

# Management of Literacy Approaches to Foster Reading Motivation and Engagement on Primary Grade Learners

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**Abstract**—This study examines the management literacy approaches to foster reading motivation and engagement on primary grades of private elementary schools in Second District of Laguna. Specifically, this research sought to determine the level of management of literacy approaches, reading motivation, and reading engagement of primary grade learners. It also finds out the significant relationship between using management literacy approaches on reading motivation of primary grade learners; and reading engagement of primary grade learners. The descriptive research design was utilized in this study to systematically collect, analyze, and interpret data regarding the variables under investigation. A survey method was employed to gather data from the respondents, using a researcher-made questionnaire as the primary instrument. The questionnaire was structured using a 5-point Likert scale to measure the respondents' level of agreement and perception regarding each indicator. The salient points of the study presented found that management of literacy approaches used in primary grade learners in terms of comics instruction, vocabulary development, fluency building, guided reading, and writing instruction were very high respectively. This means that the management of literacy approaches used in primary grades learners use a different strategy to teach and promote literacy skills among the learners such as engage them, promoting their reading comprehension, developing their vocabulary words and fluency as well as writing skills through use of comics. Concerning the reading motivation of primary grade learners have very highly observable abilities to set curiosity and interest, personal connection, and sense of accomplishment. The reading engagement of primary grade learners has very highly observable setting reading goals, translating text, and sharing thoughts. It also finds out that there is a significant relationship between management literacy approaches on reading motivation and engagement of primary grade learners. Management Literacy Approaches show a significant relationship on reading motivation and engagement of primary grade learners. Thus, the hypotheses were rejected. This concludes that the school heads who managed more tended to achieve higher reading motivation of primary grade learners. The researcher recommends that the private school conducts seminars, workshops, and training for all the teachers to improve their skills. And also, they must adopt innovative and engaging approaches that promote their learners' reading motivation and engagement.

**Keywords**— Literacy Approaches, Reading Motivation, Reading Engagement, Guided reading, Classroom Management.

## I. INTRODUCTION

Management is the process of planning, organizing, leading, and controlling resources to achieve organizational goals effectively. It serves as both a science and an art, combining theories with practical strategies to ensure efficiency and

adaptability in dynamic environments (Robbins & Coulter, 2018).

Reading in the primary grades is the lynchpin of early schooling and underlies all later learning. At this level, students learn to decode, comprehend, and use vocabulary skills that allow them to read to learn across the disciplines. Early reading acquisition is the foundation of academic achievement, (Castles et al., 2018) and good literacy instruction appears to have a positive impact on overall cognitive and language outcomes of the learner.

Literacy is an essential skill that supports academic achievement, individual growth, and active citizenship. Literacy instruction has seen numerous approaches over the decades, each influenced by changing pedagogical theory, cultural backgrounds, and technological capabilities. These instructional approaches: phonics approaches to socio-cultural and critical literacy models are different options for learners to interact with texts, make meaning, and effectively communicate. In the context of modern education, knowing and implementing suitable literacy methods is essential in responding to the diverse needs of learners.

Reading motivation is central to influencing the literacy growth, academic achievement, and lifelong learning orientations of learners. It involves the inner motivation, interest, and inclination to read texts, which has a direct relationship with how often and profoundly students read. In school environments, interested readers are more inclined to stick with difficult materials, understand the concepts, and form critical thinking skills.

Student engagement in the primary grades is a determinant of successful learning. Engagement has been conceptualized as learners' active participation, emotional involvement, and cognitive investment in learning activities in the classroom. Student engagement is positively related to better academic performance, especially when teaching methods are interactive and student-centered, (Bond et al., 2020). Students who have their engagement levels higher, seem to acquire better literacy skills, a more positive attitude toward learning and higher achievement levels.

The study aims to explore the connections between literacy approach management and the developing reading motivation and engagement of young readers in primary grades. By analyzing the effect of teaching methods on students' reading

interest and involvement, the research hopes to enhance literacy education early in the education system.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study focused on the management of literacy approaches to foster reading motivation and engagement among primary grade learners in various private schools in District 2 during 2025-2026 school year.

Specifically, it sought to answer the following questions.

1. What is the level of management of literacy approaches used in primary grades learners in terms of:
  - 1.1 Comics Instruction;
  - 1.2 Vocabulary Development;
  - 1.3 Fluency Building;
  - 1.2 Guided Reading; and
  - 1.5 Writing Instruction?
2. What is the level of Reading Motivation of primary grade learners in terms of:
  - 2.1 Curiosity and Interest;
  - 2.2 Personal connection; and
  - 2.3 Sense of accomplishment?
3. What is the level of Reading Engagement of primary grade learners in terms of:
  - 3.1 Setting reading goals;
  - 3.2 Translating text; and
  - 3.3 Sharing thoughts?
4. Is there a significant relationship between management literacy approaches and reading motivation of primary grade learners?
5. Is there a significant relationship between management literacy approaches and reading engagement of primary grade learners?

II. METHODOLOGY

The descriptive research design was utilized in this study to systematically collect, analyze, and interpret data regarding the variables under investigation. A survey method was employed to gather data from the respondents, using a researcher-made questionnaire as the primary instrument. The questionnaire was structured using a 5-point Likert scale to measure the respondents' level of agreement and perception regarding each indicator.

III. RESULTS AND DISCUSSION

This part presents the different results and discusses the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables.

Specifically, this chapter examines: (1) the level of management of literacy approaches used in primary grade learners in terms of Comics Instruction, Vocabulary Development, Fluency Building, Guided Reading, and Writing Instruction; (2) the level of reading motivation of primary grade learners in terms of Curiosity and Interest, Personal Connection, and Sense of Accomplishment; (3) the level of reading engagement of primary grade learners in terms of Setting Reading Goals, Translating Text, and Sharing

Thoughts; (4) the significant relationship between the management of literacy approaches and reading motivation; and (5) the significant relationship between the management of literacy approaches and reading engagement. The presentation of results follows a logical sequence based on these variables, with corresponding analyses and interpretations provided in the succeeding sections.

