

Teachers' Insights on Promoting Engagement and Achievement in Reading and Literacy at San Pascual Central School

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Abstract

This study examined teachers' insights, strategies, and challenges in promoting reading engagement and literacy achievement at San Pascual Central School. Anchored on Social Constructivist Theory, Engagement Theory, and Social Learning Theory, the study employed a descriptive-survey design to analyze teachers' perceptions, instructional practices, and related factors influencing literacy outcomes. Thirty teachers were selected through convenience sampling, and data were collected using a researcher-developed questionnaire consisting of demographic information and indicators on motivation, participation, comprehension, teaching strategies, challenges, and suggested measures. Statistical tools including frequency, percentage, weighted mean, and Pearson correlation were used for analysis. Findings revealed that teachers generally perceive learners as motivated, actively participating, and demonstrating improvement in reading comprehension, although higher-order skills such as vocabulary development and summarization require further enhancement. Teachers strongly implement interactive reading activities, technology integration, and differentiated instruction, which contribute positively to engagement and literacy achievement. However, significant challenges persist, including limited reading resources, varied learner abilities, time constraints, low motivation, and insufficient parental involvement. A statistically significant moderate positive relationship was found between teachers' insights and the strategies they implement, indicating that stronger awareness leads to more effective instructional practices. The study concludes that enhancing teacher capacity, strengthening parental involvement, and improving instructional resources are essential to sustain literacy development. It aligns with Sustainable Development Goal 4 (Quality Education) by promoting inclusive and effective literacy instruction, and SDG 10 (Reduced Inequalities) through addressing diverse learner needs. The study contributes to educational, institutional, and socio-economic sustainability by supporting improved literacy outcomes, strengthening teaching practices, and promoting equitable learning opportunities within the school community.

Keywords: Differentiated Instruction, Literacy Achievement, Reading Engagement, Reading Comprehension, Teaching Strategies, Teachers' Insights

1. Introduction

Reading and literacy are fundamental to academic success, critical thinking, and lifelong learning. Teachers play a central role in fostering reading engagement through instructional strategies that influence students' motivation, participation, and comprehension. This study examines teachers' insights, strategies, and challenges in promoting reading engagement and literacy achievement at San Pascual Central School, providing a basis for improving instructional practices and learner outcomes.

1.1 Background of the Study on Teachers' Insights in Promoting Reading Engagement and Literacy Achievement

Reading engagement is a critical component of literacy development, as it shapes learners' motivation, comprehension, and academic success. Teachers play a pivotal role in encouraging engagement by guiding students to interact with texts, even those that initially lack appeal (Department of Education, Victoria, 2023). Instructional strategies such as motivational techniques, incentives, and the use of digital resources enhance behavioral engagement and participation (Aliabadi & Weisi, 2023). Teachers deliberate instructional choices significantly influence learners' engagement and academic progress (Sadoughi & Hejazi, 2021; Dewaele and Li, 2021). Reading engagement is influenced by multiple factors, including learner characteristics, text complexity, task demands, and contextual conditions (Alqahtani, 2024). Misalignment among these factors can hinder comprehension and sustained engagement, contributing to persistent challenges in reading proficiency (Vanguri, Murathoti, Farooq, & Kumari, 2025). High-quality engagement fosters positive reading experiences and literacy outcomes, while disengagement negatively affects academic performance, motivation, and well-being (McGeown and Smith, 2024; Morrell, 2024). Engaged reading extends beyond literacy, supporting learning across disciplines and promoting intrinsic motivation (Stanford Center for Teaching and Learning, n.d.; Beanstack, 2024). Understanding

teachers' insights into effective strategies is therefore essential for improving literacy outcomes and fostering lifelong reading habits.

