 4.88, which is also interpreted as a "very high level." Conversely, item 4, which is addressed to parents and provides reading materials (e.g., books, storybooks) at home, had the lowest mean score of 4.58 but was still categorized as "high level." This suggests that some parents may not have access to reading materials due to financial constraints or limited availability.

Similar result to Wang and Sheikh-Khalil (2018), parental involvement enhances students' academic outcomes by promoting positive attitudes toward learning and increasing motivation. Their research emphasized that when parents engage in educational discussions, monitor schoolwork, and participate in school activities, students' academic performance improves, including reading comprehension.

**Table 3**  
Degree of Factors Affecting the Learners' Reading Comprehension Skills in the Learning Environment

| Items                                                                              | Mean | Interpretation |
|------------------------------------------------------------------------------------|------|----------------|
| My classroom is conducive to the development of reading skills.                    | 4.75 | Very High      |
| Learners have access to various reading materials in the classroom.                | 4.73 | Very High      |
| I implement reading corners or literacy stations in my class.                      | 4.70 | Very High      |
| The school library supports the learners' reading needs.                           | 4.66 | Very High      |
| I use visual aids and interactive tools to support reading instruction.            | 4.68 | Very High      |
| Noise and distractions in the classroom hinder reading focus.                      | 4.69 | Very High      |
| The reading instruction time allotted is sufficient for comprehension development. | 4.71 | Very High      |
| I regularly use differentiated reading strategies to support learners.             | 4.74 | Very High      |
| Learners are motivated to read because of the environment I create.                | 4.70 | Very High      |
| 10. A well-organized and print-rich classroom enhances reading outcomes.           | 4.69 | Very High      |
| Mean                                                                               | 4.71 | Very High      |

Table 3 results show that the learning environment positively impacts students' reading comprehension, with a high mean score of 4.71 overall. Indicating a "very high level" of proficiency. Among the ten items assessed, item 1, which states, "My classroom is conducive to the development of reading skills," received the highest mean score of

4.75, which is also interpreted as a "very high level." Conversely, item 4, which addresses "The school library supports the learners' reading needs," had the lowest mean score of 4.66, still categorized as "very high level," using reading stations and giving enough time for reading. This suggests that the school library's support might need improvement or enhancement. Efforts should be made to enhance library resources, services, or staff support.

This aligns with Ford and Opitz (2020), who found that flexible and personalized teaching methods help students stay engaged and improve their reading.

**Table 4**

Degree of Factors Affecting the Learners' Reading Comprehension Skills in Stakeholders' Support

| Items                                                                                                    | Mean | Interpretation |
|----------------------------------------------------------------------------------------------------------|------|----------------|
| 1. School administrators provide adequate resources for reading instruction.                             | 4.78 | Very High      |
| 2. The local government or barangay supports reading programs.                                           | 4.77 | Very High      |
| 3. NGOs or community groups support literacy programs in our school.                                     | 4.74 | Very High      |
| 4. Stakeholders (e.g., LGUs, NGOs, alums) donate reading materials.                                      | 4.74 | Very High      |
| 5. I receive training and workshops on reading instruction from external stakeholders.                   | 4.84 | Very High      |
| 6. Community stakeholders are engaged in school reading activities.                                      | 4.82 | Very High      |
| 7. External support positively impacts learners' reading comprehension.                                  | 4.83 | Very High      |
| 8. DepEd provides sufficient guidance and support for reading interventions.                             | 4.79 | Very High      |
| 9. Private organizations sponsor literacy development projects in our school.                            | 4.76 | Very High      |
| 10. Stakeholders are involved in creating a supportive reading environment to improve academic outcomes. | 4.75 | Very High      |
| Mean                                                                                                     | 4.78 | Very High      |

Table 4 presents the factors affecting the learners' reading comprehension skills. An overall mean score of 4.78 indicates a "very high level" of proficiency. Among the ten items assessed, item 5, "I receive training and workshops on reading instruction from external stakeholders," received the highest mean score of 4.84 and was also categorized as "very high level." In contrast, items 3 and 4, which address "NGOs or community groups support literacy programs in our school, and Stakeholders (e.g., LGUs, NGOs, alumni) donate reading materials," received the lowest mean score of 4.74, still interpreted as "very high level." This suggests that by establishing or strengthening partnerships with NGOs, community groups, and stakeholders to support literacy programs, the school can improve support for literacy programs.