Level of Management of Literacy Approaches Used in Primary Grades Learners

In this study, the level of management of literacy approaches used in primary grades learners refers to Comics Instruction, Vocabulary Development, Fluency Building, Guided Reading, and Writing Instruction.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 1. Level of Management of Literacy Approaches Used in Primary Grades Learners in Terms of Comics Instruction

| Statements  | Mean | SD   | Remarks |
|---|------|------|---------|
| The school head ensured that the teacher...   |      |      |         |
| ...effectively integrates the comics in teaching to engage learners.                      | 3.96 | 0.71 | Agree   |
| ...uses comics to support the comprehension and vocabulary development of their learners. | 3.87 | 0.72 | Agree   |
| ...uses the comics instruction to help reluctant readers become more motivated.           | 3.88 | 0.70 | Agree   |
| ...allows their learners to choose comics that match their interests.                     | 3.93 | 0.79 | Agree   |
| ...uses comics to increase their learner's motivation and enjoyment in reading.           | 4.03 | 0.80 | Agree   |
| Weighted Mean   | 3.93 |      |         |
| SD  | 0.67 |      |         |
| Verbal Interpretation   | High |      |         |

The results in Table 1 revealed that the level of management of literacy approaches used in primary grade learners in terms of Comics Instruction was rated high, with a weighted mean of 3.93 and a standard deviation of 0.67. This indicates that the respondents generally agreed that the school head ensured that the teacher effectively used comics instruction to support literacy development among primary grade learners.

Among the indicators, the statement "The school head made sure that the teacher uses comics to motivate and make the students enjoy reading" got the highest mean of 4.03 with a standard deviation of 0.80, which was interpreted as Agree. This implies that school heads promote the use of comics as a means to lure students into reading and keeping them reading. Meanwhile, "The school head made sure that the teacher permits the learners to choose comics that align to their interests" statement got a mean of 3.93 and a standard deviation of 0.79 and was interpreted as Agree. This implies that the teachers may give their learners a chance in selecting what to read according to their likings. "The school head ensured that the teacher uses the comics instruction to help reluctant readers become more motivated" statement got a mean of 3.88 and standard deviation of 0.70, interpreted as Agree. This suggests that school heads consider the use of comics instruction as a suitable means to get reluctant readers

involved in reading tasks. Finally, the statement “The school head ensured that the teacher uses comics to support the comprehension and vocabulary development of their learners” got the least mean of 3.87 with a standard deviation of 0.72, however, it is still interpreted as Agree. This indicates that teachers are employing comics to promote comprehension and vocabulary but that there is still some room for improvement.

In summary, the result reveals that the school head ensured the teacher’s good management of using comics as instruction in the primary grades, especially in terms of enhancing the motivation of the learners, their engagement, and enjoyment in reading. The consistently positive ratings suggest that comics are considered to be beneficial learning tools that contribute to making reading more fun, meaningful, and accessible for young readers.

The result in Table 2 shows that the level of management of literacy approaches used in primary grade learners in terms of Vocabulary Development was very high with a standard deviation of 0.48 and a weighted mean of 4.54. This implies that the respondents were in strong agreement that the school head made sure that the teacher is well equipped with vocabulary development techniques for literacy learning in primary grade learners.

Table 2. Level of Management of Literacy Approaches Used in Primary Grades Learners in Terms of Vocabulary Development

| Statements  | Mean      | SD   | Remarks        |
|---|-----------|------|----------------|
| The school head established that the teacher...                             |           |      |                |
| ...provides explicit instruction on new vocabulary words.                   | 4.49      | 0.54 | Strongly Agree |
| ...connects the vocabulary learning to learners’ personal experiences.      | 4.57      | 0.54 | Strongly Agree |
| ...reinforces the vocabulary development across reading and writing tasks.  | 4.54      | 0.54 | Strongly Agree |
| ...teaches their learners to use context clues to infer word meanings.      | 4.54      | 0.52 | Strongly Agree |
| ...incorporates word games and activities to reinforce vocabulary learning. | 4.56      | 0.57 | Strongly Agree |
| Weighted Mean   | 4.54      |      |                |
| SD  | 0.48      |      |                |
| Verbal Interpretation   | Very High |      |                |

Among the indicators, the statement “The school head established that the teacher connects the vocabulary learning to learners’ personal experiences” received the highest mean of 4.57 with a standard deviation of 0.54, which was interpreted as Strongly Agree. This shows that teachers have to link vocabulary teaching to learners’ everyday life and experiences as much as possible. The statement “The school head established that the teacher incorporates word games and activities to reinforce vocabulary learning” was ranked second with a 4.56 mean and 0.57 standard deviation which was interpreted as Strongly Agree. This indicates that teachers are motivated to use fun and collaborative tasks like word games, riddles and matching tasks, in order to consolidate and practice the learners’ vocabulary. “The school head established that the teacher reinforces the vocabulary development across reading and writing tasks” statement got a mean score of 4.54 with a standard deviation of 0.54, interpreted as Strongly Agree. This finding suggests that the

instructors adhered to a pattern of teaching vocabulary for both reading and writing assignments. Likewise, the “The school head established that the teacher teaches their learners to use context clues to infer word meanings” statement got a mean of 4.54 with a standard deviation of 0.52, this also interpreted as Strongly Agree. This indicates that teachers guide learners to rely on adjacent words, phrases and sentences as a resource for identifying unknown words. Lastly, “The school head established that the teacher provides explicit instruction on new vocabulary words” statement was the lowest with a mean of 4.49 and a standard deviation of 0.54 but nevertheless was interpreted as Strongly Agree. This result indicates that teachers have direct instruction about unknown words, definitions, and meanings.

