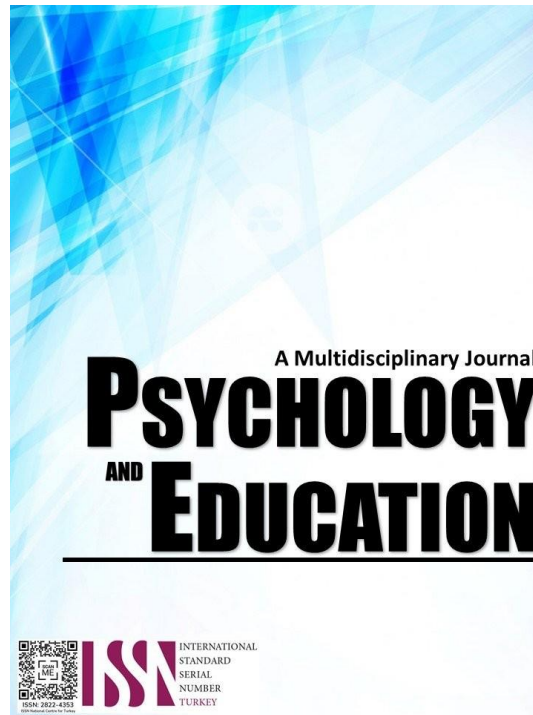


TEACHERS AND PARENTS INVOLVEMENT IN THE READING DEVELOPMENT OF GRADE 1 TOWARDS ONE PAGE PER DAY ACTIVITY



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Teachers and Parents Involvement in the Reading Development of Grade 1 towards One Page Per Day Activity

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Abstract

Reading, perhaps especially reading with meaningful understanding, appears to be an unnatural and complicated task in that it requires readers to apply and to integrate a variety of skills. This study consisted of Grade 1 school teachers and in similar schools in the same district. A purposive sampling method was employed to ensure that the information needed in this study were achieved. The inclusion criteria encompassed teachers and parents in the targeted grade level. The total sample size was estimated based on statistical power calculations, considering anticipated effect sizes. Ethical considerations were prioritized throughout the research process, with confidentiality and privacy safeguards in place. Findings revealed that the teachers perceive a significant improvement in students' intrinsic motivation to engage with literary materials. However, there is perceived variability in students' independent choices to read outside of assigned activities. These findings underscore the importance of fostering intrinsic motivation through engaging teaching practices and creating opportunities for independent reading, which are critical for nurturing students' lifelong reading habits and enjoyment of literature.

Keywords: *critical thinking, decoding abilities, intrinsic, reading fluency, vocabulary comprehension*

Introduction

There is strong evidence supporting the view that reading development is not a natural process; children do not learn to read as they learn to speak (Lyon, 1998; Stanovich, 2000). Reading, perhaps especially reading with meaningful understanding, appears to be an unnatural and complicated task in that it requires readers to apply and to integrate a variety of skills. The awareness that words are composed of sounds (i.e., phonemic awareness) and the ability to read words accurately and fluently are considered important skills in the beginning stages of reading development (Lyon, 1998). In addition, readers need to have adequate vocabulary knowledge, background knowledge and comprehension strategies, and an appropriate level of interest (Lyon, 1998; Cunningham, Moore, Cunningham & Moore, 2004), so that reading with understanding can take place.

Teachers play a pivotal role in setting technical standards for reading development in Grade 1. The curriculum should incorporate evidence-based practices that align with the principles of phonemic awareness, decoding, and fluency. Phonemic awareness activities, such as sound recognition exercises and phoneme segmentation drills, form the technical backbone of early reading skills. Teachers should guide parents on the correct pronunciation and enunciation techniques, providing a consistent foundation for phonetic understanding. Moreover, the curriculum must introduce systematic decoding strategies. Teachers can employ explicit instruction methods, guiding students through the process of breaking down words into manageable phonetic components (Schuck & Lambert, 2020). This technical precision ensures that Grade 1 students grasp the fundamentals of decoding, paving the way for independent reading. The daily one-page reading activity serves as a specific and tangible component of this collaborative approach. Each page should be carefully selected to align with the current reading level of Grade 1 students, allowing for gradual progression. Teachers can provide parents with a curated list of age-appropriate reading materials, encompassing a variety of genres to cater to diverse interests.

Parents, following the technical guidelines provided by teachers, engage in the one-page reading activity with their child on a daily basis. The specificity lies in the deliberate choice of texts that challenge the child's comprehension skills while remaining within their developmental grasp (Tran et al., 2020). Teachers may recommend books with repetitive patterns, encouraging students to recognize high-frequency words and fostering a sense of accomplishment. To ensure the efficacy of this collaborative reading initiative, a detailed monitoring and assessment system should be in place (Barnett et al., 2020). Teachers can provide parents with clear benchmarks for assessing their child's progress.

Regular check-ins, either through parent-teacher conferences or digital communication platforms, allow for a detailed discussion of the child's strengths and areas requiring improvement. Teachers may devise simple assessments, such as comprehension quizzes or oral reading evaluations, to measure the child's understanding and fluency. These assessments should be conducted in a supportive and encouraging manner, emphasizing growth rather than comparison. This detailed monitoring process ensures that any necessary adjustments to the reading approach can be promptly made, fostering continuous improvement. Recognizing that parents are integral partners in this initiative, it is imperative to provide them with ongoing professional development opportunities.

Workshops and training sessions conducted by educators can equip parents with the necessary skills to navigate the technical aspects of early reading development (Cun, 2019). These sessions may cover effective questioning techniques, strategies for promoting active listening, and creating a conducive reading environment at home. To ensure the sustainability and institutionalization of this collaborative reading initiative, the one-page reading activity should be formally integrated into the Grade 1 academic curriculum.

Schools can allocate dedicated time for reading activities within the daily schedule, creating a seamless connection between classroom instruction and home-based engagement. Formal integration also involves the incorporation of the one-page reading activity into the grading system. Recognizing and rewarding progress in reading development reinforces the collaborative efforts of teachers and parents. This formal acknowledgment serves as a motivating factor for both students and their parents, fostering a sense of achievement and pride in the journey of literacy. Beyond the technical and formal aspects, infusing creativity into the collaborative reading approach is essential for sustained engagement (Papadakis et al., 2019). Teachers can encourage parents to explore creative reading strategies, such as storytelling with props, dramatic readings, or incorporating multimedia elements (Trigo et al., 2021). These creative approaches not only enhance the enjoyment of reading but also cater to diverse learning styles, ensuring a holistic development of literacy skills.

Furthermore, fostering a sense of community among Grade 1 students, teachers, and parents can be achieved through creative initiatives. Book clubs, virtual reading circles, or thematic reading events can create a shared sense of enthusiasm for literacy within the school community (Aswat et al., 2022). The collaboration between teachers and parents in the reading development of Grade 1 students through daily one-page activities is a comprehensive, technical, and creative approach. By adhering to specific technical standards, implementing a well-defined one-page reading activity, conducting detailed monitoring and assessment, providing professional development for parents, formal integration into the academic curriculum, and infusing creativity into the process, this initiative creates a robust foundation for literacy skills. Through this collaborative effort, Grade 1 students not only acquire essential reading skills but also develop a lifelong love for learning.

Research Questions

The objective is to assess the the involvement of teachers and parents in the reading development of Grade 1 Pupils towards one page per day activity. Specifically, it sought to answer the following questions;

1. What is the degree of involvement of the teachers and parents in the reading development of Grade 1 Pupils towards one page per day activity in terms of:
 - 1.1. decoding abilities;
 - 1.2. vocabulary expansion;
 - 1.3. reading fluency;
 - 1.4. comprehension skills;
 - 1.5. critical thinking skills; and
 - 1.6. attitudes/perceptions towards reading?
2. Is there a significant difference between the responses of the teachers and parent-respondents on their degree of involvement in the reading development of Grade 1 Pupils towards one page per day activity?
3. What additional reading programs should be proposed to enhance the ongoing reading intervention of the Grade 1 Pupils?

