Factors Related to The Reading Readiness Among DepEd Pupils

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Abstract: This quantitative correlational study investigated the factors influencing reading readiness among Grade One pupils in central schools within the Guiuan Districts of Eastern Samar during the 2023-2024 school year. The research aimed to explore the relationships among nutritional status, family involvement, classroom environment, and reading readiness in three central elementary schools: Guiuan East, Guiuan South, and Guiuan North, involving a total of 90 pupils. Data were collected using a questionnaire divided into four parts: nutritional status, family involvement in the classroom environment and reading readiness measured by the Comprehensive Rapid Literacy Assessment (CRLA) for End-of-School Year. Descriptive statistics and correlational analysis were utilized for data interpretation. Results indicated that the majority of Grade One pupils (87.8%) had a normal nutritional status, a high level of family involvement mean of 4.52, and a favourable classroom environment mean of 4.26. Furthermore, 92.2% of pupils met expectations for reading readiness based on the CRLA assessment. However, the study found no significant relationships among nutritional status, family involvement, classroom environment, and reading readiness. Recommendations include regular nutritional assessments, incorporating nutrition education into the curriculum, enhancing communication between teachers and parents, assessing school climate, implementing early literacy intervention programs, and conducting more extensive research on reading readiness determinants.

Keywords: Classroom Environment; Comprehensive Rapid Literacy; Assessment Family Involvement; Nutritional Status; Reading Readiness Determinants; Study Investigated.

1. Introduction

The Department of Education emphasizes the importance of reading and focuses on literacy skills, especially in early education. Thus, the Catch-Up Fridays program was institutionalized, dedicating three hours, or the first half of the day, to reading activities. In Grade 1, the MATATAG Curriculum will introduce the Reading and Language Literacy learning areas. The language curriculum for Key Stage 1 (KS1) primarily enhances students' literacy by focusing on various literacy domains [5]. This includes three reading stages: (1) emergent literacy in kindergarten, (2) beginning reading in Grade 1, and (3) accelerated

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growth and development in Grades 2 and 3. Therefore, Grade 1 students must develop reading readiness skills before entering the rapid growth phase in their subsequent academic years [12].

Likewise, education professionals and legislators have serious concerns about Grade 1 pupils' reading preparedness. The foundation for both academic performance and lifelong learning is laid by early literacy abilities, according to the National Early Literacy Panel in 2019. To effectively design literacy instruction and intervention techniques, it is imperative to comprehend how instructors perceive the reading competence of Grade 1 pupils [4]. It has long been recognized that a child's nutritional state has a significant impact on many aspects of their development, including their ability to think clearly and do well in school. Sufficient nourishment is crucial for brain growth, which establishes the groundwork for education, including preparedness for reading [7].

It is crucial to comprehend the connection between reading readiness and nutritional status while creating treatments that will promote children's overall development. This study looks at students' nutritional state in addition to their reading readiness in an effort to shed insight on potential pathways that could link nutrition and literacy outcomes. Furthermore, the objective is to ascertain approaches for mitigating nutritional inequalities and advancing the best possible learning settings for every kid, irrespective of their financial circumstances or nutritional condition. Research indicates that children who engage in literacy-rich activities with their families, such as storytelling, shared reading, and print discussions, show higher levels of reading readiness compared to those who lack access to such experiences. Participating in reading activities with family members not only exposes children to language and print concepts but also helps them develop a positive attitude toward reading and learning [15].

Furthermore, the impact of family involvement on reading readiness extends beyond the home environment. Schools that actively encourage and facilitate parental engagement in literacy-related activities tend to have students who are better prepared for reading and academic success [14]. Partnerships between families and educators can foster a supportive learning atmosphere that strengthens literacy skills and cultivates a passion for reading from a young age [20]. Parents, legislators, and educators must comprehend the intricacies of family engagement in children's reading development. This project intends to uncover effective techniques for encouraging collaboration between families and schools to promote children's literacy abilities and school readiness by evaluating the association between reading readiness and family participation. It also aims to investigate possible obstacles to family participation and create solutions to get past these difficulties, guaranteeing that every kid has fair access to the tools and assistance required for success in reading and other subjects [3].

Furthermore, the social dynamics within the classroom contribute significantly to children's reading readiness. Positive teacher-student relationships, peer interactions, and collaborative learning experiences create a nurturing learning environment where students feel valued, supported, and motivated to engage in literacy activities [6]. These social interactions not only improve children's language and communication abilities but also promote a sense of belonging and self-confidence regarding their reading skills [2]. Understanding the interplay between the classroom environment and reading readiness is crucial for educators and policymakers who aim to create optimal learning settings for all students.