1.2 Themes and Insights from Related Literature on Reading Engagement, Teacher Strategies, and Literacy Achievement

Literature consistently highlights reading engagement as a key determinant of literacy development and academic performance (Lee, Jang, & Conradi, 2021; Zhu, Mofreh, Salem, Li, & Yao, 2023). Students' intrinsic motivation and self-efficacy increase when they experience progress and achievement in reading tasks (Mikami, 2020). Teachers significantly influence literacy outcomes through instructional quality, inclusive practices, and supportive learning environments (Mpiti, Ncanywa, and Asaleye, 2025; Costantine et al., 2025). However, the role of teacher demographics remains inconclusive, with studies suggesting that instructional practices and professional development are more influential than age, gender, or experience (Chung et al., 2022; Snoek, 2021; Murtonen et al., 2024). Gender-based teaching approaches may shape engagement differently, with varying instructional styles contributing to literacy outcomes (Stolk et al., 2021; Bai & Zang, 2025). Continuous professional development and collaborative learning among teachers enhance instructional effectiveness and literacy achievement (Sims & Fletcher-Wood, 2021; Tatto, 2021). Local literature emphasizes challenges such as low reading proficiency, vocabulary deficits, and disengagement among learners (Alicwadey & Lagawid, 2025; Adao et al., 2023). Effective strategies include differentiated instruction, culturally relevant materials, interactive reading activities, and technology integration, all of which improve comprehension and participation (Domingo, 2025; Agustin & Borromeo, 2023; Palines, Moreno, Tatlonghari, & Ortega-Dela Cruz, 2025). Guided reading, assessment practices, and structured learning environments further enhance literacy outcomes (Dinoro et al., 2023; Deluao et al., 2021; Sambulawan, 2024). Overall, the literature underscores that reading engagement is multifaceted, requiring strategic, inclusive, and context-responsive instructional approaches.

1.3 Local, National, and Global Context of Reading Engagement and Literacy Achievement

Globally, literacy remains a fundamental educational priority, yet many learners struggle to meet reading proficiency standards, particularly in early education (Mathews, 2021; Muse-Harry, 2024). Challenges such as limited resources, insufficient professional development, and difficulties in integrating literacy across subjects persist (Grigsby, 2022; Brewington, 2024). In the Philippine context, learners are expected to achieve reading proficiency in the primary grades; however, linguistic diversity, resource limitations, and varied learner abilities hinder effective literacy instruction (Labastida, 2025; Miñoza, 2025). Reading proficiency is essential for academic success and critical thinking development (Bernardo et al., 2021; Idulog et al., 2023). At the local level, San Pascual Central School operates within the educational system of Masbate, where literacy performance remains a concern despite institutional support and available resources (Department of Education, 2021; Province of Masbate, n.d.; Philippine Statistics Authority, 2025). While the school promotes literacy achievement, recent assessments indicate the need for improved strategies to enhance reading outcomes. This context highlights the importance of examining teachers' insights to address literacy challenges effectively.

1.4 Theoretical or Conceptual Basis of Teachers' Strategies in Reading Engagement and Literacy Achievement

This study is grounded in three key theories. Vygotsky's Social Constructivist Theory (1978) emphasizes that learning occurs through social interaction and guided instruction, supporting the use of collaborative and scaffolded reading strategies. Guthrie and Wigfield's Engagement Theory (2000) highlights the importance of behavioral, emotional, and cognitive engagement in achieving literacy outcomes. Bandura's Social Learning Theory (1977) explains how students learn through observation and modeling, underscoring the role of teachers as facilitators and role models in reading instruction. These theories collectively support the premise that teachers' instructional practices and insights significantly influence students' engagement and literacy achievement.

1.5 Research Gaps and Rationale on Teachers' Insights in Reading Engagement and Literacy Achievement

Despite extensive research on literacy strategies and student outcomes, there is limited focus on teachers' perspectives regarding effective practices. Many studies emphasize learner performance while overlooking how teachers perceive, implement, and evaluate strategies for promoting engagement. This study addresses this gap by examining teachers' insights, instructional strategies, and challenges in promoting reading engagement and literacy achievement at San Pascual Central School. Understanding these perspectives provides practical implications for improving teaching practices and literacy outcomes.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study aligns with SDG 4 – Quality Education, as it focuses on improving literacy instruction, student engagement, and learning outcomes. Enhancing reading proficiency supports inclusive and equitable education by ensuring learners develop essential literacy skills. It also relates to SDG 8 – Decent Work and Economic Growth, as literacy is foundational to employability and lifelong learning. Additionally, the study supports SDG 10 – Reduced Inequalities by addressing diverse learner needs through inclusive instructional strategies.