In summary, the findings showed that the school head assessed the teacher as highly competent in teaching vocabulary to the learners in the lower grades of primary. Very high scores suggest that vocabulary teaching is constantly reinforced with meaningful experiences, group work, learning in context and application across reading and writing.

Table 3. Level of Management of Literacy Approaches Used in Primary Grades Learners in Terms of Fluency Building

| Statements   | Mean      | SD   | Remarks        |
|--|-----------|------|----------------|
| The school head ensured that the teacher...                                  |           |      |                |
| ...regularly uses repeated reading or performance reading to build fluency.  | 4.51      | 0.56 | Strongly Agree |
| ...manages the fluency activities to match learners’ reading levels.         | 4.50      | 0.54 | Strongly Agree |
| ...provides feedback to help learners improve accuracy and expression.       | 4.66      | 0.56 | Strongly Agree |
| ...regularly monitors and assesses learners’ reading fluency.                | 4.48      | 0.59 | Strongly Agree |
| ...provides opportunities for paired or grouped reading to practice fluency. | 4.50      | 0.59 | Strongly Agree |
| Weighted Mean  | 4.53      |      |                |
| SD   | 0.47      |      |                |
| Verbal Interpretation  | Very High |      |                |

The results in Table 3 revealed that the level of management of literacy approaches used in primary grade learners in terms of Fluency Building was very high, (M = 4.53, SD = 0.47). This indicates that the respondents were also in strong agreement that the school head made sure that the teacher was performing the fluency-building activities effectively to promote the reading development of the primary grade learners.

Among the indicators, “The school head ensured that the teacher provides feedback to help learners improve accuracy and expression” statement got the highest mean of 4.66 with a standard deviation of 0.56 and was interpreted as Strongly Agree. This suggests that teachers have every incentive to offer timely and positive feedback to students on their pronunciation, pacing and expression when reading. “The school head ensured that the teacher regularly uses repeated reading or performance reading to build fluency” statement was ranked 2nd with mean=4.51 and standard deviation=0.56 which was interpreted as Strongly Agree. This shows that they are consistently implementing methods like repeated reading and choral reading, in conjunction with oral performance and

other strategies to increase learners' reading pace, accuracy, and self-assurance. The statement "The school head ensured that the teacher manages the fluency activities to match learners' reading levels" had a mean of 4.50 and a standard deviation of 0.54 which was interpreted as Strongly Agree. This means that learners' skills should be taken into account when teachers organize fluency activities. The statement "The school head ensured that the teacher regularly monitors and assesses learners' reading fluency" got an overall mean of 4.48 and standard deviation of 0.59 which was described as Strongly Agree. This suggests that teachers do visit and assess learners' fluency. The statement "The school head ensured that the teacher provides opportunities for paired or grouped reading to practice fluency" was rated 4.50 with a 0.59 standard deviation and was interpreted as Strongly Agree. This finding indicates that teachers organize collaborative reading experiences in which students practice fluency with peers.

In summary, the results showed the teacher was provided a very good guidance on how to conduct fluency-building strategies by the school head through feedback, practice, classroom management, monitoring, among other activities. These techniques enhance learners' learning to read through better accuracy, prosody, self-confidence and involvement.

Table 4. Level of Management of Literacy Approaches Used in Primary Grades Learners in Terms of Guided Reading

| Statements  | Mean      | SD   | Remarks        |
|---|-----------|------|----------------|
| The school head verified that the teacher...                                  |           |      |                |
| ...conducts guided reading activities in small groups regularly.              | 4.48      | 0.52 | Strongly Agree |
| ...sets clear goals during guided reading.                                    | 4.51      | 0.52 | Strongly Agree |
| ...uses guided reading to develop both decoding and comprehension.            | 4.51      | 0.54 | Strongly Agree |
| ...provides follow-up tasks to reinforce the skills taught in guided reading. | 4.53      | 0.54 | Strongly Agree |
| ...observes and records learners' reading behaviors during guided reading.    | 4.51      | 0.52 | Strongly Agree |
| Weighted Mean   | 4.51      |      |                |
| SD  | 0.46      |      |                |
| Verbal Interpretation   | Very High |      |                |

The results in Table 4 revealed that the level of management of literacy approaches in primary grades learners, in terms of guided reading, is very high as all the indicators garnered a Strongly Agree rating. The mean of 4.51 with a standard deviation of 0.46 shows that there is a consistency among the school with regard to guided reading practices.

Among the statements, "The school head verified that the teacher provides follow-up tasks to reinforce the skills taught in guided reading" got the highest mean of 4.53 with a standard deviation of 0.54. It implies that teachers prepare follow-up activities, for example comprehension questions or writing activities related to the text, that help students consolidate their reading skills and motivate them to read on their own.

The statements "The school head verified that the teacher sets clear goals during guided reading", "The school head verified that the teacher uses guided reading to develop both decoding and comprehension", and "The school head verified that the teacher observes and records learners' reading

behaviors during guided reading" were met with weighted means of 4.51 (SD = 0.52 – 0.54), showing strong focus on teacher-directed instruction. This implies that each session is led by clear goals, that include both decoding and comprehension as part of a balanced approach to literacy development.

Finally, the statement "The school head verified that the teacher conducts guided reading activities in small groups regularly" got a mean score of 4.48 with a standard deviation of 0.52, still rated as Strongly Agree. This suggests that although small-group instruction is common practice, it appears to be a little less homogenous when compared to setting goals and related activities.

In summary, the results show that guided reading is effectively conducted with high-quality goal setting, skill development, follow-up reinforcement, and student monitoring. These strategies combine to form an entertaining and organized reading period that bolsters motivation and understanding.

The results in Table 5 revealed that the level of management of literacy approaches used in primary grades learners in terms of Writing Instruction is very high as shown by the weighted mean of 4.51 with a standard deviation of 0.43. This means that there is a strong agreement among the respondents that the school head verify that the teacher efficiently applies writing instruction strategies in enhancing the learner's writing skill.