By examining the various components of the classroom environment and their impact on literacy outcomes, this study seeks to identify effective strategies for improving reading readiness among young learners. Additionally, it aims to highlight the importance of fostering supportive and inclusive classroom environments that encourage a love for reading and lay the foundation for academic success. Ultimately, preparing children for reading is essential to their education and growth because it sets the stage for them to become successful readers, critical thinkers, and lifelong learners [21]. Children's reading readiness must, therefore, be encouraged and supported starting at a young age. It is, therefore, in this context that the researcher finds it imperative to investigate the factors that relate to the reading readiness of Grade 1 pupils in the three districts of Guiuan, Eastern Samar, for the School Year 2023 - 2024.

1.1. Statement of the Problem

The study aimed to investigate the factors influencing the reading readiness of Grade 1 pupils across the three districts of Guiuan during the school year 2023-2024. Specifically, this study sought answers to the following questions:

- What is the status of the respondents in terms of:
- Nutritional status, family involvement, and Classroom environment?
- What is the level of reading readiness among Grade 1 learners in the three districts of Guiuan?
- Is there a significant relationship between the nutritional status, family involvement, classroom environment, and the reading readiness of the respondents in the study?
- What recommendations can be offered to enhance the reading readiness of Grade 1 pupils?

2. Literature Review

The term "reading readiness" describes a child's overall state of being prepared to learn to read. It refers to the necessary abilities required before they can begin formal reading instruction in an educational environment. Downing and Thackray define reading readiness as the developmental stage a child has reached, either through maturation, prior knowledge, or both, that enables them to profitably and easily engage with reading. The period of a child's life, when they gain the ability to read requires a variety of preparatory skills claimed that every pupil can perform well academically [2]. If proper nutrition is not provided, they risk missing out on realizing that potential, which can cause permanent, long-term harm to cognitive development. The extent and severity of malnutrition worldwide remain a public health issue. Undernutrition among children is a concern for global health, particularly in low- and middle-income countries. Current data on children in Latin America, Asia, and Africa reveal that the mortality rate for underweight and stunted children is more than three times that of children who follow a healthy diet. Nutritional status is influenced by food consumption, nutrient intake, illnesses, general health, and healthcare practices; these factors can indirectly impact academic performance. Undernutrition hurts the academic performance, intellectual growth, and school attendance of children and adolescents. Conversely, healthy eating is linked to improved school attendance and performance, as well as the development of perceptual and behavioural skills [16].

Early childhood nutrition is considered extremely important for children's physical, mental, and emotional development into later adulthood. For this reason, children are viewed as the population that most needs intervention strategies. Children need to undergo a nutritional assessment to determine their nutritional status and identify any issues with their eating habits. If problems are found, they must be addressed to prevent jeopardizing the children's health. There is growing evidence that improving schoolchildren's diets can lead to a measurable enhancement in cognitive function, linear growth, and other health outcomes. Both overnutrition and undernutrition during the years spent in education negatively impact the growth and well-being of children. There are long-term effects of stunting, such as reduced academic achievement and performance in the classroom. Naik et al. [11] argue that malnutrition is a significant cause of inadequate academic performance and has led to the emergence of various related issues. Research indicates that undernourished children of school age are more prone to high rates of absenteeism, early school dropout, low enrollment, and poor academic performance.

The youngster needs to be prepared in all four areas of growth—physiological, psychological, educational, and social. Before a youngster can learn, he must be physically prepared to read. When determining, psychological aspects are just as crucial as physical ones to make children prepared for reading. The readiness is intimately correlated with characteristics that are both intellectual and emotional levels of a child's literacy [7]. Education needs to be taken into account alongside the child's sociological context. Apart from any daycare or kindergarten the child might have gone to, and academic elements are a result of the surroundings and culture of his family. The child's social class originates from will have a significant impact on the course of his development. The child's family type has an impact on the educational environment component.

Parents and siblings are the primary literacy educators in the home. Reading aloud to their children as a family is crucial for the growth of literacy and reading abilities [22]. Because of their poor financial circumstances, parents frequently do not prioritize their kids' education, and most parents don't have the necessary training and knowledge required to aid in their kids' reading development. Numerous studies have found that the bulk of the diversity in children's academic achievement may be explained by characteristics related to their home background rather than by their school. For children to learn successfully, parental involvement in their education is one of the most crucial things that must be taken into account.