1.7 Importance of the Study to Multidisciplinary Sustainability

This study contributes to educational sustainability by promoting effective literacy instruction that supports long-term learning outcomes. It also advances socio-economic sustainability, as improved literacy enhances learners' future opportunities and workforce readiness. Furthermore, the study supports community and institutional sustainability by providing evidence-based strategies that can inform school practices, policy decisions, and teacher development programs. By strengthening reading engagement and literacy achievement, the study fosters a more inclusive, adaptive, and sustainable educational system.

2. Material and methods

2.1 Research Design

The study employed a descriptive-survey research design to determine teachers' insights regarding the promotion of reading engagement and literacy achievement. This design enabled the systematic collection and analysis of data related to teachers' perceptions, instructional strategies, challenges encountered, and proposed measures. The study also examined the relationship between teachers' insights and the teaching strategies and interventions they implement. Data collected were organized and analyzed to ensure clarity and accuracy in interpretation.

2.2 Locale of the Study

The study was conducted at San Pascual Central School, where teachers are actively engaged in literacy instruction. The setting provided a relevant context for examining instructional practices, engagement strategies, and challenges encountered in promoting reading and literacy among learners.

2.3 Respondents of the Study

The respondents consisted of thirty (30) teachers from San Pascual Central School. These teachers were directly involved in delivering reading and literacy instruction, making them suitable participants for providing insights into engagement strategies, literacy practices, and classroom challenges.

2.4 Sample and Sampling Procedure

A convenience sampling technique was used to select the thirty (30) teacher-respondents based on accessibility and willingness to participate. The researcher personally distributed the questionnaires during the respondents' available time to ensure proper administration. All questionnaires were completed and returned, resulting in a 100% response rate. This approach facilitated efficient data collection while ensuring completeness and reliability of responses.

2.5 Research Instrument

A researcher-developed survey questionnaire was used to gather data on teachers' insights regarding reading engagement and literacy achievement. The instrument consisted of two parts. The first part collected demographic information, including age, sex, civil status, educational attainment, length of service, and teaching position. The second part measured teachers' perceptions of promoting reading engagement and literacy achievement, focusing on students' motivation to read, participation in reading activities, and improvement in reading comprehension. It also examined teaching strategies and interventions such as interactive reading activities, integration of technology and multimedia resources, and differentiated instruction based on students' needs. Additionally, the instrument identified challenges encountered by teachers and gathered suggested measures to address these challenges. All items were rated using a four-point Likert scale ranging from Strongly Disagree to Strongly Agree, allowing the measurement of respondents' level of agreement with each statement.

2.6 Data Gathering Procedure

After the thesis proposal was approved, the researcher secured authorization from the Schools Division Superintendent of Masbate Province and the Public School District Supervisor. Coordination with the school head of San Pascual Central School was then conducted prior to data collection. The researcher personally administered the validated questionnaires to ensure proper distribution and completion. Although retrieval extended due to overlapping school activities, all questionnaires were successfully collected, achieving a 100% response rate. The data were then systematically organized, analyzed with the assistance of a statistician, and interpreted to address the research objectives. The manuscript underwent revisions based on feedback from the thesis adviser and panel members throughout the evaluation stages.

2.7 Data Analysis Techniques

The study utilized several statistical techniques to analyze the data. Frequency count and percentage were used to describe the demographic profile of respondents, with percentage computed as the ratio of frequency to the total number of respondents multiplied by one hundred. The weighted mean was used to determine teachers' perceptions, strategies, challenges, and suggested measures. It was calculated as the sum of the products of frequencies and corresponding values divided by the total frequency, representing the average response level. The Pearson Product-Moment Correlation

Coefficient (r) was applied to determine the relationship between teachers' insights on promoting reading engagement and literacy achievement and the teaching strategies and interventions they implement. The coefficient measured the strength and direction of the relationship, ranging from strong positive to strong negative linear relationships depending on the computed value.

3. Results and Discussion

3.1 Teachers' Demographic Profile and Professional Characteristics

3.1.1 Age Distribution of Teachers

The findings indicate that the majority of teachers are within the 31–40 age group (40.00%), followed by 41–50 years old (30.00%), 26–30 years old (16.67%), and 51 years and above (13.33%), with no representation from the 20–25 age group. This distribution reflects a workforce dominated by mid-career educators, suggesting a balance between experience and active professional engagement. Such a profile may contribute to instructional stability and informed pedagogical practices. However, the absence of younger teachers may limit the infusion of emerging teaching approaches. Despite this, instructional quality remains more critical than demographic characteristics in influencing literacy outcomes (Costantine et al., 2025).