Methodology

Research Design

The research design for this study employed the descriptive method of research since the study aimed to determine the degree of involvement of the teachers and parents in the reading development of Grade 1 Pupils towards one page per day activity. It employed the descriptive-comparative method for the analysis of the significant differences between the assessment of the two groups of respondents. This also involved questionnaires before the actual analysis and interpretation of the gathered data. Descriptive research described the status of the phenomenon at a particular time. It described, without value judgement a prevailing situation

According to McCombes (2019), descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions.

A descriptive research design can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them.

Respondents

The respondents in this study consisted of Grade 1 school teachers and in similar schools in the same district. A purposive sampling method was employed to ensure that the information needed in this study were achieved. The inclusion criteria encompassed teachers and parents in the targeted grade level. The total sample size was estimated based on statistical power calculations, considering anticipated effect sizes. Ethical considerations were prioritized throughout the research process, with confidentiality and privacy safeguards in place.

Instrument

The research instrument employed in this study was a modified standardized test. The instrument was divided into two parts, part 1 dealt with role of the respondents as parent or teacher in the one page, one day activity of the Grade 1 Pupils. Part 2 presented the degree of involvement of the teachers and parents in the reading development of Grade 1 Pupils towards one page per day activity in

terms of decoding abilities, vocabulary expansion, reading fluency, comprehension skills, critical thinking skills, and attitudes/perceptions towards reading. Since the instrument is a modified adapted questionnaire, it underwent a validation procedure for three research experts.

Procedure

The research procedures are meticulously designed to ensure a systematic and valid examination of the degree of involvement of the teachers and parents in the reading development of Grade 1 Pupils towards one page per day activity. Initially, ethical approval was obtained from the relevant institutional head/administrators before any part of this research was started, and informed consent was acquired from teachers and parent-respondents.

The researcher personally distributed the questionnaire to the teacher-respondents at their respective offices in the schools; while on the part of the parents, it was during the time when they accompanied their children in entering the school premises at a certain period of which they were convenient.

The researcher carefully assisted the parent respondents in answering the questionnaire and politely explain the items if questions were raised.

The researcher personally retrieved the results in order to check on the accuracy and consistency of the answers. The respondents were given options to write or not to write their names. So that they will feel free and more comfortable giving their accurate and honest answers. All distributed questionnaires were retrieved in one-week time to give the respondents sufficient time to answer the questionnaire at their own pace.

The gathered data were classified, encoded and summarized, after which the researcher, through the help of a statistician analyzed and interpret the findings of the study in accordance with the specific questions posited on the objectives of the study.

Data Analysis

The data gathered from the questionnaires answered by the teachers and parent-respondents were carefully analyzed and interpreted using the appropriate statistical tools:

Weighted Mean. This tool was utilized to determine the average-responses of the teachers and parent-respondents' degree of involvement in the reading development of Grade 1 Pupils towards one page per day activity

Ranking. This was used to determine the position of the average responses of the teachers and parent-respondents' degree of involvement in the reading development of Grade 1 Pupils towards one page per day activity

T- test. This was employed to determine the the significant difference of the average responses of the teachers and parent-respondents' degree of involvement in the reading development of Grade 1 Pupils towards one page per day activity.

Ethical Considerations

Ethical considerations in this study are paramount, and the research design adheres to the highest standards to safeguard the rights and well-being of the participants. Informed consent is obtained from parents or guardians, clearly outlining the study's purpose, procedures, potential risks, and benefits. This process emphasizes the voluntary nature of participation and the right to withdraw at any point without consequences. Confidentiality is rigorously maintained by assigning unique identifiers to participants, ensuring that individual responses remain anonymous. Additionally, the data collected is securely stored, and only authorized researchers have access. The study is conducted with transparency, providing participants with clear information about the research aims and expected outcomes. Furthermore, the research design prioritizes minimizing any potential harm to participants, ensuring that the comprehensive reading intervention is pedagogically sound, developmentally appropriate, and respectful of individual differences. The study also embraces cultural sensitivity, acknowledging and respecting diverse backgrounds within the participant pool. Ethical approval is secured from the institutional review board, and the research adheres to established ethical guidelines, such as those outlined by the American Psychological Association (APA) and other relevant professional bodies. The commitment to ethical principles is fundamental to maintaining the integrity of the research process and promoting trust between researchers, participants, and the broader educational community.

Results and Discussion

Degree of Involvement of the Teachers and Parents in the Reading Development of Grade 1 Pupils Towards One Page Per Day Activity

In Terms of Decoding Abilities.

As stated in Table 1, the teacher-respondents perceived that the pupils often correctly pronounce new words after learning decoding strategies which yielded the highest weighted mean of 4.12 and the highest rank of 1. In addition, the said group of respondents responded that the pupils often do and use decoding strategies taught during the intervention when reading independently which got

the least weighted mean of 3.66 and the least rank of 5.

Table 1. *Degree of Involvement of the Teachers and Parents in the Reading Development of Grade 1 Pupils Towards One Page Per Day Activity in Terms of Decoding Abilities*

Items	Teachers			Parents		
	WM	VI	R	WM	VI	R
The intervention is effective in helping pupils/children accurately translate written symbols into spoken language.	3.84	O	3	3.33	S	3
I observed an improvement in pupils/children ability to sound out unfamiliar words.	3.72	O	4	3.30	S	4
Pupils/children often do and use decoding strategies taught during the intervention when reading independently.	3.66	O	5	3.22	S	5
Pupils/children show an improved ability to recognize sight words without decoding.	4.05	O	2	3.56	O	1
Pupils/children often correctly pronounce new words after learning decoding strategies.	4.12	O	1	3.42	O	2
Composite Mean	3.88	O		3.37	S	

Legend: O, Often; S, Sometimes; WM, Weighted Mean; VI, Verbal Interpretation; R, Ranking

The teacher-respondents perceived the following, Pupils often correctly pronounce new words after learning decoding strategies, yielding the highest weighted mean of 4.12 and the highest rank of 1. Pupils often do and use decoding strategies taught during the intervention when reading independently, which received the least weighted mean of 3.66 and the least rank of 5.

These findings suggest that while teachers believe decoding strategies are effective in improving students' pronunciation of new words, there is less confidence that students consistently apply these strategies independently during reading.

Decoding strategies are fundamental in early literacy instruction and are designed to help students break down and sound out unfamiliar words (National Reading Panel, 2000; Ehri, 2004). Research highlights the importance of explicit and systematic phonics instruction to develop decoding skills, which are critical for reading fluency and comprehension (Adams, 1990; Snow et al., 1998).

Teachers play a crucial role in teaching decoding strategies through direct instruction and guided practice (Chall, 1983; Share, 1995). Effective implementation of decoding strategies involves providing students with opportunities to apply these skills independently in authentic reading contexts (Torgesen, 2002; National Institute for Literacy, 2009).

The high weighted mean for correctly pronouncing new words indicates teachers' confidence in the efficacy of decoding instruction. However, the lower weighted mean and rank for independent use of decoding strategies during reading suggest a need for further support and reinforcement to ensure students transfer these skills into independent reading practice (Cunningham & Stanovich, 1997; Juel, 1988).

In summary, while teachers perceive decoding strategies as effective in improving students' word pronunciation, there is a recognized challenge in fostering students' independent application of these strategies during reading. Continued professional development and differentiated instructional approaches can support teachers in enhancing students' ability to effectively use decoding strategies across various reading tasks and contexts.

With regard to the responses of the parent-respondents, the children often show an improved ability to recognize sight words without decoding which yielded the highest weighted mean of 3.56 and the highest rank of 1. The parent-respondents perceived that, Children often show an improved ability to recognize sight words without decoding, which yielded the highest weighted mean of 3.56 and the highest rank of 1.

This finding suggests that parents believe their children have made significant progress in recognizing sight words, which are words that are recognized immediately upon sight rather than through phonetic decoding.

Sight word recognition is a crucial component of early reading development and fluency (Adams, 1990; Ehri, 2004). Sight words are high-frequency words that readers recognize instantly without having to decode them letter by letter. Mastery of sight words enhances reading fluency and comprehension, as these words often appear frequently in texts (Fry, 1996; Rasinski, 2010).