This implies that partnerships between schools and the community are working well, helping to make reading programs more effective and long-lasting. Support from the Department of Education and other stakeholders indicates strong policies and programs supporting these efforts. According to Maloy and Edwards (2020), training provided by outside groups boosts teachers' skills and confidence, which helps students better understand what they read.

**Table 5**

Degree of Factors Affecting the Learners' Reading Comprehension Skills in Parental Involvement when grouped according to Age

| Items                                                                        | Younger |                | Older |                |
|------------------------------------------------------------------------------|---------|----------------|-------|----------------|
|                                                                              | Mean    | Interpretation | Mean  | Interpretation |
| 1. Parents regularly assist their children with reading assignments at home. | 4.86    | Very High      | 4.82  | Very High      |
| 2. Parents participate in school activities related to reading development.  | 4.73    | Very High      | 4.69  | Very High      |
| 3. I communicate with parents regarding their child's reading progress.      | 4.75    | Very High      | 4.70  | Very High      |
| 4. Parents provide home reading materials (e.g., books, storybooks).         | 4.60    | Very High      | 4.57  | Very High      |
| 5. Homework and reading tasks are completed with parental supervision.       | 4.75    | Very High      | 4.60  | Very High      |
| 6. Parents attend meetings or conferences to discuss their child's literacy. | 4.73    | Very High      | 4.60  | Very High      |
| 7. Learners with more involved parents show better reading comprehension.    | 4.78    | Very High      | 4.67  | Very High      |
| 8. Parents encourage their children to read outside of school hours.         | 4.72    | Very High      | 4.71  | Very High      |
| 9. I observe improvement in reading when parents follow up at home.          | 4.68    | Very High      | 4.67  | Very High      |

|                                                                            |      |           |      |           |
|----------------------------------------------------------------------------|------|-----------|------|-----------|
| 10. Lack of parental involvement negatively affects reading comprehension. | 4.63 | Very High | 4.58 | Very High |
| Mean                                                                       | 4.72 | Very High | 4.66 | Very High |

Table 5 shows that both younger and older respondents strongly agree that parental involvement greatly supports learners' reading comprehension, with average scores of 4.72 and 4.66, respectively, interpreted as "very high." All individual items received very high ratings, indicating a shared belief that when parents help with reading at home, attend school activities, provide reading materials, and communicate with teachers, children are more likely to succeed in reading. The highest-rated item for both groups was parents regularly assisting with reading assignments at home.

These findings imply that the strong agreement among both younger and older respondents that parental involvement greatly supports learners' reading comprehension suggests that engaging parents is crucial across all age groups of educators. This highlights the importance of fostering effective home-school partnerships to consistently enhance students' reading skills.

This is supported by Wang and Sheikh-Khalil (2018), who found that strong parental involvement is closely linked to improved reading performance and motivation among students. Encouraging consistent parental engagement remains essential in developing children's reading comprehension skills.

**Table 6**

Degree of Factors Affecting the Learners' Reading Comprehension Skills in Parental Involvement when grouped according to sex

| Items                                                                        | Male Mean | Interpretation | Female Mean | Interpretation |
|------------------------------------------------------------------------------|-----------|----------------|-------------|----------------|
| 1. Parents regularly assist their children with reading assignments at home. | 4.82      | Very High      | 4.85        | Very High      |
| 2. Parents participate in school activities related to reading development.  | 4.70      | Very High      | 4.72        | Very High      |
| 3. I communicate with parents regarding their child's reading progress.      | 4.76      | Very High      | 4.71        | Very High      |
| 4. Parents provide home reading materials (e.g., books, storybooks).         | 4.61      | Very High      | 4.57        | Very High      |
| 5. Homework and reading tasks are completed with parental supervision.       | 4.65      | Very High      | 4.68        | Very High      |
| 6. Parents attend meetings or conferences to discuss their child's literacy. | 4.65      | Very High      | 4.67        | Very High      |
| 7. Learners with more involved parents show better reading comprehension.    | 4.76      | Very High      | 4.70        | Very High      |
| 8. Parents encourage their children to read outside of school hours.         | 4.76      | Very High      | 4.70        | Very High      |
| 9. I observe improvement in reading when parents follow up at home.          | 4.61      | Very High      | 4.70        | Very High      |
| 10. Lack of parental involvement negatively affects reading comprehension.   | 4.53      | Very High      | 4.64        | Very High      |
| Mean                                                                         | 4.69      | Very High      | 4.69        | Very High      |

Table 6 results show that male and female respondents strongly agree that parental involvement is essential in helping learners improve their reading comprehension. Both groups gave an overall average rating of 4.69, which is interpreted as "very high." This implies that both male and female teachers agree that parental involvement is significant for helping students improve their reading skills. All educators, regardless of gender, see how important it is for parents to be involved in their child's learning. This supports the findings of Fan and Chen (2020), which highlight a critical sex-related pattern: parental involvement has a significantly more substantial impact on reading achievement during early childhood compared to adolescence.