3.1.2 Sex Distribution of Teachers

The results reveal a predominantly female teaching workforce (83.33%), with male teachers comprising only 16.67%. This gender imbalance reflects broader educational trends and may influence classroom dynamics and instructional approaches. Female teachers are often associated with nurturing, student-centered strategies that foster inclusive learning environments, while male teachers may adopt more structured approaches that emphasize discipline and measurable outcomes (Stolk et al., 2021; Bai & Zang, 2025). The coexistence of these approaches can provide complementary instructional benefits in literacy development.

3.1.3 Civil Status of Teachers

Most teachers are married (63.33%), followed by single (26.67%) and widowed (10.00%), with no separated respondents. This indicates a relatively stable teaching population, potentially contributing to consistency in professional responsibilities and instructional delivery. The diversity in civil status may also reflect varied life experiences that influence teachers' perspectives on student engagement and classroom management.

3.1.4 Educational Attainment of Teachers

The majority of teachers have earned units in a master's degree (66.67%), while 16.67% are bachelor's degree graduates and another 16.67% have completed a master's degree. No teachers possess doctoral qualifications. This suggests a strong commitment to professional advancement and continuous learning. While advanced academic qualifications are valuable, instructional effectiveness in literacy is more strongly linked to practical teaching experience, ongoing professional development, and classroom management skills (Tatto, 2021).

3.1.5 Length of Service of Teachers

Half of the respondents (50.00%) have more than 16 years of teaching experience, followed by those with 11–15 years (26.67%), 6–10 years (16.67%), and 1–5 years (6.67%). This indicates a highly experienced teaching workforce, which may enhance instructional consistency and depth of pedagogical knowledge. However, sustained effectiveness requires continuous professional growth and adaptation to new teaching strategies. Collaboration between experienced and less experienced teachers can support knowledge transfer and innovation (Sims & Fletcher-Wood, 2021).

3.1.6 Teaching Position of Teachers

Most teachers occupy higher teaching ranks, with Teacher III (43.33%) as the largest group, followed by Master Teacher I (23.33%) and Master Teacher II (20.00%), and a smaller proportion of Teacher I (13.33%). This reflects a professionally advanced teaching workforce capable of leadership and mentorship roles. The presence of higher-ranked educators suggests strong potential for guiding instructional improvement and supporting literacy initiatives within the school.

3.2 Teachers' Perceptions of Reading Engagement and Literacy Achievement

3.2.1 Students' Motivation to Read

Teachers generally perceive students as motivated to read, with an overall agreement level. Students demonstrate enjoyment of reading materials, interest in tasks, and willingness to participate, although curiosity and questioning behaviors are relatively less emphasized. This suggests that while surface-level engagement is evident, deeper cognitive engagement can be further strengthened. Motivation is enhanced when students recognize their progress and develop a sense of accomplishment, which increases intrinsic motivation and sustained engagement (Mikami, 2020).

3.2.2 Participation in Reading Activities

Students are perceived as actively participating in reading activities, particularly in collaborative group tasks, while consistent completion of reading assignments is slightly less evident. This indicates that social and interactive learning environments effectively promote engagement, but individual responsibility may require reinforcement. Participation improves when learners perceive reading activities as meaningful and relevant to their experiences (Buraga, 2025).

3.2.3 Improvement in Reading Comprehension

Teachers observe noticeable improvement in students' comprehension, particularly in understanding grade-level texts and answering comprehension questions, while vocabulary use and summarization skills show comparatively lower development. These findings suggest that foundational comprehension skills are developing, but higher-order literacy skills need further enhancement. Strengthening early literacy is essential to support long-term comprehension and academic success (Caraig and Quimbo, 2022).

3.3 Teaching Strategies and Interventions Implemented

3.3.1 Interactive Reading Activities

Teachers strongly implement interactive strategies such as storytelling, games, hands-on activities, and dramatization. These strategies promote active engagement and make learning more meaningful and enjoyable. Interactive approaches enhance comprehension and foster a positive attitude toward reading, supporting the development of sustained literacy skills (Pagute and Apas, 2025).