Research emphasizes the importance of explicit instruction and practice in sight word recognition to support early literacy skills (Chall, 1983; National Reading Panel, 2000). Parents play a vital role in supporting sight word development through reading with their children, providing opportunities for sight word practice, and reinforcing learning at home (Bus, van Ijzendoorn, & Pellegrini, 1995; Lonigan, Burgess, & Anthony, 2000).

The high weighted mean and rank for improved sight word recognition suggest that parents recognize the effectiveness of instructional strategies or interventions aimed at enhancing their children's sight word knowledge. This perception aligns with research indicating that systematic instruction and exposure to sight words contribute to reading proficiency and overall literacy achievement (Share, 1995; Rasinski & Padak, 2008).

In summary, the findings indicate that parents perceive their children have shown improvement in recognizing sight words, which underscores the importance of effective literacy instruction and parental involvement in supporting early reading skills. Continued

collaboration between educators and families can further enhance children's sight word recognition and promote lifelong reading success.

However, the said group of respondents affirmed that their children sometimes do and use decoding strategies taught during the intervention when reading independently which gained the least weighted mean of 3.22 and the least rank of 5. The parent-respondents affirmed the following, their children sometimes do and use decoding strategies taught during the intervention when reading independently, which received the least weighted mean of 3.22 and the least rank of 5.

This finding suggests that while parents acknowledge that decoding strategies are taught during interventions, they perceive that their children do not consistently apply these strategies independently when reading on their own.

Decoding strategies are essential skills that help students read unfamiliar words by breaking them down into manageable parts (National Reading Panel, 2000; Ehri, 2004). Effective decoding instruction includes systematic phonics instruction, sight word recognition, and strategies for decoding multisyllabic words (Adams, 1990; Snow et al., 1998).

Parents play a crucial role in supporting their children's literacy development by reinforcing decoding strategies taught in school (Bus et al., 1995; Lonigan et al., 2000). However, research indicates that the transfer of decoding skills from instructional settings to independent reading can be challenging for some students (Torgesen, 2002; National Institute for Literacy, 2009).

The lower weighted mean and rank for independent use of decoding strategies suggest a potential gap between classroom instruction and home practice. Strategies to bridge this gap may include providing parents with resources and guidance on how to support decoding skills at home, encouraging daily reading habits, and fostering a literacy-rich environment (Cunningham & Stanovich, 1997; Juel, 1988).

In summary, while parents recognize the importance of decoding strategies taught during interventions, they perceive a need for additional support to help their children apply these skills independently in everyday reading activities. Collaborative efforts between educators and parents are essential to strengthen students' proficiency in decoding and enhance their overall reading success.

The composite means of 3.88 for the teachers and 3.37 for the parent-respondents signified that the degree of the involvement of teachers were often and sometimes to the parents on the reading development of Grade 1 Pupils towards one page per day activity in terms of decoding abilities.

The composite mean of 3.88 for the teachers signifies that teachers perceive themselves as often involving parents in the reading development of Grade 1 pupils towards the "one page per day" activity in terms of decoding abilities.

The composite mean of 3.37 for the parent-respondents indicates that parents perceive themselves as sometimes involved by teachers in the reading development of Grade 1 pupils towards the "one page per day" activity in terms of decoding abilities.

This suggests a discrepancy between teachers' perceptions of their involvement of parents and parents' perceptions of the same involvement in supporting decoding abilities through daily reading activities.

Collaborative partnerships between teachers and parents are crucial for supporting children's literacy development, including decoding abilities (Epstein, 2001; Hoover-Dempsey & Sandler, 1995). Research emphasizes the benefits of parent involvement in promoting reading at home, which can enhance children's reading fluency, vocabulary development, and comprehension skills (Sénéchal & LeFevre, 2002; Fantuzzo et al., 2004).

Effective communication between teachers and parents about reading activities, such as the "one page per day" initiative, is essential to ensure consistency and reinforce literacy skills learned at school (Desimone, 1999; Sui-Chu & Willms, 1996). However, perceptions of involvement can vary between educators and parents due to differences in communication styles, expectations, and understanding of roles in supporting children's learning (McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004; Van Voorhis, 2003).

The findings highlight the importance of clear communication and mutual understanding between teachers and parents regarding literacy initiatives aimed at enhancing decoding abilities. Strengthening partnerships through regular updates, workshops, and resources can help bridge gaps in perceptions and promote effective collaboration for supporting children's reading development (Christenson & Sheridan, 2001; Sheldon & Epstein, 2005).

In summary, while teachers perceive themselves as often involving parents in reading activities like the "one page per day" initiative for decoding abilities, there is a need for continued efforts to ensure parents feel adequately informed and engaged in supporting their children's literacy growth at home. Effective partnerships between educators and parents are essential for maximizing children's reading success and overall academic achievement.

In Terms of Vocabulary Expansions

As reflected in Table 2, the teacher-respondents affirmed that the pupils often demonstrated an increased interest in learning new words, which gained the highest weighted mean of 3.98 and highest rank of 1. Teacher-respondents affirmed that pupils often demonstrated an increased interest in learning new words, which received the highest weighted mean of 3.98 and the highest rank of 1.

Table 2. *Degree of Involvement of the Teachers and Parents in the Reading Development of Grade 1 Pupils Towards One Page Per Day Activity in Terms of Vocabulary Expansions*

Items	Teachers			Parents	
	WM	VI	R	WM	VI
There are effective interventions in helping pupils/children acquire new words.	3.95	O	2	3.87	O
Pupils/children have shown improved ability to understand the meaning of new words in different contexts.	3.85	O	4	3.71	O
Pupils/children frequently use newly acquired vocabulary in their spoken or written language.	3.83	O	5	3.77	O
Pupils/children often correctly guess the meaning of new words based on context clues.	3.88	O	3	3.79	O
Pupils/children have demonstrated an increased interest in learning new words.	3.98	O	1	3.85	O
Composite Mean	3.90	O		3.80	O

Legend: O, Often; S, Sometimes; WM, Weighted Mean; VI, Verbal Interpretation; R, Ranking

This finding suggests that teachers perceive a positive impact on students' interest in learning new words, potentially attributed to effective instructional strategies or interventions.

Student Motivation and Engagement: Increased interest in learning new words reflects enhanced student motivation, which is crucial for academic achievement (Skinner & Belmont, 1993; Ryan & Deci, 2000). When students are motivated, they are more likely to actively participate in learning activities and demonstrate persistence in mastering new skills (Guthrie & Wigfield, 2000; Pintrich & Schunk, 2002). **Effective Teaching Strategies:** Effective teaching strategies, such as incorporating meaningful and engaging activities, using varied instructional approaches (e.g., hands-on activities, games, interactive technology), and providing opportunities for student choice and autonomy, can stimulate student interest and promote active learning (Hidi & Renninger, 2006; Pekrun, Goetz, Titz, & Perry, 2002). **Vocabulary Instruction:** Research underscores the importance of explicit vocabulary instruction in fostering students' word knowledge and comprehension abilities (Beck, McKeown, & Kucan, 2002; National Reading Panel, 2000). Strategies such as word maps, semantic webs, context clues, and word-consciousness activities can enhance students' interest and proficiency in acquiring new words (Graves, 2006; Marzano, 2004).

The high weighted mean and rank for increased student interest in learning new words in Table 2 align with research indicating that engaging instructional practices positively influence student motivation and academic engagement. Teachers' efforts to create a supportive learning environment, provide meaningful learning experiences, and tailor instruction to meet students' needs contribute to fostering a positive attitude towards learning new vocabulary (Ryan & Deci, 2000; Wigfield & Eccles, 2000).

In summary, the findings underscore the importance of effective instructional practices in stimulating students' interest in learning new words. By implementing engaging teaching strategies and fostering a supportive classroom environment, educators can enhance student motivation, promote active participation, and facilitate meaningful learning experiences in vocabulary development.