**Table 7**

Degree of Factors Affecting the Learners' Reading Comprehension Skills in Parental Involvement when grouped according to Length of Service

| Items                                                                        | Shorter Mean | Interpretation | Longer Mean | Interpretation |
|------------------------------------------------------------------------------|--------------|----------------|-------------|----------------|
| 1. Parents regularly assist their children with reading assignments at home. | 4.86         | Very High      | 4.83        | Very High      |



|                                                                              |      |           |      |           |
|------------------------------------------------------------------------------|------|-----------|------|-----------|
| 2. Parents participate in school activities related to reading development.  | 4.74 | Very High | 4.68 | Very High |
| 3. I communicate with parents regarding their child's reading progress.      | 4.77 | Very High | 4.68 | Very High |
| 4. Parents provide home reading materials (e.g., books, storybooks).         | 4.60 | Very High | 4.57 | Very High |
| 5. Homework and reading tasks are completed with parental supervision.       | 4.75 | Very High | 4.59 | Very High |
| 6. Parents attend meetings or conferences to discuss their child's literacy. | 4.75 | Very High | 4.58 | Very High |
| 7. Learners with more involved parents show better reading comprehension.    | 4.78 | Very High | 4.66 | Very High |
| 8. Parents encourage their children to read outside of school hours.         | 4.74 | Very High | 4.70 | Very High |
| 9. I observe improvement in reading when parents follow up at home.          | 4.70 | Very High | 4.64 | Very High |
| 10. Lack of parental involvement negatively affects reading comprehension.   | 4.66 | Very High | 4.55 | Very High |
| Mean                                                                         | 4.73 | Very High | 4.65 | Very High |

Table 7 data shows that both groups—teachers with shorter and longer years of service—strongly agree on the importance of parental involvement in improving learners' reading comprehension, with both giving a "very high" overall rating. Teachers with shorter service had a slightly higher average rating (4.73) than those with longer service (4.65).

It implies that, regardless of experience level, the results suggest that strengthening parental involvement is essential to students' reading success. Teachers recognize the vital role of parental involvement in improving students' reading skills. The slightly higher rating from teachers with shorter service suggests that newer educators are enthusiastic about engaging parents as learning partners.

This aligns with Ahmed, S., & Khan, R. (2019), arguing that long-term parental involvement fosters academic support, emotional encouragement, and motivation. This ongoing support contributes to higher learner confidence and greater interest in reading, which is essential for improving comprehension outcomes.

**Table 8**

Degree of Factors Affecting the Learners' Reading Comprehension Skills in the Learning Environment when grouped according to Age

| Items                                                                                 | Younger<br>Mean | Interpretation | Older<br>Mean | Interpretation |
|---------------------------------------------------------------------------------------|-----------------|----------------|---------------|----------------|
| 1. My classroom is conducive to the development of reading skills.                    | 4.76            | Very High      | 4.74          | Very High      |
| 2. Learners have access to various reading materials in the classroom.                | 4.78            | Very High      | 4.69          | Very High      |
| 3. I implement reading corners or literacy stations in my class.                      | 4.71            | Very High      | 4.69          | Very High      |
| 4. The school library supports the learners' reading needs.                           | 4.71            | Very High      | 4.63          | Very High      |
| 5. I use visual aids and interactive tools to support reading instruction.            | 4.69            | Very High      | 4.67          | Very High      |
| 6. Noise and distractions in the classroom hinder reading focus.                      | 4.72            | Very High      | 4.67          | Very High      |
| 7. The reading instruction time allotted is sufficient for comprehension development. | 4.78            | Very High      | 4.65          | Very High      |
| 8. I regularly use differentiated reading strategies to support learners.             | 4.76            | Very High      | 4.73          | Very High      |
| 9. Learners are motivated to read because of the environment I create.                | 4.71            | Very High      | 4.70          | Very High      |
| 10. A well-organized and print-rich classroom enhances reading outcomes.              | 4.69            | Very High      | 4.69          | Very High      |
| Mean                                                                                  | 4.73            | Very High      | 4.69          | Very High      |



Table 8 shows that both younger and older respondents strongly agree that the learning environment is essential in helping students improve their reading comprehension. The average rating from younger teachers is 4.73, slightly higher than the 4.69 given by older teachers, with all items rated as "very high."