Table 5. Level of Management of Literacy Approaches Used in Primary Grades Learners in Terms of Writing Instruction

| Statements  | Mean      | SD   | Remarks        |
|---|-----------|------|----------------|
| The school head confirmed that the teacher...   |           |      |                |
| ...write in response to texts they read.  | 4.47      | 0.54 | Strongly Agree |
| ...engages their learners use peer review and collaborative writing activities.       | 4.40      | 0.60 | Strongly Agree |
| ...gives feedback to learners to improve their writing skills.                        | 4.59      | 0.51 | Strongly Agree |
| ...integrates technology tools to support writing instruction.                        | 4.53      | 0.54 | Strongly Agree |
| ...uses writing instruction to foster learners' motivation and confidence as writers. | 4.56      | 0.52 | Strongly Agree |
| Weighted Mean   | 4.51      |      |                |
| SD  | 0.43      |      |                |
| Verbal Interpretation   | Very High |      |                |

Among the statements, "The school head confirmed that the teacher gives feedback to learners to improve their writing skills" was confirmed by the school head to be true and achieved the highest average of 4.59 with a deviation of 0.51, interpreted as Strongly Agree. This implies that teachers regularly give positive feedback to students for their writing outputs.

The statement "The school head confirmed that the teacher uses writing instruction to foster learners' motivation and confidence as writers" ranked second with a mean=4.56, interpreted as Strongly Agree. This demonstrates that educators do incorporate writing tasks with reading for the purpose of building literacy skills, but also to get students to have faith in themselves as writers.

The statement “The school head confirmed that the teacher integrates technology tools to support writing instruction” was rated as Strongly agree with a mean of 4.53 and SD of 0.54. This indicates that teachers utilize technology to enhance lessons and increase students’ interaction and engagement during writing instruction.

The statement “The school head confirmed that the teacher writes in response to texts they read” obtained a mean of 4.47 and a standard deviation of 0.54, interpreted as Strongly Agree. This implies that teachers promote that students write reactions, summaries, ruminations, or answers with the texts they have read.

Finally, the statement “The school head confirmed that the teacher engages their learners use peer review and collaborative writing activities” also got the smallest mean of 4.40 and a standard deviation of 0.60, however, it was still interpreted as Strongly Agree. This indicates that learners have the chance, via their teachers, to cooperate, discuss and comment on each other’s written products.

In summary, the results of the study show that the school head validated that the teacher very well manages writing instruction with the use of timely and consistent feedback, motivational support, use of technology, reading response activities, and group writing tasks. These approaches help develop the learners’ writing abilities and enhance their self-esteem as well as active participation in literacy undertakings.

*Level of Reading Motivation of Primary Grade Learners*

In this study, the level of Reading Motivation of primary grade learners refers to Curiosity and Interest, Personal connection, and Sense of accomplishment. The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6. Level of Reading Motivation of Primary Grade Learners in Terms of Curiosity and Interest

| Statements  | Mean      | SD   | Remarks        |
|---|-----------|------|----------------|
| The school head assured the teacher...  |           |      |                |
| ...engages their learners to show curiosity when introduced to new reading materials, | 4.57      | 0.52 | Strongly Agree |
| ...motivates their learners to read when texts are engaging and varied.               | 4.57      | 0.54 | Strongly Agree |
| ...uses diverse texts (comics, stories) to maintain the interest of their learners.   | 4.40      | 0.60 | Strongly Agree |
| ...encourages their learners to ask questions while reading.                          | 4.59      | 0.51 | Strongly Agree |
| ...uses multimedia (visuals, audio) to stimulate curiosity in reading.                | 4.65      | 0.52 | Strongly Agree |
| Weighted Mean   | 4.56      |      |                |
| SD  | 0.45      |      |                |
| Verbal Interpretation   | Very High |      |                |

The results in Table 6 reveal that the level of reading motivation of primary grade learners in terms of Curiosity and Interest is extremely high with a standard deviation of 0.45 and a weighted mean of 4.56. It can be inferred from the above means that the respondents were in between mild and strong agreement that the school head was convinced teacher really promotes curiosity and interest in reading among primary grade learners.

Among the statements, “The school head assured the teacher uses multimedia (visuals, audio) to stimulate curiosity in reading” scored a highest mean of 4.65 with a standard deviation of 0.52. This indicates that teachers often employ multimedia materials including images, videos, audio tracks, and other visual tools to enhance the appeal of reading and capture students’ interest. The “The school head assured the teacher encourages their learners to ask questions while reading” statement got the second rank with a mean of 4.59 and a standard deviation of 0.51 and is a Strongly agree. This finding suggests that learners are consistently motivated to pose questions to text when they read before, while, and after reading. Both the statements “The school head assured the teacher engages their learners to show curiosity when introduced to new reading materials” and “The school head assured the teacher motivates their learners to read when texts are engaging and varied” received a mean of 4.57.

"The school leader assured that the instructor gets their pupils to be interested in new reading materials," and "The school leader assured that the teacher promotes reading curiosity by using multimedia (visuals, audio).” had a standard deviation of 0.52 whereas the statement “The school head assured the teacher motivates their learners to read when texts are engaging and varied.” was with a standard deviation of 0.54. They were both interpreted as Strongly Agree. These results indicate that teachers employ different types of texts and tasks to maintain learners' interest and motivation.

Finally, the statement “The school head assured the teacher uses diverse texts (comics, stories) to maintain the interest of their learners” got the lowest mean of 4.40 and a standard deviation of 0.60; nevertheless, it was still interpreted as Strongly Agree. This suggests that teachers utilize various types of reading materials, which keep the interest of learners.

In summary, the results showed the school leader’s confidence in the teacher as a curiosity and interest broker among primary grade learners based on the dynamic use of multimedia, questioning techniques, authentic reading materials, and multilayer text. These strategies enable learners to be more engaged, inquisitive, and willing to read.