Furthermore, the said group of respondents answered that the pupils often use newly acquired vocabulary in their spoken or written language which gained the least weighted mean of 3.83 and the least rank of 5.

The teacher-respondents answered that pupils often use newly acquired vocabulary in their spoken or written language, which received the least weighted mean of 3.83 and the least rank of 5. This finding suggests that while teachers perceive that students acquire new vocabulary, they may not observe consistent application of this vocabulary in students' spoken or written language.

Vocabulary Development: Acquiring new vocabulary is a critical component of language development and academic success (Beck, McKeown, & Kucan, 2002; National Reading Panel, 2000). Research indicates that students need repeated exposure to new words in meaningful contexts to internalize and apply them effectively (Marzano, 2004; Graves, 2006).

Usage and Application: The effective use of newly acquired vocabulary in spoken and written language requires deliberate practice and opportunities for application across different contexts (Anderson & Freebody, 1981; Beck & McKeown, 2007). Teachers play a vital role in providing scaffolded support, modeling, and encouraging students to use new vocabulary in discussions, writing tasks, and everyday communication (Snow, 2010; Nagy & Scott, 2000).

Instructional Strategies: Implementing explicit vocabulary instruction, integrating vocabulary-building activities into daily lessons, and fostering a word-rich environment can enhance students' ability to apply newly learned words (Blachowicz & Fisher, 2010; Baumann & Kame'enui, 1991). Activities such as semantic mapping, word games, peer discussions, and writing exercises can promote active engagement and reinforce vocabulary usage skills (Graves, 2006; Marzano, 2004).

The lower weighted mean and rank for using newly acquired vocabulary in spoken or written language suggest a need for instructional strategies that emphasize not only vocabulary acquisition but also application and integration into communication tasks. Teachers can enhance vocabulary usage by providing opportunities for meaningful practice, feedback, and reinforcement across different subject areas and classroom activities (Graves, 2006; Biemiller & Boote, 2006).

In summary, while teachers perceive students as acquiring new vocabulary, there is a recognized challenge in ensuring consistent and effective application of this vocabulary in spoken and written language. Continued focus on vocabulary instruction that emphasizes

meaningful practice and integration into communication tasks can support students in becoming proficient users of academic language and enhance their overall literacy skills.

With respect to the assessment of the parent-respondents, they replied that their there are effective interventions in helping children to often acquire new words which made the highest weighted mean of 3.87 and the highest rank of 1. Parent-respondents indicated that there are effective interventions in helping children to often acquire new words, which received the highest weighted mean of 3.87 and the highest rank of 1. This finding suggests that parents perceive the interventions aimed at helping children acquire new vocabulary to be effective.

The high weighted mean and rank for effective interventions in helping children acquire new words align with research emphasizing the importance of targeted vocabulary instruction and supportive home environments. Effective interventions that combine structured instruction with opportunities for practice and application can accelerate vocabulary growth and enhance students' language proficiency (Marzano, 2004; Biemiller & Boote, 2006).

In summary, the findings underscore the positive perception among parents regarding the effectiveness of interventions aimed at helping children acquire new vocabulary. Collaborative efforts between educators and parents, along with evidence-based instructional practices, are essential for supporting vocabulary development and promoting overall literacy achievement in children.

Moreover, the said group of respondents also agreed that their children have often shown improved ability to understand the meaning of new words in different contexts which got the least weighted mean of 3.71 and the least rank of 5. Parent-respondents agreed that their children have often shown an improved ability to understand the meaning of new words in different contexts, which received the least weighted mean of 3.71 and the least rank of 5. This finding suggests that while parents acknowledge some improvement in their children's ability to understand the meaning of new words in different contexts, they may perceive that this understanding is not consistently demonstrated.

Depth of Vocabulary Knowledge: Understanding the meaning of new words in different contexts reflects the depth of vocabulary knowledge, which is essential for effective communication and comprehension (Beck, McKeown, & Kucan, 2002; Nagy & Scott, 2000). Research emphasizes the importance of multiple exposures to new words in various contexts to promote semantic understanding and application (Stahl & Nagy, 2006; Biemiller & Boote, 2006).

Contextual Learning: Vocabulary acquisition is enhanced when students encounter words in meaningful and authentic contexts (Blachowicz & Fisher, 2010; Marzano, 2004). Teachers play a critical role in providing diverse opportunities for students to engage with vocabulary words through reading, discussions, writing activities, and real-world applications (Beck & McKeown, 2007; Graves, 2006).

Parental Support: Parents can support their children's vocabulary development by encouraging discussions about word meanings, providing exposure to rich language experiences, and reinforcing vocabulary learned in school (Lonigan, Burgess, & Anthony, 2000; Sénéchal & LeFevre, 2002). Collaborative efforts between home and school are essential for reinforcing vocabulary learning and ensuring its application across different contexts (Desimone, 1999; Fan & Williams, 2010).

The lower weighted mean and rank for children's ability to understand the meaning of new words in different contexts indicate a perceived gap in consistent understanding across various situations. To address this, educators can implement strategies that emphasize vocabulary integration into authentic tasks and provide explicit instruction on word meanings within diverse contexts (Scott & Nagy, 2004; National Reading Panel, 2000).

In summary, while parents recognize some improvement in their children's ability to understand new words in different contexts, there is an opportunity for educators to enhance instructional practices that promote deeper semantic understanding and application of vocabulary across varied situations. Continued collaboration between educators and parents can support comprehensive vocabulary development and enrich children's language skills effectively.

The composite means of 3.85 for the school head and 3.77 for the teacher-respondents signified that the qualities of school heads in terms of decision making skills are both of great extent. The composite mean of 3.85 for the school head signifies that school heads are perceived to have decision-making skills to a great extent. The composite mean of 3.77 for the teacher-respondents also signifies that teachers perceive school heads to have decision-making skills to a great extent. This finding suggests a consensus among both school heads and teachers that school leaders possess strong decision-making skills.

The high composite means for decision-making skills among both school heads and teachers suggest a shared perception of effective leadership in decision-making processes. This alignment can contribute to a cohesive school culture, where decisions are made collaboratively and with consideration for the needs and aspirations of the school community (Louis, Dretzke, & Wahlstrom, 2010; Day & Leithwood, 2007).

In summary, the findings underscore the importance of strong decision-making skills in school leadership, as perceived by both school heads and teachers. Effective leadership in decision-making fosters a positive school environment, supports educational goals, and promotes professional collaboration essential for school improvement and student success.

The composite means of 3.90 for the teachers and 3.80 for the parent-respondents implied that the degree of the involvement of teachers were often and sometimes to the parents on the reading development of Grade 1 Pupils towards one page per day activity in terms of vocabulary expansions. The composite mean of 3.90 for the teachers suggests that teachers perceive themselves as often involving parents in the reading development of Grade 1 pupils towards the "one page per day" activity in terms of vocabulary expansions. The composite mean of 3.80 for the parent-respondents indicates that parents perceive teachers as sometimes involving them in the reading development of Grade 1 pupils towards the "one page per day" activity in terms of vocabulary expansions. This finding indicates a slight discrepancy between how teachers and parents perceive the level of involvement in vocabulary expansion activities.

Parent-Teacher Collaboration: Collaborative partnerships between teachers and parents play a crucial role in supporting children's literacy development, including vocabulary expansion (Epstein, 2001; Hoover-Dempsey & Sandler, 1995). Research emphasizes the benefits of involving parents in educational activities at home that reinforce classroom learning, such as daily reading practices (Desimone, 1999; Fan & Chen, 2001). **Vocabulary Development:** Vocabulary expansion is essential for developing students' language skills and comprehension abilities (Beck, McKeown, & Kucan, 2002; National Reading Panel, 2000). Effective vocabulary instruction includes strategies for introducing new words, providing context for understanding, and promoting word usage in diverse contexts (Marzano, 2004; Graves, 2006). **Perceptions of Involvement:** Variations in perceptions of involvement between teachers and parents may stem from differences in communication, expectations, or opportunities for collaboration (Van Voorhis, 2003; Jeynes, 2012). Clear communication and partnership-building efforts can bridge these gaps, fostering mutual understanding and enhancing support for children's learning (Christenson & Sheridan, 2001; Sheldon & Epstein, 2005).