It implies that both younger and older teachers acknowledge the crucial role of the learning environment in enhancing students' reading comprehension. The slightly higher rating from younger educators highlights their strong focus on creating engaging and student-centered classrooms. This reinforces the need for schools to invest in well-structured, resource-rich, and supportive learning spaces that promote effective and motivated reading development for all learners.

Similar study results to Miller and Johnson (2020) emphasize that the learning environment's influence on reading comprehension is not static but evolves with learners' age and developmental needs. The study highlights the need for educators and policymakers to tailor classroom environments to the specific age-related requirements of their students.

**Table 9**

Degree of Factors Affecting the Learners' Reading Comprehension Skills in the Learning Environment when grouped according to Sex

| Items                                                                                 | Male<br>Mean | Interpretation | Female<br>Mean | Interpretation |
|---------------------------------------------------------------------------------------|--------------|----------------|----------------|----------------|
| 1. My classroom is conducive to the development of reading skills.                    | 4.74         | Very High      | 4.75           | Very High      |
| 2. Learners have access to various reading materials in the classroom.                | 4.70         | Very High      | 4.75           | Very High      |
| 3. I implement reading corners or literacy stations in my class.                      | 4.72         | Very High      | 4.69           | Very High      |
| 4. The school library supports the learners' reading needs.                           | 4.65         | Very High      | 4.67           | Very High      |
| 5. I use visual aids and interactive tools to support reading instruction.            | 4.63         | Very High      | 4.70           | Very High      |
| 6. Noise and distractions in the classroom hinder reading focus.                      | 4.65         | Very High      | 4.71           | Very High      |
| 7. The reading instruction time allotted is sufficient for comprehension development. | 4.61         | Very High      | 4.75           | Very High      |
| 8. I regularly use differentiated reading strategies to support learners.             | 4.70         | Very High      | 4.76           | Very High      |
| 9. Learners are motivated to read because of the environment I create.                | 4.74         | Very High      | 4.69           | Very High      |
| 10. A well-organized and print-rich classroom enhances reading outcomes.              | 4.76         | Very High      | 4.66           | Very High      |
| Mean                                                                                  | 4.69         | Very High      | 4.71           | Very High      |

Table 9 shows that both male and female respondents strongly agree that the learning environment greatly supports learners' reading comprehension. Female respondents had a slightly higher average rating (4.71) compared to males (4.69), but both are in the "very high" range.

This implies that both male and female respondents confirm that the learning environment is vital in supporting learners' reading comprehension. Female respondents' slightly higher average rating may reflect a greater emphasis on creating nurturing, organized, and engaging classroom settings. This highlights the shared belief among educators, regardless of gender, in the importance of providing a supportive atmosphere that enhances student learning.

This supports the findings of Taylor and Green (2019) that female teachers tend to thrive in cooperative, structured, and quieter classroom settings. Girls appeared to benefit more from teacher-led discussions, group reading activities, and environments with fewer distractions. In contrast, male teachers demonstrated stronger reading comprehension outcomes in more dynamic, interactive classroom settings.

**Table 10**

Degree of Factors Affecting the Learners' Reading Comprehension Skills in the Learning Environment when grouped according to Length of Service

| Items | Shorter<br>Mean | Interpretation | Longer<br>Mean | Interpretation |
|-------|-----------------|----------------|----------------|----------------|
|-------|-----------------|----------------|----------------|----------------|

|                                                                                       |      |           |      |           |
|---------------------------------------------------------------------------------------|------|-----------|------|-----------|
| 1. My classroom is conducive to the development of reading skills.                    | 4.78 | Very High | 4.72 | Very High |
| 2. Learners have access to various reading materials in the classroom.                | 4.78 | Very High | 4.68 | Very High |
| 3. I implement reading corners or literacy stations in my class.                      | 4.70 | Very High | 4.70 | Very High |
| 4. The school library supports the learners' reading needs.                           | 4.68 | Very High | 4.64 | Very High |
| 5. I use visual aids and interactive tools to support reading instruction.            | 4.70 | Very High | 4.66 | Very High |
| 6. Noise and distractions in the classroom hinder reading focus.                      | 4.70 | Very High | 4.68 | Very High |
| 7. The reading instruction time allotted is sufficient for comprehension development. | 4.79 | Very High | 4.63 | Very High |
| 8. I regularly use differentiated reading strategies to support learners.             | 4.77 | Very High | 4.72 | Very High |
| 9. Learners are motivated to read because of the environment I create.                | 4.72 | Very High | 4.68 | Very High |
| 10. A well-organized and print-rich classroom enhances reading outcomes.              | 4.70 | Very High | 4.68 | Very High |
| Mean                                                                                  | 4.73 | Very High | 4.68 | Very High |