Table 7. Level of Reading Motivation of Primary Grade Learners in Terms of Personal Connection

| Statements  | Mean      | SD   | Remarks        |
|---|-----------|------|----------------|
| The school head assured the teacher...  |           |      |                |
| ...selects text that reflects learners’ cultural backgrounds and experiences.       | 4.47      | 0.56 | Strongly Agree |
| ...engages their learners to connect their own lives to the texts they read.        | 4.59      | 0.51 | Strongly Agree |
| ...provides opportunities for learners to share personal experiences                | 4.59      | 0.51 | Strongly Agree |
| ...encourages their learners to relate reading materials to their personal lives.   | 4.60      | 0.51 | Strongly Agree |
| ...highlights the values and lessons in text that connect to learners’ daily lives. | 4.61      | 0.49 | Strongly Agree |
| Weighted Mean   | 4.57      |      |                |
| SD  | 0.45      |      |                |
| Verbal Interpretation   | Very High |      |                |

Table 7 shows that the level of reading motivation of the primary grade learners in terms of Personal Connection is very high (M=4.57, SD=0.45). This means that the respondents

agreed to a great extent that the school head affirmed that the teacher effectively strengthens the learners’ personal connection with reading materials.

Among the statements, “The school head assured the teacher highlights the values and lessons in text that connect to learners’ daily lives” garnered the highest mean of 4.61 with standard deviation of 0.49 interpreted as Strongly Agree. This imply that values, morals, and lessons in literacy materials that are connected to learners’ daily lives are often highlighted by teachers.

The statement “The school head assured the teacher encourages their learners to relate reading materials to their personal lives” got the second highest ranking and with a mean of 4.60 and a standard deviation of 0.51, which was interpreted as Strongly Agree. This suggests that learners are motivated by teachers to link stories, characters and events to their personal experiences.

The statements “The school head assured the teacher engages their learners to connect their own lives to the texts they read” and “The school head assured the teacher provides opportunities for learners to share personal experiences” both got a mean of 4.59 with a standard deviation of 0.51, which could be interpreted as Strongly Agree. These results indicate that teachers at least provide some opportunities for their learner to think aloud and share their own experiences with the text they read.

Finally, the statement, "The school head assured the teacher selects text that reflects learners’ cultural backgrounds and experiences" got the least average of 4.47 with a standard deviation of 0.56, but it was however still interpreted as Strongly Agree. This suggests that teachers take into account the cultural backgrounds and experiences of their students when choosing reading texts.

In summary, the result shows that the school principal guaranteed the teacher in the aspect of personal connection in reading in which the teacher encourages learners to connect the text to their own life, experiences, and values. These approaches to reading may help learning become more significant, fun, and applicable, which would boost learners’ motivation and participation in reading courses.

Table 8. Level of Reading Motivation of Primary Grade Learners in Terms of Sense of Accomplishment

| Statements   | Mean | SD   | Remarks        |
|--|------|------|----------------|
| The school head assured the teacher...   |      |      |                |
| ...celebrates learner’s progress in reading fluency and comprehension.                 | 4.54 | 0.56 | Strongly Agree |
| ...recognizes and rewards the effort of their learners’ achievements in reading tasks. | 4.58 | 0.59 | Strongly Agree |
| ...sets reading targets for learners to build confidence.                              | 4.55 | 0.58 | Strongly Agree |
| ...observes that learners feel proud when they complete reading tasks.                 | 4.69 | 0.51 | Strongly Agree |
| ...provides constructive feedback for the learner’s achievements.                      | 4.65 | 0.48 | Strongly Agree |
| Weighted Mean  | 4.60 |      |                |
| SD   | 0.45 |      |                |
| Verbal Interpretation  |      |      | Very High      |

The results in Table 8 reveal that the level of reading motivation of primary grade learners in terms of Sense of

Accomplishment is very high (M=4.60, SD=0.45). This shows that the respondents are in strong agreement that the school head really assured the teacher that he/she effectively promotes the learners’ sense of accomplishment in the reading activities.

Among the statements, “The school head assured the teacher observes that learners feel proud when they complete reading tasks” achieved the highest mean of 4.69 with a standard deviation of 0.51, which was interpreted as Strongly Agree. This indicates that learners often feel proud after finishing reading tasks.

The statement “The school head assured the teacher provides constructive feedback for the learner’s achievements” was ranked 2nd with a mean of 4.65 and standard deviation of 0.48 and was interpreted as Strongly Agree. This result shows that teachers were always positive and constructive in commenting on their learners’ reading performance.

“The school head assured the teacher recognizes and rewards the effort of their learners’ achievements in reading tasks” got a mean of 4.58 and a standard deviation of 0.59 interpreted as Strongly Agree. This means that teachers often praise and give incentives to learners in terms of their effort and accomplishment in reading.

The statement “The school head assured the teacher sets reading targets for learners to build confidence” got a mean of 4.55 and a standard deviation of 0.58 which was interpreted as Strongly Agree. This implies that learners have specific and realistic reading targets set by their teachers.

“The school head assured the teacher celebrates learner’s progress in reading fluency and comprehension” statement got the lowest mean of 4.54 with a standard deviation of 0.56, however it was still interpreted as Strongly Agree. This implies that teachers celebrate learners’ progress in reading, especially in reading fluency and comprehension.

In summary, the results indicate that the teacher strongly agreed the school leader fosters a strong sense of accomplishment for the learners by acknowledging their progress, giving them feedback, praising their work, and by having them set realistic reading goals. It is possible that these and other such behaviors might help promote feelings of confidence, pride, and motivation in those who read.

*Level of Reading Engagement of Primary Grade Learners*

In this study, the level of Reading Engagement of Primary Grade Learners refers to Setting Reading Goals, Translating Text, and Sharing Thoughts.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Findings in Table 9 indicate that the level of reading engagement of primary grade students in terms of Setting Reading Goals is very high, as the computed weighted mean is 4.58 which is closely related to the verbal interpretation of very high. This means that the respondents believed that the school head made sure that the teacher effectively supports learners to increase their interest in reading by way of goal-setting strategies.