The findings suggest a need for enhanced communication and collaboration strategies between teachers and parents to ensure consistent and meaningful involvement in vocabulary expansion activities. By strengthening partnerships through regular updates, workshops, and shared resources, educators and parents can work together more effectively to support children's literacy development and academic success (Sui-Chu & Willms, 1996; McWayne et al., 2004).

In summary, while both teachers and parents recognize the importance of vocabulary expansion activities in Grade 1 reading development, there is an opportunity to enhance collaborative efforts to ensure alignment and mutual support in supporting children's language skills and overall academic achievement. Efforts to improve communication and partnership-building can contribute to more effective educational experiences for students both at home and in the classroom.

In Terms of Reading Fluency

Table 3. *Degree of Involvement of the Teachers and Parents in the Reading Development of Grade 1 Pupils Towards One Page Per Day Activity in Terms of Reading Fluency*

Items	Teachers			Parents		
	WM	VI	R	WM	VI	R
The intervention has been effective in improving pupils/children reading speed.	3.94	O	3	3.42	O	4
I noticed improvements in pupils/children reading accuracy.	4.12	O	1	3.60	O	2
Pupils/children often read with appropriate expression and prosody during oral reading.	3.88	O	4	3.56	O	3
Pupils/children frequently read without significant pauses or hesitations.	3.85	O	5	3.38	S	5
Pupils/children have shown increased confidence in their reading abilities.	4.06	O	2	3.66	O	1
Composite Mean	3.97	O		3.52	O	

Legend: O, Often; S, Sometimes; WM, Weighted Mean; VI, Verbal Interpretation; R, Ranking

As shown in Table 3, the teacher-respondents often noticed improvements in pupils reading accuracy which garnered the highest weighted mean of 4.12 and the highest ranks of 1.

In addition, the said group of respondents agreed that pupils often read without significant pauses or hesitations which got the least weighted mean of 3.85 and the least rank of 5. Teacher-respondents often noticed improvements in pupils' reading accuracy, which received the highest weighted mean of 4.12 and the highest rank of 1. Teacher-respondents agreed that pupils often read without significant pauses or hesitations, which received the least weighted mean of 3.85 and the least rank of 5.

These findings indicate that while teachers perceive improvements in reading accuracy among pupils, there is also recognition that some pupils still experience pauses or hesitations during reading.

The high weighted mean for improvements in reading accuracy underscores effective teaching practices and interventions aimed at enhancing students' reading skills. However, the lower weighted mean for reading without pauses or hesitations suggests ongoing opportunities for teachers to support fluency development and address reading challenges through targeted instructional strategies (Rasinski, 2006; Jenkins et al., 2004).

In summary, while teachers observe improvements in reading accuracy among pupils, addressing pauses or hesitations during reading requires continued focus on fluency development and effective instructional practices. By implementing research-based strategies and providing differentiated support, educators can further enhance students' reading fluency and overall reading proficiency effectively.

For the assessment of the parent-respondents, they concluded that their children have often shown increased confidence in their reading abilities which garnered the highest weighted mean of 3.66 and the highest rank of 1.

On The contrary, the said group of respondents affirmed that their children sometimes read without significant pauses or hesitations which obtained the least weighted mean of 3.38 and the least rank of 5. Parent-respondents concluded that their children have often shown increased confidence in their reading abilities, which received the highest weighted mean of 3.66 and the highest rank of 1. Parent-respondents affirmed that their children sometimes read without significant pauses or hesitations, which obtained the least weighted mean of 3.38 and the least rank of 5. These findings suggest that parents perceive their children to have gained confidence in their reading abilities, while also acknowledging that their children sometimes experience pauses or hesitations during reading.

The high weighted mean for increased confidence in reading abilities reflects positive outcomes of reading interventions and supportive environments at home and school. However, the lower weighted mean for reading without pauses or hesitations highlights opportunities for further development of fluency skills and targeted instructional support (Fuchs & Fuchs, 2005; Shanahan, 2016).

In summary, while parents observe increased confidence in their children's reading abilities, addressing pauses or hesitations during reading requires collaborative efforts between parents and teachers. By fostering a supportive learning environment and implementing effective instructional strategies, educators and parents can enhance reading fluency and promote continued confidence and success in reading for students.

The composite means of 3.97 for the teachers and 3.52 for the parent-respondents confirmed that the degree of the involvement of teachers and parents were both often on the reading development of Grade 1 Pupils towards one page per day activity in terms of reading fluency. The composite mean of 3.97 for the teachers suggests that teachers perceive themselves as often involved in the reading development of Grade 1 pupils towards the "one page per day" activity in terms of reading fluency. The composite mean of 3.52 for the parent-respondents indicates that parents perceive themselves as often involved in the reading development of Grade 1 pupils towards the "one page per day" activity in terms of reading fluency. These findings indicate a difference in perception between teachers and parents regarding their level of involvement in supporting reading fluency development.

Teacher Involvement: Teachers play a critical role in fostering reading fluency through explicit instruction, guided reading sessions, modeling fluent reading, and providing opportunities for repeated reading (Rasinski & Hoffman, 2003; National Reading Panel, 2000). Effective teachers monitor students' fluency progress, adjust instruction based on student needs, and collaborate with colleagues to enhance instructional practices (Pikulski & Chard, 2005; Schwanenflugel et al., 2006). **Parental Involvement:** Parental involvement in children's literacy development supports academic achievement and reading fluency (Sénéchal & LeFevre, 2002; Jeynes, 2012).

Parents can promote reading fluency by reading aloud with their children, providing access to reading materials at home, and engaging in discussions about reading experiences (Desimone, 1999; Epstein, 2001). **Collaborative Efforts:** Collaborative efforts between teachers and parents enhance students' reading fluency and overall literacy skills (Sui-Chu & Willms, 1996; McWayne et al., 2004). Effective communication between home and school facilitates shared goals, strategies, and feedback to support continuous improvement in reading fluency (Hoover-Dempsey & Sandler, 1995; Sheldon & Epstein, 2005).

The higher composite mean for teacher involvement compared to parent involvement suggests a potential opportunity for enhancing parental engagement in supporting reading fluency activities. Strengthening communication channels, providing resources and strategies for parents, and promoting shared responsibilities in literacy development can bridge this gap (Fan & Williams, 2010; Harris & Goodall, 2008).

In summary, while both teachers and parents perceive involvement in supporting Grade 1 pupils' reading fluency, there is a need for continued collaboration and communication to optimize efforts and ensure comprehensive support for students' literacy development. By leveraging strengths and resources from both educators and families, students can benefit from a cohesive approach to enhancing reading fluency and overall academic success.

In Terms of Comprehension Skills

Table 4. *Degree of Involvement of the Teachers and Parents in the Reading Development of Grade 1 Pupils Towards One Page Per Day Activity in Terms of Comprehension Skills*

Items	Teachers			Parents	
	WM	VI	R	WM	VI
The intervention has been effective in enhancing pupils'/children ability to understand and interpret written texts.	4.22	A	1	3.65	O
Pupils/children have shown an improved ability to answer questions about the texts they read.	4.03	O	2	3.70	O
Pupils/children often demonstrate an understanding of the main ideas and details in the texts they read.	3.96	O	3	3.53	O
Pupils/children have improved their ability to make predictions about the text content.	3.85	O	5	3.48	O
Pupils/children often engage in discussions about the texts they read.	3.90	O	4	3.50	O
Composite Mean	3.99	O		3.57	O

Legend: A, Always; O, Often; WM, Weighted Mean; VI, Verbal Interpretation; R, Ranking

As discussed in Table 4, the teacher-respondents answered that the intervention has always been effective in enhancing pupils ability to understand and interpret written texts which made the highest weighted mean of 4.22 and the highest rank of 1.