Table 10 shows that both teachers with shorter and longer lengths of service strongly agree that the learning environment plays a crucial role in improving learners' reading comprehension skills. Teachers with shorter service years had a slightly higher average rating (4.73) than those with longer service (4.68), but both fall within the "very high" category.

It implies that both age groups recognize the importance of classroom features, such as reading materials, visual aids, and organized spaces, in supporting reading development. Younger teachers' slightly higher ratings strongly emphasize engaging and student-centered environments. These teachers tend to create structured, consistent learning environments that promote reading engagement and comprehension.

This aligns with Bennett and Tran's (2019) research that longer-serving teachers are typically more proficient in managing classroom climate, integrating differentiated instruction, and maintaining high academic expectations. Their familiarity with diverse learning profiles enables them to adapt instruction to meet individual needs—an essential component for developing higher-order reading skills such as inference, summarization, and critical analysis.

**Table 11**

Degree of Factors Affecting the Learners' Reading Comprehension Skills in Stakeholders' Support when grouped according to Age

| Items                                                                                  | Younger |                | Older |                |
|----------------------------------------------------------------------------------------|---------|----------------|-------|----------------|
|                                                                                        | Mean    | Interpretation | Mean  | Interpretation |
| 1. School administrators provide adequate resources for reading instruction.           | 4.82    | Very High      | 4.75  | Very High      |
| 2. Reading programs are supported by the local government or barangay.                 | 4.79    | Very High      | 4.75  | Very High      |
| 3. NGOs or community groups support literacy programs in our school.                   | 4.76    | Very High      | 4.71  | Very High      |
| 4. Stakeholders (e.g., LGUs, NGOs, alumni) donate reading materials.                   | 4.75    | Very High      | 4.74  | Very High      |
| 5. I receive training and workshops on reading instruction from external stakeholders. | 4.86    | Very High      | 4.81  | Very High      |
| 6. Community stakeholders are engaged in school reading activities.                    | 4.88    | Very High      | 4.78  | Very High      |
| 7. External support positively impacts learners' reading comprehension.                | 4.89    | Very High      | 4.78  | Very High      |
| 8. DepEd provides sufficient guidance and support for reading interventions.           | 4.79    | Very High      | 4.79  | Very High      |
| 9. Private organizations sponsor literacy development projects in our school.          | 4.73    | Very High      | 4.79  | Very High      |

|                                                                                                             |      |           |      |           |
|-------------------------------------------------------------------------------------------------------------|------|-----------|------|-----------|
| 10. Stakeholders are involved in creating a supportive reading environment and improving academic outcomes. | 4.76 | Very High | 4.74 | Very High |
|-------------------------------------------------------------------------------------------------------------|------|-----------|------|-----------|

Table 11 presents data on the degree to which various stakeholders' support factors affect learners' reading comprehension skills, categorized by two age groups: younger and older learners. All items demonstrate very high mean scores ranging from 4.81 (younger age) to 4.76 (older age), indicating a strong perception that stakeholders' support is crucial in enhancing reading comprehension across both age groups.

It implies that younger and older teachers value this support highly, so efforts to strengthen partnerships with local government, NGOs, and private sponsors can help improve students' reading skills even more.

The study of Lee, C., & Sanders, R. (2019) reveals that younger learners (typically in elementary school) benefit most from direct and consistent support provided by key stakeholders, primarily parents and classroom teachers. Literacy development depends highly on structured guidance, such as home-based reading routines, teacher modeling of comprehension strategies, and collaborative teacher-parent communication for this age group.

