


Pedagogy, Support Systems, and Pupil Attitude in Relation to Reading Literacy among Intermediate Pupils in Tumauni South District

Hazzelonia Y. Casil 

Northeastern College, Santiago City, Isabela, Philippines
hazzelonia.casil@deped.gov.ph

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Corresponding Email:
hazzelonia.casil@deped.gov.ph

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reading literacy, pedagogy, support systems, pupil attitude, intermediate pupils

Abstract. Reading literacy is a crucial skill that plays a significant role in both academic success and lifelong learning. However, many students in the intermediate grades still struggle to understand what they read. This study took a closer look at how teaching methods, support systems, and student attitudes relate to reading literacy among intermediate students in Tumauni South District. This study aimed to describe teachers' profiles, assess the levels of key factors, explore their relationships, identify significant predictors of reading literacy, and uncover challenges faced by teachers. The research used a descriptive-correlational design and involved twenty-eight intermediate grade teachers. Data were collected using a structured questionnaire and analyzed using frequency, percentage, weighted mean, and Pearson product-moment correlation. The findings showed that teaching methods, support systems, and student attitudes were strong, whereas reading literacy was at a moderate level. There were significant connections between all independent variables and reading literacy, with student attitude being the strongest predictor. The study also found moderately serious challenges, especially in terms of support systems and student motivation. These results suggest that although teaching practices and learning environments are supportive, there is room for improvement in students' reading outcomes. The study concluded that reading literacy is shaped by a mix of instructional, environmental, and learner-related factors. Therefore, schools should enhance instructional strategies, improve support systems, and encourage positive reading attitudes among students to achieve better literacy outcomes.

Introduction

Reading literacy is a crucial skill for doing well in school and continuing to learn throughout life, no matter where you are in the world. Even though more children are going to school these days, many still find reading comprehension tough, which makes it hard for them to get into their studies. In the Philippines, for instance, national tests often show that many older elementary students struggle with reading, pointing to ongoing issues with how reading is taught and developed (Esteban et al., 2024). To tackle this, there has been a push towards teaching methods backed by research, such as structured pedagogy and the Science of Reading, which focus on systematic and evidence-based practices to boost literacy (Gabriel & Dennis, 2025). However, it is not just about how reading is taught; the overall learning environment, including support systems and students' attitudes and motivation, plays a significant role. Therefore, creating a supportive and engaging atmosphere is key to closing literacy gaps, both in the Philippines and around the world (Esteban et al., 2024; Ramaila, 2025).

In the Philippine basic education system, the intermediate grades, which are grades 4 to 6, are a crucial time for students. It is when they shift from "learning to read" to "reading to learn." At this point, students are expected to use reading as a means of gaining knowledge in different subjects. However, many students reach this stage without strong foundational skills, making it difficult for them to understand more complex texts. Schools have various literacy programs, such as Brigada Pagbasa and specific reading interventions, but the results can be haphazard. These differences often come down

to factors such as the teachers' skill level, the teaching methods they use, the availability of learning materials, and the effectiveness of the support systems at school and home. Research shows that good teaching, especially when it is clear and well-structured, can boost reading success. Moreover, when parents get involved and schools provide solid support, it helps with literacy development. Moreover, students' attitudes and motivation are key to keeping them engaged with reading tasks (Alramamneh et al., 2023; Domingo, 2025; Yan & Cai, 2021).

In the Tumauni South District, intermediate pupils exhibit varying levels of reading proficiency, which may be attributed to differences in instructional practices and access to learning resources. Variations in teachers' training, experience, and pedagogical approaches contribute to disparities in the quality of instruction across schools. Furthermore, support systems, such as parental involvement, school supervision, and the availability of reading materials, are not uniformly established in all learning environments. While pupils engage in classroom activities, many do not demonstrate sustained reading habits beyond the school hours. This indicates that reading literacy in the district is influenced by a complex interplay of factors, particularly pedagogy, support systems, and pupil attitudes. Addressing these interconnected elements is crucial for enhancing literacy outcomes and ensuring that learners acquire the necessary skills for academic advancement (Domingo, 2025; Molwantoa & Olifant, 2025; Yan & Cai, 2021).