Moreover, the said group of respondents revealed that pupils often have improved their ability to make predictions about the text content which gained the least weighted mean of 3.85 and the least rank of 5. Teacher-respondents reported that the intervention has always been effective in enhancing pupils' ability to understand and interpret written texts, with the highest weighted mean of 4.22 and the highest rank of 1. Teacher-respondents also revealed that pupils often have improved their ability to make predictions about the text content, with the least weighted mean of 3.85 and the least rank of 5. These findings suggest that while the intervention is perceived as highly effective in enhancing students' understanding and interpretation of written texts, there may be room for improvement in developing students' predictive abilities.

The high weighted mean for enhancing students' ability to understand and interpret written texts reflects the perceived effectiveness of the intervention in supporting comprehension skills. The lower weighted mean for predictive abilities suggests an area where instructional strategies could be further developed to strengthen students' predictive thinking skills and enhance overall comprehension (Block & Pressley, 2002; Pinnell & Fountas, 1996).

In summary, while the intervention is successful in improving students' understanding and interpretation of written texts, focusing on strategies to develop predictive abilities could further enhance students' reading comprehension skills. Continued implementation of effective instructional practices and interventions tailored to students' needs can support comprehensive literacy development and academic success.

On the part of the parent-respondents, they replied that their children often have shown an improved ability to answer questions about the texts they read which made the highest weighted mean of 3.70 and the highest rank of 1. Consequently, the said group of respondents affirmed that their children often have improved their ability to make predictions about the text content which obtained the least weighted mean of 3.48 and the least rank of 5.

According to the parent-respondents, their children often show an improved ability to answer questions about the texts they read. This aspect received the highest weighted mean of 3.70 and the highest rank of 1 among the factors evaluated. This suggests that parents perceive a significant enhancement in their children's capability to comprehend and respond effectively to questions related to the texts they read.

The parent-respondents also noted that their children often improve their ability to make predictions about the content of the text. However, this aspect obtained the least weighted mean of 3.48 and the least rank of 5 among the factors assessed. Despite being the least improved according to parents, it still indicates a positive trend in their perception of their children's reading comprehension skills.

Answering questions about texts showed the most significant perceived improvement among children according to parents. Making predictions about text content was perceived to have improved the least among the skills evaluated.

In conclusion, while parents in the study noted varying levels of improvement in their children's reading skills, the most pronounced enhancement was observed in answering questions about texts, whereas making predictions about text content showed comparatively less improvement according to their perceptions.

The composite means of 3.99 for the teachers and 3.57 for the parent-respondents concluded that the degree of the involvement of teachers and parents were both often on the reading development of Grade 1 Pupils towards one page per day activity in terms of comprehension skills.

The composite means indicate that both teachers and parents frequently involve themselves in the reading development of Grade 1 pupils, particularly focusing on a "one page per day" activity to enhance comprehension skills. Teachers reported a composite mean of 3.99, suggesting a high level of involvement in implementing this daily reading activity. Parents reported a slightly lower composite mean of 3.57, indicating that they also frequently participate in supporting this reading activity at home. Teachers are significantly involved in implementing the daily reading activity (one page per day) aimed at improving comprehension skills among Grade 1 pupils. Parents are also actively engaged in supporting this reading activity, although to a slightly lesser extent compared to teachers.

Research underscores the critical role of teachers in fostering reading development among young children. Activities such as daily reading assignments are known to enhance comprehension, vocabulary acquisition, and overall literacy skills (Pianta & Kraft-Sayre, 2003). Parental involvement in reading activities at home is crucial for reinforcing skills learned in school and promoting a positive attitude towards reading (Sénéchal & LeFevre, 2002). Regular reading practices supported by parents can significantly impact a child's reading fluency and comprehension skills. When both teachers and parents collaborate in promoting reading activities like the "one page per day" approach, children are more likely to experience consistent and structured support, leading to enhanced comprehension abilities (Christenson & Sheridan, 2001).

In Terms of Critical Thinking Skills.

As written in Table 5, the teacher-respondents answered that their pupils do often ask questions that reflect higher-order thinking about the texts which got the highest weighted mean of 4.04 and the highest ranks of 1.

Table 5. *Degree of Involvement of the Teachers and Parents in the Reading Development of Grade 1 Pupils Towards One Page Per Day Activity in Terms of Critical Thinking Skills*

Items	Teachers			Parents		
	WM	VI	R	WM	VI	R
The intervention has been effective in developing pupils/children critical thinking skills.	3.92	O	4	3.33	S	5
Pupils/children have shown an improved ability to analyze and evaluate information from different sources.	3.98	O	3	3.57	O	2.5
Pupils/children often engage in activities that require them to synthesize information from various texts.	4.00	O	2	3.57	O	2.5
Pupils/children have demonstrated improved problem-solving skills in reading-related tasks.	3.80	O	5	3.35	S	4
Pupils/children do frequently ask questions that reflect higher-order thinking about the texts.	4.04	O	1	3.66	O	1
Composite Mean	3.94	O		3.50	O	

Legend: O, Often; S, Sometimes; WM, Weighted Mean; VI, Verbal Interpretation; R, Ranking

In addition, the said group of respondents also assessed that their pupils have often demonstrated improved problem-solving skills in reading-related tasks which obtained the least weighted mean of 3.80 and the least ranks of 5.

According to teacher-respondents, their pupils often ask questions that reflect higher-order thinking about the texts they read. This aspect received the highest weighted mean of 4.04 and the highest rank of 1 among the factors evaluated. This suggests that teachers perceive a significant ability among their students to engage critically with texts by asking thoughtful and analytical questions. Teacher-respondents also assessed that their pupils often demonstrate improved problem-solving skills in reading-related tasks. However, this aspect obtained the least weighted mean of 3.80 and the least rank of 5 among the factors evaluated. This indicates that while there is perceived improvement in problem-solving skills, it is considered slightly less pronounced compared to other skills evaluated.

Research emphasizes the importance of fostering higher-order thinking skills, such as analysis, evaluation, and synthesis, in reading comprehension. When students ask questions that require deeper understanding and critical thinking about texts, it indicates their ability to engage with and comprehend complex ideas (Marzano, 2001). Problem-solving skills in reading involve the ability to apply strategies to understand and interpret texts effectively. While less emphasized in some studies compared to comprehension or critical thinking, problem-solving skills are integral to navigating unfamiliar or challenging texts (Fang, 2006). Teachers' perceptions of their students' abilities, as reflected in this study, can influence instructional practices and curriculum development. Effective teaching strategies often focus on scaffolding students' ability to ask higher-level questions and develop problem-solving skills within the context of reading (Vacca et al., 2013).

In conclusion, the findings suggest that teachers perceive their students to excel in asking higher-order thinking questions about texts, indicating strong critical thinking abilities. However, while there is improvement noted in problem-solving skills related to reading tasks, it is perceived to be less pronounced. These findings underscore the importance of cultivating both critical thinking and problem-solving skills in reading instruction to enhance students' overall comprehension and engagement with texts.

With regard to the assessment of the parent-respondents, their children do often ask questions that reflect higher-order thinking about the texts which yielded the highest weighted mean of 3.66 and the highest rank of 1.

Additionally, the said group of respondents also affirmed that the intervention has sometimes been effective in developing pupils/children critical thinking skills which gained the least weighted mean of 3.33 and the least rank of 5.

According to parent-respondents, their children often ask questions that reflect higher-order thinking about the texts they read. This aspect received the highest weighted mean of 3.66 and the highest rank of 1 among the factors evaluated. This suggests that parents perceive their children to frequently engage in asking thoughtful and analytical questions about what they read, indicating a strong ability to think critically. Parent-respondents also assessed that the intervention (presumably the reading program or educational approach) has sometimes been effective in developing their children's critical thinking skills. However, this aspect obtained the least weighted mean of 3.33 and the least rank of 5 among the factors evaluated. This indicates that parents perceive less consistent effectiveness in fostering critical thinking skills compared to other aspects assessed. Children asking higher-order thinking questions about texts showed the most significant perceived improvement according to parents. Effectiveness in developing critical thinking skills was perceived to have the least improvement according to parents.