Notably, as prior studies have shown, family involvement, especially parents' involvement throughout Parents' Day, gatherings, and outings, is essential for all participants in the educational process. Tuia et al. [18] explain that these behaviours are common when parents show a strong desire for their kids' education. As stated by Viliamu and Esera [19], parents share the responsibility of helping children learn in the classroom as well as at home. Furthermore, Viliamu and Esera [19] highlighted the significance of community and parental involvement as a chance for parents to communicate with teachers about their children's academic development as well as the teacher. Kurtulmus [9] observes that family involvement in their children's schooling comprised "assisting with class activities and taking part in extended class visits.

Furthermore, nurturing parents and family members provide help to their kids at home and school if asked for. Teachers may focus on helping kids integrate quickly if the family helps with other tasks and activities. Children may learn in their new surroundings. As a result, it is essential that parents participate in their children's education at home and in schools, and parents and educators ought to be on the same page as they identify the appropriate course of action to ensure the child's academic success [18].

A study conducted by Rodriguez-Oramas et al. [13] explains how family participation in school-based learning activities enhances students' academic performance. The findings demonstrate a sharp rise in academic achievement, with language and

math scores 15% and 5% above the national average, respectively, and a 61% decrease in conflicts. This shows that academic achievement is achievable if the family is involved in the child's school activities.

Another factor associated with children's reading readiness is the classroom environment. A study conducted by Shelton et al. [14] revealed that the development of reading fluency was greater in a more motivating classroom, and the children who showed the most significant environmental impact—specifically, those who benefited from the enclosed motivating classroom environment—were those with the poorest listening and attention spans. Several elements influence the pace at which a child advances academically; some of these are "learner characteristics" at birth, while others are ecological factors. The arrangement of the classroom significantly affected the rate of literacy development. Daily instructional strategies were not included as a component of the investigation. Still, many environmental factors—such as teachers, student bodies, and curriculum—were kept consistent during the testing phase, with the only modification being the actual classroom setting.

Monteiro et al. [10] emphasize that a warm and supportive teacher can significantly impact a student's sense of belonging in the classroom. When students are fully engaged in classroom activities and feel cared for, they perceive a positive and nurturing school environment that enhances their connection to and appreciation for the institution. Educators need to understand how to foster and promote student engagement [17]. The atmosphere in the classroom appears to be a key motivator that either enhances or detracts from the teaching and process of learning. It is important to remember that the school syllabus's content, or the curriculum, is primarily conducted inside the classroom's four walls, often under the official school system, through the people who administer the curriculum, who are qualified educators. This could be a consequence of the conditions in the classroom.

Studies worldwide show that distinct standards have to be given careful thought to accomplish the intended educational aims and goals within a teaching setting. These standards encompass the arrangement of furniture and space, environmental preferences, and aspects such as the physical climate of the classroom, its design and decor, lighting, and acoustics. An intentionally organized classroom begins with its physical layout—how the space and work areas are arranged, the attractiveness of bulletin boards, and the organization of resources and materials. The physical setup of a classroom reflects the teaching methods employed within it [3]. To achieve successful outcomes, teachers employ a wide range of strategies and tactics to keep their pupils focused, well-organized, and engaged in class activities [3]. It entails organizing, communicating, planning, and providing mentorship. It also requires educators to be professional, proactive, committed, and willing to modify their approaches to fit the sociocultural and intellectual levels of their pupils.

Zerga et al. [21] concluded that a conducive classroom environment positively influences students' learning outcomes. The availability and effective use of both physical and advanced ICT-related instructional tools by teachers, along with engaging teaching methods, capture students' attention and encourage active participation, ultimately enhancing their learning. Key factors include classroom furniture, electricity, drinking water, models, charts, well-equipped classrooms, laboratories, IT labs, tablets, first aid kits, ventilation, storage, cooling and heating systems, staff rooms, libraries, room size, temperature control, whiteboards, seating, flooring, natural and artificial lighting, washroom facilities, playgrounds, parents' education, socio-economic status, classroom arrangement, positive teacher attitudes, management support, student motivation, willingness to learn, and diverse teaching styles. The study also found that a lack of a conducive environment, unsupportive teacher attitudes, insufficient pedagogical skills, and disruptive student behaviour hinder effective teaching and student learning.