**Table 12**  
Degree of Factors Affecting the Learners' Reading Comprehension Skills in Stakeholders' Support when grouped according to Age

| Items                                                                                                       | Younger |                | Older |                |
|-------------------------------------------------------------------------------------------------------------|---------|----------------|-------|----------------|
|                                                                                                             | Mean    | Interpretation | Mean  | Interpretation |
| 1. School administrators provide adequate resources for reading instruction.                                | 4.82    | Very High      | 4.75  | Very High      |
| 2. Reading programs are supported by the local government or barangay.                                      | 4.79    | Very High      | 4.75  | Very High      |
| 3. NGOs or community groups support literacy programs in our school.                                        | 4.76    | Very High      | 4.71  | Very High      |
| 4. Stakeholders (e.g., LGUs, NGOs, alumni) donate reading materials.                                        | 4.75    | Very High      | 4.74  | Very High      |
| 5. I receive training and workshops on reading instruction from external stakeholders.                      | 4.86    | Very High      | 4.81  | Very High      |
| 6. Community stakeholders are engaged in school reading activities.                                         | 4.88    | Very High      | 4.78  | Very High      |
| 7. External support positively impacts learners' reading comprehension.                                     | 4.89    | Very High      | 4.78  | Very High      |
| 8. DepEd provides sufficient guidance and support for reading interventions.                                | 4.79    | Very High      | 4.79  | Very High      |
| 9. Private organizations sponsor literacy development projects in our school.                               | 4.73    | Very High      | 4.79  | Very High      |
| 10. Stakeholders are involved in creating a supportive reading environment and improving academic outcomes. | 4.76    | Very High      | 4.74  | Very High      |

Table 12 presents data on the degree to which various stakeholders' support factors affect learners' reading comprehension skills, categorized by two age groups: younger and older learners. All items demonstrate very high mean scores ranging from 4.81 (younger age) to 4.76 (older age), indicating a strong perception that stakeholders' support is crucial in enhancing reading comprehension across both age groups. It implies that younger and older teachers value this support highly, so efforts to strengthen partnerships with local government, NGOs, and private sponsors can help improve students' reading skills even more. The study of Lee, C., & Sanders, R. (2019) reveals that younger learners (typically in elementary school) benefit most from direct and consistent support provided by key stakeholders, primarily parents and classroom teachers. Literacy development depends highly on structured guidance, such as home-based reading routines, teacher modeling of comprehension strategies, and collaborative teacher-parent communication for this age group.

**Table 13**  
Degree of Factors Affecting the Learners' Reading Comprehension Skills in Stakeholders' Support when grouped according to Sex

| Items                                                                        | Male |                | Female |                |
|------------------------------------------------------------------------------|------|----------------|--------|----------------|
|                                                                              | Mean | Interpretation | Mean   | Interpretation |
| 1. School administrators provide adequate resources for reading instruction. | 4.74 | Very High      | 4.80   | Very High      |

|                                                                                                             |      |           |      |           |
|-------------------------------------------------------------------------------------------------------------|------|-----------|------|-----------|
| 2. The local government or barangay supports reading programs.                                              | 4.74 | Very High | 4.78 | Very High |
| 3. NGOs or community groups support literacy programs in our school.                                        | 4.61 | Very High | 4.79 | Very High |
| 4. Stakeholders (e.g., LGUs, NGOs, alums) donate reading materials.                                         | 4.59 | Very High | 4.81 | Very High |
| 5. I receive training and workshops on reading instruction from external stakeholders.                      | 4.74 | Very High | 4.88 | Very High |
| 6. Community stakeholders are engaged in school reading activities.                                         | 4.72 | Very High | 4.87 | Very High |
| 7. External support positively impacts learners' reading comprehension.                                     | 4.76 | Very High | 4.86 | Very High |
| 8. DepEd provides sufficient guidance and support for reading interventions.                                | 4.76 | Very High | 4.80 | Very High |
| 9. Private organizations sponsor literacy development projects in our school.                               | 4.72 | Very High | 4.78 | Very High |
| 10. Stakeholders are involved in creating a supportive reading environment and improving academic outcomes. | 4.65 | Very High | 4.79 | Very High |
| Mean                                                                                                        | 4.70 | Very High | 4.82 | Very High |

Table 13 illustrates the perceptions of male and female teachers regarding the influence of stakeholders' support on reading comprehension skills. The mean scores of female teachers consistently gave slightly higher ratings, with an average of 4.82, compared to the male teachers' mean score of 4.70. This shows that both men and women educators recognize the crucial resources, training, and community involvement in creating a positive learning environment for reading.