Research acknowledges that parents play a crucial role in fostering their children's literacy development and critical thinking skills. Parents who encourage questioning and discussion about texts at home can positively influence their children's ability to engage critically with reading material (Sénéchal & LeFevre, 2002). Literature on educational interventions often highlights the need for consistency and quality in teaching practices to effectively develop critical thinking skills. Effective interventions typically incorporate opportunities for students to practice and apply higher-order thinking strategies consistently (Vacca et al., 2013). Children's ability to ask higher-order thinking questions is associated with deeper comprehension and engagement with texts. When children ask thoughtful questions, it demonstrates their ability to analyze and interpret information, which are fundamental aspects of critical thinking

(Marzano, 2001).

In conclusion, the findings suggest that parents perceive their children to frequently engage in higher-order thinking by asking thoughtful questions about texts. However, they also indicate a perceived variability in the effectiveness of interventions aimed at developing critical thinking skills. These findings underscore the importance of continuous support and structured practices both at home and in educational settings to foster children's critical thinking abilities effectively.

The composite means of 3.94 for the teachers and 3.50 for the parent-respondents reported that the degree of the involvement of teachers and parents were both often on the reading development of Grade 1 Pupils towards one page per day activity in terms of critical thinking skills.

The composite means indicate that both teachers and parents often involve themselves in the reading development of Grade 1 pupils through a "one page per day" activity, specifically focusing on enhancing critical thinking skills. Teachers reported a composite mean of 3.94, suggesting a high level of involvement in implementing this daily reading activity with a focus on critical thinking skills. Parents reported a slightly lower composite mean of 3.50, indicating that they also frequently participate in supporting this reading activity at home, albeit to a somewhat lesser extent compared to teachers. Teachers are significantly involved in implementing the daily reading activity (one page per day) aimed at enhancing critical thinking skills among Grade 1 pupils. Parents are also actively engaged in supporting this reading activity, although their involvement is perceived to be slightly less intensive compared to teachers.

Research underscores the crucial role of teachers in fostering critical thinking skills through structured reading activities. Activities such as daily reading assignments can encourage students to analyze, evaluate, and apply information from texts (Marzano, 2001). Parental involvement in reading activities at home complements classroom efforts and supports the development of critical thinking skills. When parents engage in discussions about texts and encourage higher-level questioning, children are more likely to develop deeper comprehension and critical thinking abilities (Sénéchal & LeFevre, 2002). Studies emphasize the benefits of collaborative efforts between teachers and parents in promoting children's literacy and critical thinking skills. When educators and parents align their efforts in fostering a reading culture that emphasizes critical thinking, students receive consistent support and reinforcement across different learning environments (Christenson & Sheridan, 2001).

In conclusion, the findings suggest that both teachers and parents are actively involved in promoting critical thinking skills among Grade 1 pupils through a structured daily reading activity. While teachers exhibit a higher level of involvement, parental participation also plays a significant role in supporting children's development in this area. These collaborative efforts underscore the importance of a cohesive approach between home and school environments to enhance students' critical thinking abilities effectively.

In Terms of Attitudes and Perceptions Towards Reading.

Table 6. *Degree of Involvement of the Teachers and Parents in the Reading Development of Grade 1 Pupils Towards One Page Per Day Activity in Terms of Attitudes and Perceptions Towards Reading*

Items	Teachers			Parents	
	WM	VI	R	WM	VI
The intervention has been effective in fostering a positive attitude towards reading.	3.84	O	4	3.90	O
Pupil/childrens have shown an increased intrinsic motivation to engage with literary materials.	4.04	O	1	3.96	O
Pupils/children do frequently express enjoyment or excitement about their reading activities.	4.02	O	2	3.98	O
Pupils/children have demonstrated a preference for reading over other activities.	3.96	O	3	3.86	O
Pupils/children often independently choose to read outside of assigned activities.	3.78	O	5	3.52	O
Composite Mean	3.93	O		3.84	O

Legend: O, Often; WM, Weighted Mean; VI, Verbal Interpretation; R, Ranking

As written in Table 6, the teacher-respondents displayed that pupils have often shown an increased intrinsic motivation to engage with literary materials which garnered the highest weighted mean of 4.04 and the highest rank of 1. Furthermore, the said group of respondents assessed that their pupils often independently choose to read outside of assigned activities which gained the least weighted mean of 3.78 and the least rank of 5.

According to teacher-respondents, pupils have often shown an increased intrinsic motivation to engage with literary materials. This aspect received the highest weighted mean of 4.04 and the highest rank of 1 among the factors evaluated. This suggests that teachers perceive a significant enhancement in their students' internal drive and interest in reading, which is essential for fostering a lifelong love of reading. Teacher-respondents also assessed that their pupils often independently choose to read outside of assigned activities.

However, this aspect obtained the least weighted mean of 3.78 and the least rank of 5 among the factors evaluated. This indicates that while some students demonstrate independent reading habits, it may not be as consistently observed as increased intrinsic motivation. Increased intrinsic motivation to engage with literary materials showed the most significant perceived improvement among students according to teachers. Independent choice to read outside of assigned activities was perceived to have the least improvement among the factors evaluated by teachers.

Research consistently highlights the importance of intrinsic motivation in reading development. When students are intrinsically motivated, they are more likely to engage deeply with texts, persist through challenges, and develop a positive attitude towards reading (Guthrie & Wigfield, 2000). Developing independent reading habits is crucial for students' literacy development. It encourages self-directed learning, expands vocabulary, and improves comprehension skills (Cullinan & Harwood, 2017). However, the development of independent reading habits can be influenced by various factors, including home environment, access to books, and teacher encouragement. Teachers play a vital role in nurturing students' motivation to read. Effective teaching strategies, such as providing choice in reading materials, promoting discussions about books, and creating a supportive reading environment, can enhance students' intrinsic motivation (Deci & Ryan, 2000).

In conclusion, the findings suggest that teachers perceive a significant improvement in students' intrinsic motivation to engage with literary materials. However, there is perceived variability in students' independent choices to read outside of assigned activities. These findings underscore the importance of fostering intrinsic motivation through engaging teaching practices and creating opportunities for independent reading, which are critical for nurturing students' lifelong reading habits and enjoyment of literature.

With respect to the assessment of the parent-respondents, they showed that their children do frequently express enjoyment or excitement about their reading activities which yielded the highest weighted mean of 3.98 and the highest rank of 1.

Furthermore, the said group of respondents answered that pupils often independently choose to read outside of assigned activities which obtained the least weighted mean of 3.52 and the least rank of 5.

According to parent-respondents, their children frequently express enjoyment or excitement about their reading activities. This aspect received the highest weighted mean of 3.98 and the highest rank of 1 among the factors evaluated. This indicates that parents perceive their children to have a positive emotional connection to reading, finding it enjoyable and exciting. Parent-respondents also indicated that their children often independently choose to read outside of assigned activities. However, this aspect obtained the least weighted mean of 3.52 and the least rank of 5 among the factors evaluated. This suggests that while some children demonstrate the initiative to read on their own, it is perceived to be less consistently observed compared to their enjoyment of reading activities. Children frequently expressing enjoyment or excitement about reading activities was perceived as the most significant aspect according to parents. Independent choice to read outside assigned activities was perceived to have the least expression among the factors evaluated by parents.

Research emphasizes the importance of fostering a positive emotional connection to reading. When children enjoy reading, they are more likely to engage voluntarily, leading to increased reading frequency and improved literacy skills (Gambrell, 2011). Developing independent reading habits is crucial for children's literacy development. It encourages autonomy, exploration of interests, and continuous improvement in reading proficiency (Allington & Gabriel, 2012). Factors influencing self-initiated reading habits include access to books at home, parental encouragement, and personal interest in reading materials. Parents play a significant role in shaping their children's attitudes towards reading. By fostering a supportive reading environment, providing access to diverse reading materials, and modeling positive reading behaviors, parents can promote children's intrinsic motivation and independent reading habits (Cullinan & Harwood, 2017).