Table 9. Level of Reading Engagement of Primary Grade Learners in Terms of Setting Reading Goals

| Statements   | Mean      | SD   | Remarks        |
|--|-----------|------|----------------|
| The school head guaranteed that the teacher...<br>...regularly helps learners set reading goals. | 4.57      | 0.54 | Strongly Agree |
| ...provides feedback to learners on their progress toward reading goals.                         | 4.61      | 0.51 | Strongly Agree |
| ...adapts reading goals to match individual learners' needs.                                     | 4.52      | 0.61 | Strongly Agree |
| ...encourages their learners to track their progress toward reading goals.                       | 4.60      | 0.62 | Strongly Agree |
| ...setting reading goals increase learners' confidence in their reading abilities.               | 4.62      | 0.56 | Strongly Agree |
| Weighted Mean  | 4.58      |      |                |
| SD   | 0.50      |      |                |
| Verbal Interpretation  | Very High |      |                |

Among the statements, "The school head guaranteed that the teacher setting reading goals increase learners' confidence in their reading abilities" garnered the highest mean of 4.62 and a standard deviation of 0.56, which was interpreted as Strongly Agree. This implies that goal setting while reading has a positive effect on the readers beliefs about reading and in turn on their reading skills.

The statement "The school head guaranteed that the teacher provides feedback to learners on their progress toward reading goals" was ranked second with a mean of 4.61 and a standard deviation of 0.51, corresponding to Strongly Agree. This shows that teachers always give learners feedback on how they are doing in terms of meeting reading goals.

The statement "The school head guaranteed that the teacher encourages their learners to track their progress toward reading goals" got a mean of 4.60 and a standard deviation of 0.62 which was interpreted as Strongly Agree. This implies that teachers motivate learners to keep track of their reading performance and accomplishments.

The statement "The school head guaranteed that the teacher regularly helps learners set reading goals" received a mean of 4.57 with a standard deviation of 0.54, which was interpreted as Strongly Agree. This shows that according to their levels and needs, teachers every now and then help learners to set reading goals.

The statement "The school head guaranteed that the teacher adapts reading goals to match individual learners' needs" with a lowest mean of 4.52 and a standard deviation of 0.61, nevertheless it is still interpreted as Strongly Agree. This means that teachers take into account the diverse needs of learners when establishing reading goals.

In summary, the findings indicate that the school principal ensured the teacher highly promotes reading engagement in his/her reading classrooms and that this was done through setting goals, monitoring progress, providing feedback, and boosting learners' reading confidence. Such routines could contribute to learners' motivation, responsibility, and active participation.

Table 10 shows that the level of reading engagement of primary grade learners in terms of Translating Text is very high as evidenced by the weighted mean of 4.58 with a standard deviation of 0.44. This means to say that the respondents are of the opinion that the school head ensured

that the teacher makes good use of translation-based tasks to increase the learners' reading engagement.

Table 10. Level of Reading Engagement of Primary Grade Learners in Terms of Translating Text

| Statements  | Mean      | SD   | Remarks        |
|---|-----------|------|----------------|
| The school head guaranteed that the teacher...<br>...provides activities that help learners make sense of what they read. | 4.56      | 0.54 | Strongly Agree |
| ...engages their learners more when they translate text into meaningful ideas.  | 4.60      | 0.49 | Strongly Agree |
| ...encourages their learners actively interpret and explain texts in their own words.                                     | 4.64      | 0.48 | Strongly Agree |
| ...uses translation activities to strengthen vocabulary development.  | 4.55      | 0.56 | Strongly Agree |
| ...using translation activities increases learners' interest in reading.  | 4.54      | 0.56 | Strongly Agree |
| Weighted Mean   | 4.58      |      |                |
| SD  | 0.44      |      |                |
| Verbal Interpretation   | Very High |      |                |

Among the statements, "The school head guaranteed that the teacher encourages their learners actively interpret and explain texts in their own words" had the highest mean of 4.64 with a standard deviation of 0.48, which was interpreted as Strongly Agree. This means that teachers motivate learners to summarize and clarify with their own understanding what they have read.

"The school head guaranteed that the teacher engages their learners more when they translate text into meaningful ideas" statement was the second highest with a mean of 4.60 and a standard deviation of 0.49, interpreted as Strongly Agree. This result means that when students relate the text with meaningful ideas and know what the text is trying to say, they can engage more.

The statement "The school head guaranteed that the teacher provides activities that help learners make sense of what they read" garnered a mean of 4.56 and a standard deviation of 0.54 and was interpreted as Strongly Agree. This indicates that the teacher on a daily basis offers learners text-based activities that assist them to understand and interpret texts.

The statement "The school head guaranteed that the teacher uses translation activities to strengthen vocabulary development" has a mean of 4.55 with a standard deviation of 0.56, which is interpreted as Strongly Agree. It shows that teachers employ translation exercise to make learners understand new words and to enhance their lexical knowledge.

Finally, the statement "The school head guaranteed that using translation activities increases learners' interest in reading" got the lowest mean score of 4.54 with standard deviation of 0.56 which was however, still interpreted as Strongly Agree. This means that translation activities are considered effective in keeping learners interested in reading. In summary, the results showed that the school head ensured that the teacher promoted reading engagement at a high level through reading activities that lead to interpretation, explanation, word recognition, and quoting texts on their own. These procedures seem results-effective in engaging,

motivating, and boosting the confidence of the students as readers.