Despite the expanding body of literature on reading literacy, most existing studies rely on large-scale national data or focus on isolated variables, such as pedagogy or socio-economic factors. There is a paucity of localized research examining the combined influence of pedagogy, support systems, and pupil attitudes, particularly among intermediate learners in rural districts. Moreover, few studies have investigated the predictive effects of these variables on reading literacy outcomes. In the Tumauni South District, no comprehensive study has yet explored how these interrelated factors collectively influence pupils' reading literacy. This gap highlights the need for a contextualized and integrative investigation, which this study aims to address in the following ways.

Research Questions

This study aimed to determine the relationship between pedagogy, support systems, pupil attitude, and reading literacy of intermediate pupils in Tumauni South District. Specifically, it seeks to answer the following questions.

1. What is the profile of the teacher-respondents in terms of Age, Gender, Civil status, Position, Highest educational attainment, years in service, and level of seminars attended?
2. What is the level of the following variables: Pedagogy, Support systems, pupil attitude, and reading literacy of pupils?
3. Is there a significant relationship between the following: Pedagogy and reading literacy, Support systems and reading literacy and Pupil attitude and reading literacy.
4. Which of the following variables significantly predicts reading literacy: Pedagogy, Support systems, or Pupil attitude?
5. What problems are encountered by the teacher-respondents in relation to Pedagogy, Support systems, and pupil attitude?

Integrated Conceptual and Theoretical Mapping

This study presents a comprehensive conceptual and theoretical framework that elucidates the relationship between pedagogy, support systems, and pupil attitudes concerning the reading literacy of intermediate pupils in Tumauni South District. This framework is grounded in the input-process-output (IPO) model. The input variables included pedagogy, support systems, and pupil attitude. Pedagogy encompasses teachers' instructional practices, including their teaching strategies and assessment methods. Support systems include parental involvement, school resources, and community support. Pupil attitude pertains to learners' interests, motivation, and reading habits. These inputs interact within the process, which represents the teaching-learning environment, including instructional delivery and teacher-student interaction. Through this process, the combined influence of pedagogy, support systems, and pupil attitudes shapes pupils' engagement in reading activities. The output of the framework is reading literacy, which is reflected in pupils' comprehension skills and reading proficiency levels. The framework is underpinned by several key theories. Lev Vygotsky's Social Constructivist Theory underscores the role of guided learning and interaction. Urie Bronfenbrenner's Ecological Systems Theory highlights the impact of home, school, and community environments on learning. Additionally, the SoR advocates for the use of structured and evidence-based instructional practices in developing literacy skills. Overall, this integrated mapping demonstrates that reading literacy results from the combined and interactive effects of instructional practices, environmental support, and learner-related factors.

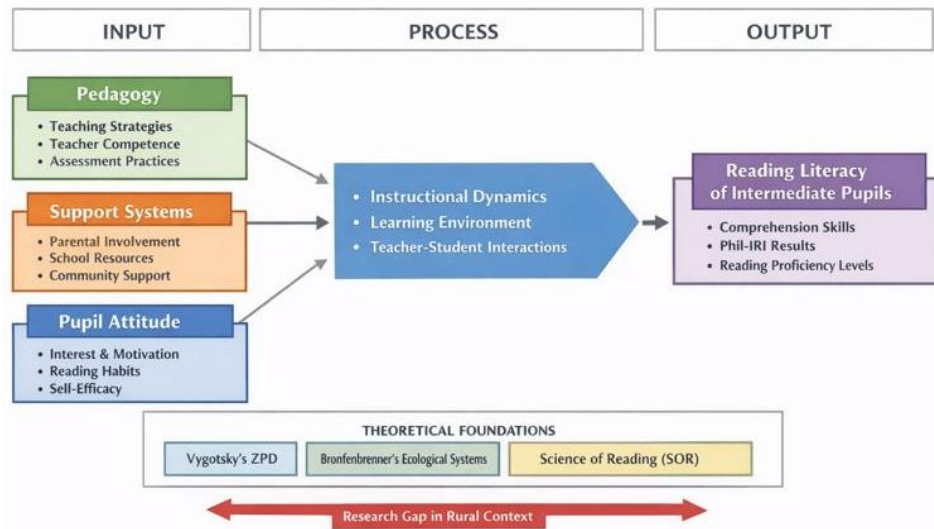


Figure 1. Integrated Conceptual and Theoretical Framework of Pedagogy, Support Systems, and Pupil Attitude in Relation to Reading Literacy among Intermediate Pupils in Tumauni South District