3. Research Methodology

The descriptive-correlational research approach was used in this study to examine the relationship between and among the variables. According to Tuia et al. [18], who was referenced by Zivan and Horowitz-Kraus [22], this research approach describes and interprets the data collected and is focused on relationships and situations that are already in place or emerging trends. The purpose of the descriptive technique is to collect data about trends observed in the field (Table 1).

Table 1: Distribution of samples from the three school districts of Guiuan

School District	Number of Respondents
Guiuan East	30
Guiuan South	30
Guiuan North	30
Total	90

Conversely, Beck et al. [4] noted in their research that correlational studies can be classified into two categories: explanatory and predictive designs. The degree of relationship among the variables—the nutritional status, family involvement, and learning environment of the Grade 1 pupil respondents, and their reading readiness —were examined in this study using the explanatory

correlation approach. This study used questionnaires administered to the respondents to obtain the necessary responses regarding their nutritional status, as determined by their district nurses, their family's involvement in their education, the environment of their respective classrooms, and the reading readiness of the Grade 1 pupil respondents, as assessed by the teacher-researcher using the Comprehensive Rapid Literacy Assessment (CRLA) End-of-School Year Tool. The study employed a stratified random sampling technique. An equal allocation of 30 samples from each central school in the three districts of Guiuan was used to ensure that each school was equally represented. Random sampling within each stratum was utilized to ensure that the sample represented the diversity within each school. A total of 90 Grade 1 pupil respondents participated in this study.

4. Results and Discussion

4.1. Demographic Profile

Presented in the following tables is the demographic profile of the ninety (90) pupil respondents from the three districts of Guiuan in terms of height and weight.

4.2. Height Profile

The data reveals that a significant proportion (36.7%) of the respondents fall within the height range of 107.4 cm to 112.8 cm, indicating that many pupils are at an average height for their age group. This could suggest that these students are generally meeting growth expectations, potentially reflecting adequate nutrition and health during early childhood (Table 2).

Table 2: Height of grade one pupils in Guiuan districts during the school year 2023-2024

Height	Frequency	Percentage
Below 101.3 cm	2	2.2%
101.4 cm – 107.3 cm	4	4.4%
107.4 cm – 112.8 cm	33	36.7%
112.9 cm – 118.2 cm	22	24.4%
118.3 cm and above	29	32.2%
Total	90	100%

These findings suggest a need for targeted health interventions and nutritional programs aimed at promoting healthy growth among younger pupils, particularly for those who fall below the average height range. Schools and communities may need to collaborate to provide resources and support for families to improve nutritional intake and overall health.

4.3. Weight

The findings provide critical insights into the respondents' nutritional status and overall health. A significant portion of the respondents, 46.7% (42 out of 90), fall within the weight range of 19.4 kg to 21.3 kg, suggesting that many pupils are likely to maintain a healthy weight for their age.

Table 3: Weight of grade one pupils in Guiuan districts during the school year 2023 -2024

Weight	Frequency	Percentage
14.4 kg and below	3	3.3%
14.5 kg – 15.9 kg	4	4.4%
16 kg – 17.5 kg	24	26.7%
17.6 – 19.3 kg	17	18.9%
19.4 kg – 21.3 kg	42	46.7%
Total	90	100%

However, the data also reveal that 26.7% (24 respondents) weigh between 16 kg and 17.5 kg, raising concerns about potential undernutrition or insufficient dietary intake among these pupils. These findings highlight the need for comprehensive nutritional programs and educational initiatives aimed at promoting healthy eating habits and regular health screenings, as well as continuous monitoring to ensure early intervention for at-risk pupils (Table 3).

4.4. Nutritional Status

Reflected in the table below is the nutritional status of the ninety (90) pupil–respondents from the three school districts of Guiuan. Seventy-nine (79) respondents, or 87.8%, belong to the normal nutritional status category; five (5) respondents, or 5.6%, are overweight; four (4) respondents, or 4.4%, are classified as having a wasted nutritional status; and two (2) respondents, or 2.2%, fall into the severely wasted category. No respondents belong to the obese category. These data imply that the majority of the Grade One pupil-respondents have a normal nutritional status (Table 4).