This is similar to the research of Smith, J., & Brown, L. (2021), which discusses how females often perceive educational support more positively than males, particularly regarding social and community involvement. Moreover, studies such as Nguyen & Hall (2019) and Delgado & Chen (2018) reveal that girls benefit more from emotional and consistent parental engagement, while boys respond better to structured, task-oriented support, particularly from male mentors or competitive reading formats. This highlights the need for gender-sensitive stakeholder strategies that tailor literacy support to male and female students' different motivational and emotional needs.

**Table 14**

Degree of Factors Affecting the Learners' Reading Comprehension Skills in Stakeholders' Support when grouped according to Length of Service

| Items                                                                                                       | Shorter<br>Mean | Interpretation | Longer<br>Mean | Interpretation |
|-------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|
| 1. School administrators provide adequate resources for reading instruction.                                | 4.82            | Very High      | 4.75           | Very High      |
| 2. The local government or barangay supports reading programs.                                              | 4.82            | Very High      | 4.72           | Very High      |
| 3. NGOs or community groups support literacy programs in our school.                                        | 4.78            | Very High      | 4.70           | Very High      |
| 4. Stakeholders (e.g., LGUs, NGOs, alums) donate reading materials.                                         | 4.75            | Very High      | 4.74           | Very High      |
| 5. I receive training and workshops on reading instruction from external stakeholders.                      | 4.86            | Very High      | 4.81           | Very High      |
| 6. Community stakeholders are engaged in school reading activities.                                         | 4.87            | Very High      | 4.77           | Very High      |
| 7. External support positively impacts learners' reading comprehension.                                     | 4.90            | Very High      | 4.76           | Very High      |
| 8. DepEd provides sufficient guidance and support for reading interventions.                                | 4.79            | Very High      | 4.79           | Very High      |
| 9. Private organizations sponsor literacy development projects in our school.                               | 4.72            | Very High      | 4.80           | Very High      |
| 10. Stakeholders are involved in creating a supportive reading environment and improving academic outcomes. | 4.77            | Very High      | 4.74           | Very High      |

Mean 4.81 Very High 4.76 Very High

Table 14 presents data comparing perceptions between those with shorter and longer lengths of service regarding the impact of stakeholders' support on learners' reading comprehension. Both groups strongly agree, with very high mean scores ranging from 4.81 for shorter and 4.76 for longer lengths of service, that stakeholder support positively influences reading comprehension skills.

It implies that regardless of experience, teachers recognize the importance of stakeholder involvement in providing resources, training, and supporting reading programs. The slightly higher ratings from newer teachers may reflect their recent exposure to modern teaching practices and more recent training opportunities. These findings carry important implications for educational policy, teacher professional development, and school leadership. Research such as Bennett & Tran (2019) emphasizes that length of service alone is insufficient without ongoing professional growth. Studies indicate that the most effective teachers, regardless of tenure, actively update their skills in engaging stakeholders to enrich the learning environment and enhance reading comprehension. These teachers stay current with literacy strategies and adapt to evolving stakeholder dynamics, making them more responsive to students' needs.

**Table 15**

Difference in the Factors Affecting the Learners' Reading Comprehension Skills in Parental Involvement when grouped and compared according to the aforementioned Variables

| Variable          | Category | N   | Mean Rank | Mann-Whitney U | p-value | Sig. level | Interpretation  |
|-------------------|----------|-----|-----------|----------------|---------|------------|-----------------|
| Age               | Younger  | 69  | 81.59     | 2443.000       | 0.135   | 0.05       | Not Significant |
|                   | Older    | 82  | 71.29     |                |         |            |                 |
| Sex               | Male     | 47  | 73.63     | 2332.500       | 0.642   | 0.05       | Not Significant |
|                   | Female   | 104 | 77.07     |                |         |            |                 |
| Length of Service | Shorter  | 74  | 83.04     | 2328.000       | 0.044   | 0.05       | Significant     |
|                   | Longer   | 77  | 69.23     |                |         |            |                 |

Table 15 showed no significant difference based on age ( $U = 2443.000$ ,  $p = 0.135$ ) and sex ( $U = 2332.500$ ,  $p = 0.642$ ). This indicates that both younger and older teachers and male and female teachers generally share similar views on the importance of parental involvement in supporting reading comprehension.

However, a significant difference was found based on length of service ( $U = 2328.000$ ,  $p = 0.044$ ). Teachers with shorter service years reported stronger agreement with the role of parental involvement compared to those with longer teaching experience. This suggests that newer teachers may be more influenced by recent training and modern pedagogical practices emphasizing active family engagement in literacy development.