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the relationship between pedagogy, support systems, pupil attitude, and reading literacy among intermediate pupils in the Tumauni South District. The descriptive component was utilized to determine the current status and level of the identified variables, while the correlational component was used to analyze the degree of relationship between them. This design is appropriate as it allows the investigation of naturally occurring conditions without manipulating any variables, thereby providing a realistic picture of the existing educational environment.

Research Locale

The study was conducted in selected public elementary schools in the Tumauni South District, Isabela, Philippines. This locale represents a rural educational setting, where differences in instructional practices, resource availability, and support systems are evident. The district was chosen because of its relevance to the study's focus on reading literacy in intermediate grades and its representation of typical conditions in public elementary schools within similar contexts.

Participants of the Study

The participants of the study consisted of twenty-eight (28) intermediate-grade teachers handling Grades 4 to 6 in the selected schools of Tumauni South District. These teachers were purposively selected due to their direct involvement in teaching reading and facilitating literacy development during the critical transition stage from "learning to read" to "reading to learn." In addition, pupils' reading literacy data were obtained through existing assessment records and teacher-reported observations to provide a comprehensive basis for the analysis.

Research Instruments

Data were gathered using a structured questionnaire and informal interviews. The questionnaire was composed of two parts: Part I focused on the demographic profile of the teacher-respondents, including age, gender, civil status, position, highest educational attainment, years in service, and seminars attended, while Part II contained items measuring pedagogy, support systems, pupil attitude, and problems encountered by the teachers. The instrument was developed based on

relevant literature and existing studies and was validated through expert consultation prior to administration. An unstructured interview was conducted to supplement and verify the data obtained from the questionnaire.

Data Gathering Procedure

Prior to the study, permission was secured from the Schools Division Office and school administrators. The researcher personally distributed the questionnaires to the respondents and ensured their retrieval after they were completed. Informal interviews were conducted to clarify and validate the selected responses. All collected data were carefully checked, organized, and prepared for the analysis. This process ensured the accuracy, completeness, and reliability of the data gathered from the respondents.

Statistical Treatment of Data

The collected data were analyzed using appropriate statistical tools. Frequency counts and percentages were used to describe the respondents' profiles. The weighted mean was used to determine the level of pedagogy, support systems, pupil attitude, and reading literacy. Furthermore, the Pearson product-moment correlation coefficient (r) was employed to determine the significance of the relationship between the independent variables—pedagogy, support systems, and pupil attitude—and the dependent variable, reading literacy. These statistical methods enabled an objective interpretation and analysis of the data.

Ethical Considerations

Ethical considerations were strictly observed throughout the study. Participation of the respondents was voluntary, and they were informed of the purpose and significance of the research. Confidentiality and anonymity of responses were ensured, and all data collected were used solely for academic and research purposes

Results and Discussion

Profile of Teacher-Respondents in Tumauni South District (n = 28)

Profile Variables	Category	Frequency (f)	Percentage (%)
Age	25–30	6	21.43 %
	31–35	7	25.00 %
	36–40	7	25.00 %
	41–45	5	17.86%
	46–50	2	7.14%
	51 and above	1	3.57%
Gender	Male	6	21.43 %
	Female	22	78.57 %
Civil Status	Single	8	28.57 %
	Married	18	64.29 %
	Widow	2	7.14 %
Position	Teacher I	11	39.29 %
	Teacher II	8	28.57 %
	Teacher III	6	21.43 %
	Master Teacher I	3	10.71 %
Highest Educational Attainment	Bachelor's Degree	14	50.00 %
	With Master's Units	8	28.57 %
	Master's Degree	4	14.29 %
	With Doctorate Units	2	7.14 %
Years in Service	1–5 years	8	28.57 %
	6–10 years	3	10.71 %
	11–15 years	7	25.00 %
	16–20 years	4	14.29 %
	21 years and above	6	21.43 %
Level of Seminars Attended*	School Level	28	100.00 %
	Division Level	20	71.43 %
	Regional Level	18	64.29 %