Table 4: Nutritional status of grade one pupils in Guiuan districts during the school year 2023 – 2024

Nutritional Status	Frequency	Percentage
Severely Wasted	2	2.2%
Wasted	4	4.4%
Normal	79	87.8%
Overweight	5	5.6.%
Obese	0	0%
Total	90	100%

4.5. Level of Family Involvement

Table 5: Level of family involvement among grade one pupils in Guiuan districts during the school year 2023-2024

Family Involvement	Mean	Description	Interpretation
1. My family provides my basic needs, such as food, clothing, and education.	4.72	Strongly Agree	Highly Desirable
2. My family checks me to see if I have assignments.	4.64	Strongly Agree	Highly Desirable
3. My family encourages me to get good grades.	4.58	Strongly Agree	Highly Desirable
4. My family helps me develop good study habits.	4.53	Strongly Agree	Highly Desirable
5. My family attends PTA meetings, conferences, and other special meetings called by the school.	4.48	Strongly Agree	Highly Desirable
6. My parents recognize/praise my good performance in school.	4.55	Strongly Agree	Highly Desirable
7. My family spends time to help me with my studies.	4.47	Strongly Agree	Highly Desirable
8. My family demonstrates support for my extracurricular activities.	4.42	Strongly Agree	Highly Desirable
9. My family seemed to be proud when I received good grades in school.	4.57	Strongly Agree	Highly Desirable
10. I believe my parent's encouragement helped me stay focused on my education.	4.56	Strongly Agree	Highly Desirable
11. I am encouraged by my family to develop my talents, such as drawing, writing, dancing, and singing.	4.57	Strongly Agree	Highly Desirable
12. I am encouraged by my family to share with them information and events happening in the school.	4.45	Strongly Agree	Highly Desirable
13. My family checks my daily accomplishments, such as notebooks, test papers, and assignments.	4.43	Strongly Agree	Highly Desirable
14. My family instils in me the value of self-reliance, self-confidence and responsibility toward my studies	4.46	Strongly Agree	Highly Desirable
15. My family spends time reading books with me and watching educational programs with me.	4.46	Strongly Agree	Highly Desirable
Mean	4.42	Strongly Agree	Highly Desirable

Table 5 reflects the level of family involvement in the education of the pupil–respondents across the three districts of Guiuan during the school year 2023–2024. The pupil–respondents assessed their family's involvement in their education with a mean of 4.52, reflecting a highly desirable level of family involvement in the studies of Grade One pupils in the three districts of Guiuan for the school year 2023–2024.

4.6. Classroom Environment Level

Table 6 exhibits the classroom environment level of Grade One pupils in the three districts of Guiuan during the school year 2023–2024. The pupil–respondents consistently reflected strong agreement with all the items in the questionnaire.

Table 6: Classroom environment of grade one pupils in Guiuan districts during the school year 2023-2024

Classroom Environment	Mean	Description	Interpretation
1. When I walk into this classroom, I feel welcomed.	4.64	Strongly Agree	Highly Desirable
2. I am treated with respect in this classroom.	4.54	Strongly Agree	Highly Desirable
3. Pupils in this classroom are treated fairly no matter what their economic or cultural backgrounds are.	4.55	Strongly Agree	Highly Desirable
4. I have a good working relationship with my teacher.	4.66	Strongly Agree	Highly Desirable
5. I feel challenged to do my best.	4.61	Strongly Agree	Highly Desirable
6. I am very satisfied with the quality of teaching I receive in this classroom.	4.72	Strongly Agree	Highly Desirable
7. I feel safe and comfortable inside this classroom.	4.73	Strongly Agree	Highly Desirable
8. My teacher and my classmates are friendly.	4.67	Strongly Agree	Highly Desirable
9. The armchairs in my classroom are in good condition, which helps me to write things efficiently and effectively.	4.70	Strongly Agree	Highly Desirable
10. The paint colour in my classroom is not disturbing, which helps me to focus on the teachers' discussion	4.68	Strongly Agree	Highly Desirable
11. The use of smart TV and other technology in class helps me to be more participative and active.	4.55	Strongly Agree	Highly Desirable
12. There is enough light to make me read and write clearly or create projects.	4.68	Strongly Agree	Highly Desirable
13. There are sufficient fans that would make the classroom ventilation.	4.53	Strongly Agree	Highly Desirable
14. There is enough blackboard where lectures and information can be posted.	4.76	Strongly Agree	Highly Desirable
15. The contrast and brightness in my classroom are appropriate and help me see and analyze things.	4.67	Strongly Agree	Highly Desirable
Mean	4.64	Strongly Agree	Highly Desirable

As shown in the data presented in Table 6, with an average mean of 4.26, it can be inferred that all Grade One central school classrooms in the Guiuan districts have a highly desirable classroom environment.