This result implies that while awareness of the importance of parental involvement is widespread, ongoing professional development may be necessary, especially for more experienced teachers, to keep all educators aligned with contemporary strategies in promoting home-school partnerships that support students' reading success. These findings are consistent with current literature. For instance, Fan and Chen (2020) found that while developmental stages may influence learning styles, age alone does not significantly affect reading comprehension when instructional support is consistent. Similarly, Taylor and Green (2019) found no consistent gender-based differences in reading outcomes, although they noted variations in classroom preferences.

Conversely, the significant effect of length of service aligns strongly with the findings of Bennett and Tran (2019), who argue that experienced educators are more adept at leveraging stakeholder support and implementing effective literacy strategies. Teachers with longer service tend to foster more stable and supportive learning environments, which are key in enhancing students' reading comprehension skills, as also reinforced by Ahmed and Khan (2019).

**Table 16**

Difference in the Factors Affecting the Learners' Reading Comprehension Skills in the Learning Environment when grouped and compared according to the aforementioned Variables

| Variable          | Category | N   | Mean Rank | Mann-Whitney U | p-value | Sig. level | Interpretation  |
|-------------------|----------|-----|-----------|----------------|---------|------------|-----------------|
| Age               | Younger  | 69  | 78.81     | 2635.000       | 0.452   | 0.05       | Not Significant |
|                   | Older    | 82  | 73.63     |                |         |            |                 |
| Sex               | Male     | 47  | 72.77     | 2292.000       | 0.526   | 0.05       | Not Significant |
|                   | Female   | 104 | 77.46     |                |         |            |                 |
| Length of Service | Shorter  | 74  | 79.17     | 2614.500       | 0.365   | 0.05       | Not Significant |
|                   | Longer   | 77  | 72.95     |                |         |            |                 |

Table 16 shows how various factors, specifically age, sex, and length of service, affect learners' reading comprehension skills in the learning environment. The Mann-Whitney U test data analysis revealed no statistically significant differences in reading comprehension skills across these variables. For age, younger learners (mean rank = 78.81) and older learners (mean rank = 73.63) showed no significant difference ( $U = 2635.000$ ,  $p = 0.452$ ), indicating that age does not considerably influence reading comprehension in this setting. Similarly, no significant difference was found between male (mean rank = 72.77) and female learners (mean rank = 77.46) ( $U = 2292.000$ ,  $p = 0.526$ ), suggesting that gender does not play a distinct role in shaping reading comprehension skills. Additionally, length of service, categorized as shorter (mean rank = 79.17) and longer (mean rank = 72.95), also did not show a significant effect ( $U = 2614.500$ ,  $p = 0.365$ ).

These findings imply that demographic and service-related factors may not be critical determinants of learners' reading comprehension abilities in environments. This aligns with the existing literature of Guthrie & Wigfield (2020), emphasizing the role of instructional methods and learning environment quality over demographic characteristics in influencing academic skills. The lack of significant differences suggests that CRLA or Comprehension Rapid Literacy Assessment can be effectively implemented across diverse learner groups, promoting equity in reading outcomes regardless of age, sex, or length of service.

Similar to the research result of Johnson & Johnson (2019), educational practitioners should prioritize enhancing collaborative and environmental learning conditions rather than focusing on interventions based on demographic distinctions.

## Conclusions:

This study found that most respondents were female educators aged 37 and above, with less than seven years of experience, reflecting a mix of newer and experienced teachers. Factors such as parental involvement, learning environment, and stakeholder support were rated very high in positively influencing learners' reading comprehension, regardless of demographics like age, sex, or years of service. Notably, male teachers tended to perceive educational support, especially social and community involvement, less positively than females, highlighting the need for gender-sensitive strategies tailored to different motivational and emotional needs. Newer teachers showed stronger agreement on the importance of parental involvement, likely due to recent training emphasizing family engagement. Female teachers also reported higher stakeholder support than males, suggesting instructional practices should incorporate gender-responsive approaches to enhance reading outcomes. Recommendations include encouraging active parental participation through reading programs, investing in print-rich, differentiated classrooms, fostering strong collaborations with external partners for ongoing teacher development, creating targeted literacy programs for male readers, offering refresher courses for veteran teachers on literacy innovations, and conducting further research on gender disparities to inform inclusive, sustainable literacy strategies supported by stakeholders.

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