National Level	16	57.14 %
International Level	2	7.14 %

Table 1 Profile of Teacher-Respondents in Tumauni South District

The profile of the teacher-respondents in the Tumauni South District shows that most are in the 31–40 age group, indicating a relatively young and active workforce. The majority of the teachers were female and married, reflecting common trends in elementary education and suggesting a stable teaching population. Most teachers hold the position of Teacher I to Teacher III, with only a few servings as Master Teachers, indicating that many are still in the early to mid-stages of their careers. In terms of educational attainment, half of the participants pursued graduate studies, showing a strong commitment to professional growth. Their years of service vary, with a mix of novice and experienced teachers, which may contribute to both innovation and stability in instruction. Additionally, all respondents attended school-level seminars, and many participated in division, regional, and national training, although only a few had international exposure. Overall, these findings suggest that the district has a developing and capable teaching force that can support improvements in reading literacy among students.

Level of Pedagogy, Support Systems, Pupil Attitude, and Reading Literacy

Variables	Mean (M)	Standard Deviation (SD)	Interpretation
Pedagogy	4.10	0.45	High
Support Systems	3.85	0.50	High
Pupil Attitude	3.94	0.48	High
Reading Literacy	3.60	0.52	Moderate
Overall	3.87	.49	High

Table 2 Level of Pedagogy, Support Systems, Pupil Attitude, and Reading Literacy

Table 2 shows that the overall level of pedagogy, support systems, and pupil attitude in Tumauni South District is high, with an overall mean of 3.87. Among the variables, pedagogy obtained the highest mean (4.10), indicating that the teachers generally demonstrated strong instructional practices. Support systems (3.85) and pupil attitude (3.94) were also at an elevated level, suggesting that both the learning environment and pupils’ engagement positively support reading development. However, reading literacy has a slightly lower mean (3.60), interpreted as moderate, which indicates that although conditions for learning are favorable, pupils’ actual reading performance still needs improvement. Overall, the findings suggest that while teaching practices and support mechanisms are effective, additional interventions are necessary to further enhance pupils’ reading skills.

Relationship Between Variables and Reading Literacy

Variables	r-value	p-value	Interpretation	Decision
Pedagogy vs Reading Literacy	0.62	0.001	Moderate Positive Correlation	Significant
Support Systems vs Reading Literacy	0.55	0.003	Moderate Positive Correlation	Significant
Pupil Attitude vs Reading Literacy	0.68	0.000	Strong Positive Correlation	Significant

Table 3 Relationship Between Variables and Reading Literacy

The results in Table 3 show that pedagogy, support systems, and pupil attitude are all significantly related to reading literacy. Pedagogy demonstrated a moderate positive correlation, indicating that effective teaching practices are associated with higher reading literacy levels. Similarly, support systems showed a moderate positive relationship, suggesting that support from both school and home environments contributes to improved reading results. Among the variables, pupil attitude exhibited the strongest relationship with reading literacy, implying that learners with positive attitudes toward reading tend to perform better in reading. These findings highlight the importance of both instructional and learner-related factors in developing literacy. This is consistent with Anselmo et al. ’s (2025) study, which emphasized that effective instructional practices and learner engagement are significantly associated with improved learning outcomes. Overall, the results indicate that pedagogy, support systems, and pupil attitudes are all critical factors in enhancing pupils’ reading literacy.