Table 11. Level of Reading Engagement of Primary Grade Learners in Terms of Sharing Thoughts

| Statements   | Mean      | SD   | Remarks        |
|--|-----------|------|----------------|
| The school head guaranteed that the teacher...                               |           |      |                |
| ...learners to express their opinions and insights about their readings.     | 4.59      | 0.49 | Strongly Agree |
| ...learners to express personal opinions about texts.                        | 4.58      | 0.52 | Strongly Agree |
| ...using open-ended questions to stimulate learners' reflection on readings. | 4.53      | 0.59 | Strongly Agree |
| ...using group discussions to enhance learners' motivation to read.          | 4.45      | 0.61 | Strongly Agree |
| ...learners to share their thoughts fosters collaboration and peer learning. | 4.57      | 0.50 | Strongly Agree |
| Weighted Mean  | 4.54      |      |                |
| SD   | 0.46      |      |                |
| Verbal Interpretation  | Very High |      |                |

The results in Table 11 reveal that the level of reading engagement of primary grade learners in terms of Sharing Thoughts of Reading is very high (M=4.54, SD=0.46). It shows that the respondents agreed that the school head made sure that the teacher effectively motivates the learners to share their thoughts, opinions, and insights on the reading materials.

The statement, "The school head guaranteed that the teacher learners to express their opinions and insights about their readings" attained the highest mean of 4.59 above with a standard deviation of 0.49 anent to Strongly Agree. This implies that teachers regularly prompt learners to provide their own ideas and opinions about what they read.

The statement, "The school head guaranteed that the teacher learners to express personal opinions about texts" was ranked second with a mean of 4.58 and a standard deviation of 0.52, was positively interpreted as Strongly Agree. This finding suggests that teachers permit students to share their personal opinions and responses to texts.

The statement, "The school head guaranteed that the teacher learners to share their thoughts fosters collaboration and peer learning" was rated 4.57 weighted mean with a standard deviation of 0.50 which is interpreted as Strongly Agree. This implies that teachers understood that it was significant for learners to share ideas with their peers.

The statement, "The school head guaranteed that the teacher using open-ended questions to stimulate learners" earned a mean of 4.53 with a standard deviation of 0.59, interpreted as Strongly Agree. This tells us that teachers ask open questions to motivate learners to think critically about the texts they read.

The statement "The school head guaranteed that the teacher using group discussions to enhance learners' motivation to read" got the least mean of 4.45 with a standard deviation of 0.61, however it was still interpreted as Strongly Agree. This means that group discussions are a popular means of motivating learners in reading activities.

In general, the results show that the school head ensured the teacher to highly engage the students into reading

engagement such as by sharing opinions, making reflections on texts, working with partners, and participating in discussions

*Test of Association Between the Management Literacy Approaches and Reading Motivation of Primary Grade Learners*

To test the significant relationship between the management literacy approaches and reading motivation of primary grade learners in terms of Curiosity and Interest, Personal connection, and Sense of accomplishment they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 12. Significant Relationship between the Management Literacy Approaches and Reading Motivation of Primary Grade Learners

| Management literacy approaches | Reading Motivation of Primary Grade Learners | of                     |                     |                         |
|--------------------------------|--|------------------------|---------------------|-------------------------|
|                                |  | Curiosity and Interest | Personal connection | Sense of accomplishment |
| Comics Instruction             | Pearson Correlation                          | 0.284**                | 0.277**             | 0.261**                 |
|                                | Sig. (2-tailed)                              | 0.004                  | 0.006               | 0.009                   |
|                                | N  | 99                     | 99                  | 99                      |
| Vocabulary Development         | Pearson Correlation                          | 0.612**                | 0.623**             | 0.621**                 |
|                                | Sig. (2-tailed)                              | 0.000                  | 0.000               | 0.000                   |
|                                | N  | 99                     | 99                  | 99                      |
| Fluency Building               | Pearson Correlation                          | 0.597**                | 0.494**             | 0.567**                 |
|                                | Sig. (2-tailed)                              | 0.000                  | 0.000               | 0.000                   |
|                                | N  | 99                     | 99                  | 99                      |
| Guided Reading                 | Pearson Correlation                          | 0.521**                | 0.594**             | 0.590**                 |
|                                | Sig. (2-tailed)                              | 0.000                  | 0.000               | 0.000                   |
|                                | N  | 99                     | 99                  | 99                      |
| Writing Instruction            | Pearson Correlation                          | 0.559**                | 0.710**             | 0.593**                 |
|                                | Sig. (2-tailed)                              | 0.000                  | 0.000               | 0.000                   |
|                                | N  | 99                     | 99                  | 99                      |

The findings of Table 12 show that there are significant positive associations between the management of literacy approaches with the reading motivation of young children in the primary grades in the three dependent variables, namely Curiosity and Interest, Personal Connection and Sense of Accomplishment. The data provided that all the literacy methods were positively and significantly related to reading motivation as denoted by the Pearson correlation coefficients and the corresponding significance values (p < 0.01).

For the Comics Instruction, the correlations were .284 for Curiosity and Interest, .277 for Personal Connection, and .261 for Sense of Accomplishment, all significant at the .01 level. This suggests that using comics and visually attractive texts has a mild effect on learners' curiosity, makes them related to the texts inside as readers, and makes them feel a sense of achievement, though the correlation with other literacy approaches is slightly weaker. Teaching comics as a means of instruction provides a way for teacher to grab students' attention and get them reading.

Vocabulary Development shows strong positive correlations with all three dimensions of reading motivation: 0.612 for Curiosity and Interest, 0.623 for Personal Connection, and 0.621 for Sense of Accomplishment. These results suggest that explicit instruction in vocabulary not only enhances learners’ understanding of texts but also increases their curiosity, allows them to connect personally with content, and promotes a sense of achievement in reading.

Positive correlations were observed in Fluency Building: 0.597 for Curiosity and Interest, 0.494 for Personal Connection, and 0.567 for Sense of Accomplishment. This means that fluency training at a steady pace, such as through repeated reading or performance reading with feedback, leads learners to be more absorbed, allows them to connect reading with their own experience and enhances their self-efficacy as readers as they perceive growth in reading skills.