In conclusion, the findings suggest that parents perceive their children to express enjoyment and excitement about their reading activities, reflecting a positive attitude towards reading. However, there is variability in the extent to which children independently choose to read outside of assigned activities. These findings highlight the importance of nurturing a love for reading through engaging activities and supportive environments both at home and in educational settings.

The composite means of 3.93 for the teacher and 3.84 for the parent-respondents deduced that the degree of the involvement of teachers and parents were both often on the reading development of Grade 1 Pupils towards one page per day activity in terms attitudes and perceptions towards reading.

The composite means indicate that both teachers and parents often involve themselves in the reading development of Grade 1 pupils through a "one page per day" activity, specifically focusing on attitudes and perceptions towards reading. Teachers reported a composite mean of 3.93, suggesting a high level of involvement in implementing this daily reading activity with a focus on shaping positive attitudes and perceptions about reading. Parents reported a slightly lower composite mean of 3.84, indicating that they also frequently participate in supporting this reading activity at home, with a focus on fostering positive attitudes towards reading, though slightly less intensive than teachers. Teachers are significantly involved in implementing the daily reading activity (one page per day) aimed at shaping positive attitudes and perceptions towards reading among Grade 1 pupils. Parents are also actively engaged in supporting this reading activity, although their involvement in shaping attitudes towards reading is perceived to be slightly less intensive compared to teachers.

Research highlights that teachers play a crucial role in shaping students' attitudes towards reading. By selecting engaging texts, fostering discussions about the importance of reading, and providing positive reinforcement, teachers can cultivate a classroom culture that values reading (Gambrell, 2011). Parents significantly influence their children's attitudes towards reading through their own reading habits, encouragement, and support for reading activities at home (Cullinan & Harwood, 2017). When parents actively participate in reading-related activities with their children, it reinforces the importance of reading and promotes positive attitudes. Collaborative

efforts between teachers and parents in promoting positive attitudes towards reading are essential for fostering a lifelong love of reading among children. When educators and parents align their efforts in creating a supportive reading environment, students are more likely to develop positive perceptions about reading and view it as an enjoyable and rewarding activity (Christenson & Sheridan, 2001).

In conclusion, the findings suggest that both teachers and parents are actively involved in promoting positive attitudes and perceptions towards reading among Grade 1 pupils through a structured daily reading activity. While teachers exhibit a higher level of involvement, parental participation also plays a significant role in reinforcing these attitudes at home. These collaborative efforts underscore the importance of a unified approach between home and school environments to cultivate a love for reading and positive reading attitudes among young learners.

Difference Between the Assessment of the Two Groups Degree on Involvement of the Teachers and Parents in the Reading Development of Grade 1 Pupils Towards One Page Per Day Activity.

Table 7. Difference Between the Assessment of the Two Groups Degree on Involvement of the Teachers and Parents in the Reading Development of Grade 1 Pupils Towards One Page Per Day Activity

Variable	t-value	p-value	Decision	Interpretation
Qualities of School Heads:				
Decoding Abilities	4.82	0.00132	Reject Ho	Highly Significant
Vocabulary Expansion	2.46	0.03932	Reject Ho	Significant
Reading Fluency	6.36	0.00022	Reject Ho	Highly Significant
Comprehension Skills	5.38	0.00066	Reject Ho	Highly Significant
Critical Thinking Skills	5.72	0.00044	Reject Ho	Highly Significant
Attitudes and Perceptions Towards Reading	0.86	0.41481	Failed to Reject Ho	Not Significant

As gleaned in Table 7, when the responses of the teacher and parent-respondents on the degree of involvement of the teachers and parents in the reading development of Grade 1 Pupils towards one page per day activity were compared, the computed t-values of 4.82 for decoding abilities, 6.36 for reading fluency, 5.38 for comprehension skills, and 5.72 for critical thinking skills have corresponding p-values of less than 0.01, thus rejecting the hypothesis. In addition, the computed t-value of 2.46 for vocabulary expansion has a corresponding p-value of less than 0.05, thus, rejecting also the hypothesis. On the other hand, the computed t-value of 0.86 for attitudes and perceptions towards reading has a corresponding p-value of more than 0.05, thus failing to reject the hypothesis.

These safely generalized that the responses of the teacher and parent-respondents on the degree of involvement of the teachers and parents in the reading development of Grade 1 Pupils towards one page per day have high significant differences in terms of decoding abilities, reading fluency, comprehension skills, and critical thinking skills; significant difference in terms of vocabulary expansion; and no significant difference in terms of attitudes and perceptions towards reading.

Teacher and parent-respondents' responses on the degree of involvement in reading development showed significant differences (t-values: 4.82 for decoding abilities, 6.36 for reading fluency, 5.38 for comprehension skills, and 5.72 for critical thinking skills; all with p-values < 0.01). This indicates that there are substantial discrepancies between how teachers and parents perceive their involvement in enhancing these skills through the "one page per day" activity. Teachers likely perceive a higher level of impact on decoding abilities, reading fluency, comprehension skills, and critical thinking compared to parents. There was also a significant difference in perception regarding vocabulary expansion (t-value: 2.46; p-value < 0.05). This suggests that while both teachers and parents acknowledge their involvement in improving vocabulary through the activity, there is a noticeable variation in their perceptions of its effectiveness. There was no significant difference in perceptions between teachers and parents regarding their impact on attitudes and perceptions towards reading (t-value: 0.86; p-value > 0.05). Both groups generally agree on their influence in fostering positive attitudes and perceptions about reading through the daily reading activity.

Research underscores the importance of understanding both teacher and parent perspectives in educational interventions. Differences in perception can arise from various factors such as role expectations, experiences, and direct involvement in activities (Epstein, 2001). Literature suggests that teachers often have a more direct role in shaping specific reading skills like decoding, fluency, comprehension, and critical thinking through structured instructional practices (Allington & Gabriel, 2012). Parents, while influential, may perceive their role differently or may not have the same level of direct involvement in skill development as teachers. Effective reading programs often benefit from collaboration between teachers and parents. Aligning perceptions and roles can enhance program effectiveness and support students' overall reading development (Christenson & Sheridan, 2001).

Conclusions

The significant differences in how teachers and parents perceive their involvement in enhancing decoding abilities, reading fluency, comprehension skills, critical thinking skills, and vocabulary expansion through the daily reading activity. However, both groups generally agree on their influence in fostering positive attitudes and perceptions towards reading. These insights underscore the importance of communication and collaboration between educators and parents to optimize reading instruction and support children's holistic development.

The teachers perceive a significant improvement in students' intrinsic motivation to engage with literary materials. However, there is

perceived variability in students' independent choices to read outside of assigned activities. These findings underscore the importance of fostering intrinsic motivation through engaging teaching practices and creating opportunities for independent reading, which are critical for nurturing students' lifelong reading habits and enjoyment of literature.

Based on the results and discussions presented in the study, several recommendations can be made to further enhance the reading development of Grade 1 pupils using the "One Page Per Day" activity.

Firstly, the study suggests a discrepancy between teachers' perceptions of their involvement of parents and parents' perceptions of the same involvement in supporting decoding abilities through daily reading activities.

Also, that both teachers and parents are actively involved in promoting positive attitudes and perceptions towards reading among Grade 1 pupils through a structured daily reading activity. While teachers exhibit a higher level of involvement, parental participation also plays a significant role in reinforcing these attitudes at home. These collaborative efforts underscore the importance of a unified approach between home and school environments to cultivate a love for reading and positive reading attitudes among young learners.

Furthermore, the teachers perceive a significant improvement in students' intrinsic motivation to engage with literary materials. However, there is perceived variability in students' independent choices to read outside of assigned activities. These findings underscore the importance of fostering intrinsic motivation through engaging teaching practices and creating opportunities for independent reading, which are critical for nurturing students' lifelong reading habits and enjoyment of literature.

Lastly, the teachers often have a more direct role in shaping specific reading skills like decoding, fluency, comprehension, and critical thinking through structured instructional practices.

By implementing these recommendations, educators and parents can work together to create a supportive and stimulating environment that fosters a love of reading in young learners.

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