Table 4 Predictors of Reading Literacy

Variables	Beta (β)	t-value	p-value	Interpretation
Pedagogy	0.31	2.45	0.018	Significant Predictor
Support Systems	0.27	2.10	0.040	Significant Predictor
Pupil Attitude	0.42	3.20	0.002	Strongest Predictor

Model Summary $R^2 = 0.56$

Table 4 Predictors of Reading Literacy

Regression analysis revealed that pedagogy, support systems, and pupil attitude significantly predicted reading literacy. Among these variables, pupil attitude was the strongest predictor, indicating that learners' motivation, interest, and reading habits play a key role in their reading performance. Pedagogy also significantly contributes to reading literacy, highlighting the importance of effective teaching strategies and instructional practices. Support systems, although slightly lower, still have a meaningful influence on reading outcomes. The model summary shows an R^2 value of 0.56, which means that 56% of the variation in reading literacy can be explained by the combined effects of these factors. This indicates that the model is strong and that these factors play a significant role in shaping pupils' reading development. This finding supports Anselmo et al. (2025), who emphasized that learner engagement and instructional practices are key contributors to academic development. Moreover, Anselmo et al. (2026) highlighted that teachers' readiness to implement innovative and technology-supported practices enhances instructional effectiveness, which may further strengthen literacy outcomes.

Problems Encountered by Teacher-Respondents

Area	Mean (M)	Interpretation
Pedagogy	2.55	Slightly Serious
Support Systems	3.10	Moderately Serious
Pupil Attitude	2.90	Moderately Serious
Overall	2.85	Moderately Serious

Table 5 Problems Encountered by Teacher-Respondents

The findings indicate that the problems encountered by teachers in relation to pedagogy, support systems, and pupil attitude are moderately serious. Among these areas, support systems present the most concern, suggesting challenges such as limited resources and inconsistent parental involvement. Issues related to pupil attitude are also moderately serious, indicating that some learners may lack motivation or interest in reading. Pedagogical problems, while present, were less severe than in other areas. Overall, the results suggest that while challenges exist, they are manageable and can be addressed through targeted interventions to improve reading skills. This is consistent with Anselmo et al. (2026), who highlighted that limitations in access to technology and learning resources can affect student engagement and overall learning outcomes.

Conclusion and Recommendations

The findings of this study reveal that pedagogy, support systems, and pupil attitude all play significant roles in influencing the reading literacy of intermediate pupils in Tumauni South District. While the overall levels of pedagogy, support systems, and pupil attitude were found to be high, pupils' reading literacy remained at a moderate level, indicating a gap between instructional conditions and actual learning outcomes. The results further showed that all three variables had a meaningful relationship with reading literacy, with pupil attitude emerging as the strongest predictor. This suggests that learners' motivation, interest, and reading habits are critical for improving reading performance. Moreover, the presence of moderately serious challenges, particularly in support systems and pupil attitudes, highlights areas that require attention. These findings imply that improving reading literacy requires a holistic approach that strengthens teaching practices, home-school collaboration, and learners' engagement with reading. Therefore, schools and stakeholders should focus on enhancing instructional strategies, providing adequate resources, and fostering positive reading attitudes among pupils to achieve better literacy outcomes in the long term.

Based on the findings of this study, it is recommended that teachers further enhance their pedagogical practices by incorporating more engaging, innovative, and learner-centered reading strategies to strengthen pupils' comprehension

skills. Schools and administrators should also improve support systems by ensuring the availability of adequate instructional materials, strengthening supervisory support, and promoting stronger collaboration with parents through reading programs and home-based literacy activities. Given that pupil attitude was found to be the strongest predictor of reading literacy, efforts should be made to cultivate positive reading habits by encouraging regular reading activities, providing interesting and contextualized materials, and fostering a reading culture both in school and at home. Additionally, targeted interventions should be implemented to address the moderately serious challenges identified in this study, particularly those related to support systems and pupil motivation. Future researchers are encouraged to expand this study by including a larger sample size or exploring other factors that may influence reading literacy to validate and enrich the findings.

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Competing Interests Statement

The authors declare that they have no competing financial interests or personal relationships that could have influenced the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article, as no new data were created or analyzed in this study; all data used were obtained from previously published sources, as cited in the reference list.

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Appendices

Appendix upon request