4.7. Reading Readiness Level of Grade One Pupil – Respondents

Table 7: Reading readiness level of grade one pupils in Guiuan districts during the school year 2023-2024

Reading Readiness Level	Frequency	Percentage	Interpretation
Full Intervention	0	0%	Full Refresher
Moderate Intervention	0	0%	Moderate Refresher
Light Intervention	7	7.8%	Light Refresher
Meet Expectation	83	92.2%	Grade Ready
Total	90	100%	

The CRLA revealed that 92.2% of Grade One pupils in Guiuan are reading-ready, indicating the effectiveness of early literacy programs. However, 7.8% require light interventions, highlighting the need for targeted support. Overall, these findings suggest a strong foundation in reading readiness among the majority of students (Table 7).

4.8. Relationship Between and Among Family Involvement, Classroom Environment, and Nutritional Status

Table 8: Relationship between and among family involvement, Classroom environment, and nutritional status of grade one Pupils in Guiuan districts during the school year 2023-2024

Variable 1	Variable 2	Correlation Coefficient	Interpretation	P- value	Interpretation
Family Involvement	Nutritional Status	.045	Negligible Correlation	.676	Not Significant
Classroom Environment	Nutritional Status	.104	Negligible Correlation	.362	Not Significant

The findings indicate no meaningful connection between respondents' nutritional status and family involvement. This conclusion is based on a very low correlation index of 0.045, which suggests a minimal correlation between the two variables. Moreover, the p-value of 0.676 is significantly higher than the commonly accepted statistical significance level of 0.05, eliminating the likelihood that family involvement significantly influences the nutritional status of the respondents. Instead, this raises the possibility that the observed association is due to random chance rather than a genuine relationship (Table 8). This result supports the study by Inbaraj et al. [8], which found no correlation between parental involvement and nutritional status, but contradicts the findings of Aktaç et al. [1], which posited that family participation, involvement, and knowledge effectively enhance children's nutritional status.

4.9. Relationship Between and Among Family Involvement, Classroom Environment, Nutritional Status, and Reading Readiness

According to the study's findings, there is no connection between respondents' reading readiness and family involvement. This conclusion is based on a correlation coefficient of 0.010, indicating a very weak and insignificant relationship between these two variables. Additionally, since the p-value of 0.926 is significantly greater than the conventional threshold of 0.05 for statistical significance, the observed absence of correlation is most likely the result of random chance.

Table 9: Relationship between and among family involvement, Classroom environment, and nutritional status of grade one pupils in Guiuan districts during the school year 2023-2024

Variable 1	Variable 2	Correlation Coefficient	Interpretation	P- value	Interpretation
Family Involvement	Reading Readiness	.010	Negligible Correlation	.926	Not Significant
Classroom Environment	Reading Readiness	.005	Negligible Correlation	.960	Not Significant
Nutritional Status	Reading Readiness	.148	Negligible Correlation	.162	Not Significant

Thus, the findings of this study suggest that family involvement does not have a significant impact on reading readiness (Table 9). These findings contradict the views of Viliamu and Esera [19], who argue that family involvement, particularly from parents, is essential for all participants in the educational process. Similarly, Burchinal et al. [5] posit that children can thrive in their new environments when family members assist with various tasks and activities, emphasizing the importance of parental engagement in their children's education both at home and in school. Furthermore, there should be alignment between parents and educators regarding the best strategies to ensure a child's academic success.

5. Conclusion

Considering the analyzed data, the following conclusions were drawn from this study: Most of the Grade 1 pupils in Guiuan Districts have a normal nutritional status (87.8%), a highly desirable level of family involvement with a mean of 4.52, and a highly desirable classroom environment with a recorded mean of 4.26. The Grade 1 pupils in the Guiuan Districts have met expectations in the standardized Comprehensive Rapid Literacy Assessment (CRLA) End of School Year for Grade 1, demonstrating a grade-ready level of reading readiness at 92.2%. There is no significant relationship among nutritional status, family involvement, classroom environment, and the reading readiness of Grade 1 pupils.

Ethics and Consent Statement: The research was carried out in line with established ethical standards. Participants were informed of their rights, and confidentiality and anonymity were fully maintained throughout the data collection process.

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