3.3.2 Technology and Multimedia Integration

Teachers report extensive use of multimedia tools, digital materials, and technology to support reading instruction. Technology enhances lesson delivery, supports diverse learning styles, and improves access to instructional materials. It also facilitates inclusive learning environments, particularly for students with varied needs (Diallo, 2023).

3.3.3 Differentiated Instruction

Teachers consistently apply differentiated instruction by adjusting tasks, supporting struggling readers, and challenging advanced learners. This demonstrates responsiveness to individual learner differences, which is essential in promoting inclusive and effective literacy instruction. Differentiation enhances engagement and comprehension across diverse student populations (Domingo, 2025).

3.4 Challenges Affecting Reading Engagement and Literacy Achievement

Teachers strongly identify challenges such as limited reading resources, lack of parental support, varied student abilities, time constraints, and low student motivation. These findings highlight systemic barriers that hinder effective literacy instruction. Resource limitations and diverse learner needs are common challenges that require institutional support and targeted interventions to ensure effective teaching and improved literacy outcomes (Grigsby, 2022; Miñoza, 2025).

3.5 Relationship Between Teachers' Insights and Instructional Practices

The results indicate a statistically significant moderate positive relationship between teachers' insights and the strategies they implement, with a computed correlation value exceeding the critical value. This suggests that teachers with stronger understanding of reading engagement are more likely to apply effective instructional strategies. Professional knowledge and awareness play a crucial role in shaping teaching practices and improving literacy outcomes (Palines, Moreno, Tatlonghari, & Ortega-Dela Cruz, 2025).

3.6 Suggested Measures to Address Challenges

Teachers strongly support measures such as enhancing parental involvement, providing additional reading materials, conducting teacher training, improving reading programs, and increasing time for reading interventions. These measures emphasize the need for collaborative and systemic approaches to address literacy challenges. Strengthening resources, teacher capacity, and instructional programs can significantly improve student engagement and reading achievement (Apiles, 2025; Plata, San Juan, Alontaga, and Quesada, 2024).

4. Conclusion and Recommendations

The study concludes that the teaching workforce at San Pascual Central School is composed of experienced, mid-career, and professionally advancing educators who demonstrate strong capability in delivering literacy instruction. Teachers generally perceive learners as motivated, actively engaged, and improving in reading comprehension, although areas such as vocabulary development, summarizing skills, and consistency in task completion require further enhancement. Effective strategies such as interactive reading activities, integration of technology, and differentiated instruction are widely implemented and contribute positively to engagement and literacy achievement. However, challenges such as limited instructional resources, varied learner abilities, time constraints, and insufficient parental involvement continue to affect the effectiveness of reading instruction. The findings further confirm a significant relationship between teachers' insights

and the strategies they employ, indicating that stronger awareness and understanding of reading engagement led to more effective instructional practices and improved literacy outcomes.

Based on the findings, it is recommended that continuous professional development be provided to teachers to strengthen literacy instruction, interactive teaching strategies, differentiated learning approaches, and the integration of technology. Schools should ensure the availability of adequate instructional resources to support reading programs and enhance learning experiences. Teachers should continue to implement student-centered strategies that promote engagement, curiosity, and consistent participation while improving specific literacy skills such as vocabulary development and summarization. Strengthening parental involvement is also essential to support learners' reading development at home. Additionally, school administrators and policymakers should reinforce literacy programs and provide support systems that enable effective implementation of instructional strategies and interventions.

The study is limited to thirty teachers from San Pascual Central School, selected through convenience sampling, which restricts the generalizability of the findings to other schools or contexts. It focuses solely on teachers' perspectives without including learners' views or data from other stakeholders. The findings are also confined to the specific conditions, resources, and experiences within the school, which may not fully represent broader educational settings.

Compliance with ethical standards

The authors declare no conflict of interest, and this study received no external funding. The researcher acknowledges the participation of the teachers of San Pascual Central School, whose voluntary involvement and informed consent enabled the completion of the study. Data were collected through a non-invasive survey questionnaire, and all responses were treated with strict confidentiality, ensuring that no identifying information was disclosed.

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