Guided Reading’s Curiosity and Interest, Personal Connection, and Sense of Accomplishment demonstrated moderate sizes of Pearson correlations of 0.521, 0.594 and 0.590, respectively. These findings suggest that small-group guided reading instruction largely enhances students’ engagement and personal connection with texts and their feelings of accomplishment as they apply reading strategies.

Writing Instruction is more strongly correlated with reading motivation: .559 for Curiosity and Interest, .710 for Personal Connection, and .593 for Sense of Accomplishment. Writing related to reading increases not only learners’ interest and engagement but also it brings about the strongest personal connection among all approaches which indicates that learners deepen reflection more in the process of reading and writing. This highlights the need for writing instruction in motivating students and promoting ownership of learning.

*Test of Association Between the Management Literacy Approaches and Reading Engagement of Primary Grade Learners*

To test the significant relationship between the management literacy approaches and reading engagement of primary grade learners in terms of Setting reading goals, Translating text, and Sharing thoughts they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

The findings of Table 13 indicate that the management of literacy approaches and reading engagement of primary grade learners are significantly positively correlated in dimensions of Setting Reading Goals, Translating Text, and Sharing Thoughts as a whole (all  $p < 0.01$ ).

For Fluency Building, the correlation with Setting Reading Goals (0.575), Translating Text (0.580), and Sharing Thoughts (0.386) are all significant at the 0.01 level. The results suggest that a certain type of structured fluency practice, repeated reading and performance reading appears to empower learners to establish realistic reading goals, to translate text into meaningful ideas, and to share ideas with readers. Development of fluency has been found to facilitate positive technical reading outcomes, as well as leading to more active text processing.

Table 13. Significant Relationship between the Management Literacy Approaches and Reading Engagement of Primary Grade Learners

| Management literacy approaches | Reading Engagement of Primary Grade Learners |                  |                  |         |
|--------------------------------|--|------------------|------------------|---------|
|                                | Setting reading goals                        | Translating text | Sharing thoughts |         |
| Comics Instruction             | Pearson Correlation                          | 0.376**          | 0.248**          | 0.065   |
|                                | Sig. (2-tailed)                              | 0.000            | 0.013            | 0.523   |
|                                | N  | 99               | 99               | 99      |
| Vocabulary Development         | Pearson Correlation                          | 0.527**          | 0.627**          | 0.461** |
|                                | Sig. (2-tailed)                              | 0.000            | 0.000            | 0.000   |
|                                | N  | 99               | 99               | 99      |
| Fluency Building               | Pearson Correlation                          | 0.575**          | 0.580**          | 0.386** |
|                                | Sig. (2-tailed)                              | 0.000            | 0.000            | 0.000   |
|                                | N  | 99               | 99               | 99      |
| Guided Reading                 | Pearson Correlation                          | 0.511**          | 0.469**          | 0.441** |
|                                | Sig. (2-tailed)                              | 0.000            | 0.000            | 0.000   |
|                                | N  | 99               | 99               | 99      |
| Writing Instruction            | Pearson Correlation                          | 0.456**          | 0.517**          | 0.440** |
|                                | Sig. (2-tailed)                              | 0.000            | 0.000            | 0.000   |
|                                | N  | 99               | 99               | 99      |

Development correlates positively with Setting Reading Goals (0.527), Translating Text (0.627), and Sharing Thoughts (0.461), all at the 0.01 level of significance. This indicates that fast mapping of new words and repeated exposure to new vocabulary through reading and writing-related activities facilitates learners’ motivation as it helps them to better comprehend texts, share their thoughts, and establish viable reading goals.

Guided Reading is highly correlated with Setting Reading Goals (0.511), Translating Text (0.469), and Sharing Thoughts (0.441). This suggests that the small-group guided reading fosters the learners’ capacity to monitor their reading progress, make sense of texts, and express their reading ideas in verbal discussions. Guided reading supports learners to scaffold their understanding and to interact in ways that increase engagement.

Writing instruction is positively related to Setting Reading Goals (0.456), Translating Text (0.517), and Sharing Thoughts (0.440), each significant at the 0.01 level. Writing and reading-related activities in tandem play a crucial role in increasing learner motivation as they assist in consolidating information, communicating ideas, and contemplating on written language.

Comics Instruction correlates with Setting Reading Goals (0.376) and Translating Text (0.248) to a moderate extent, although its correlation with Sharing Thoughts (0.065) is low and non-significant. These findings imply that comics are helpful for garnering learners’ attention and for assisting text interpretation, but they might not be as useful in prompting learners to talk or share their insights with other learners.

#### IV. CONCLUSION AND RECOMMENDATIONS

There is a significant relationship between the management of literacy approaches and the reading motivation of primary grade learners. Therefore, the null hypothesis is rejected. This indicates that effective management of literacy practices contributes to increased learner motivation in reading.

Similarly, there is also a significant relationship between the management of literacy approaches and the reading engagement of primary grade learners. Hence, the second null hypothesis is rejected. This concludes that well-managed literacy instruction enhances learners' active participation in reading activities.

Based on the findings and conclusions of the study, the following recommendations are proposed:

School heads and teachers may continue to strengthen the management and implementation of various literacy approaches, including comics instruction, vocabulary development, fluency building, guided reading, and writing instruction. These strategies should be consistently monitored and effectively integrated into classroom practices to further improve learners' reading comprehension and overall literacy skills.

School heads are encouraged to attend seminars, workshops, and training programs for teachers to enhance

their knowledge, competencies, and instructional skills in delivering effective literacy strategies.

Teachers may adopt innovative and engaging teaching approaches that promote reading motivation and engagement among primary grade learners.

Teachers are encouraged to provide meaningful, interactive, and developmentally appropriate reading materials that will stimulate learners' interest and help them develop clear reading goals.

Parents and guardians are encouraged to support the literacy development of learners at home by providing reading materials and opportunities for children to practice reading, as well as to express their ideas and reflections about what they read.

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