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USE OF TECHNOLOGY, PARENTS' INVOLVEMENT, AND INSTRUCTIONAL QUALITY: IMPLICATION ON GRADE 1 PUPILS' LISTENING COMPREHENSION SKILLS

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ABSTRACT

This study examined the impact of technology use, parental involvement, and instructional quality on Grade 1 pupils' listening comprehension skills, focusing on noting details, sequencing events, and making inferences. A total of 137 Grade 1 pupils, along with their parents and five teachers from a public elementary school, participated in this quantitative descriptive-correlational study. Data were collected using a Listening Comprehension Test, Pupils' Technology Use Checklist, Parental Involvement Questionnaire, and Teacher Instructional Quality Assessment. Descriptive statistics showed that most pupils demonstrated strong listening comprehension skills, with instructional quality being the most significant predictor. Regression analysis indicated that although technology use and parental involvement were positively correlated with listening comprehension, their influence was less direct than instructional quality. These findings highlight the importance of effective teaching strategies in fostering listening comprehension, while also acknowledging the supportive roles of technology and parental involvement. The study recommends focusing future interventions on improving teacher training and incorporating structured use of technology and parental engagement to enhance listening comprehension in young learners. While classroom instruction plays the most crucial role in skill development, family involvement and technology can provide valuable support. This study contributes to the understanding of how teaching quality, technology, and parental involvement collectively influence early learning, offering insights into improving listening comprehension skills for Grade 1 pupils and informing future educational practices.

Keywords: *Technology use, Parental involvement, Instructional quality, Listening comprehension, Grade 1 pupils, Higher-order comprehension skills, Quantitative research, Descriptive-correlational design, Regression analysis*

INTRODUCTION

As Grade 1 pupils engage more with technology, their literacy skills and learning behaviors develop. However, structured guidance is essential for effectively using technology for educational purposes. Studies show that technology can enhance cognitive development when supported by adults (Johnson & Lopez, 2021), with its effectiveness relying on digital skills and parental support (Osorio-Saez et al., 2023; Wong et al., 2024).

Parental involvement is key for academic success, as parents help with screen time, homework, and emotional support, fostering positive learning attitudes (Plowman, 2025; Mohammed et al., 2025). Active parental engagement reduces digital risks and maximizes technology's educational benefits (Wong et al., 2024). Further research is needed on how technology and parental involvement interact to affect Grade 1 pupils' academic outcomes (Viloria, 2024; Wong et al., 2024)

Research Questions

This investigation aimed to examined how Grade 1 pupils' use of technology, alongside their parents' participation and teachers' instructional quality, impacts their listening comprehension skills. Specifically, the study aimed to answer the following questions:

1. What is the pupils' assessment of the extent of their use technology for academic purposes both at home and at school?
2. What is the pupils' assessment of their parents' involvement in their studies?
3. What is the pupils' assessment of their teachers' instructional quality?
4. What is the level of the participants' listening comprehension skills in terms of:
    - 4.1 noting taking;
    - 4.2 sequencing events; and
    - 4.3 making inferences?
5. Do the pupils' use of technology, parents' involvement, and teachers' teaching quality significantly influence their listening comprehension reading skills?

METHODOLOGY

This study presents the methodology used to examine the relationship between pupils' technology use, parental involvement, instructional quality, and Grade 1 pupils' listening comprehension skills. Specifically, it discusses the research design, participants and sampling procedures, research instruments, validity and reliability, scoring

procedures, data gathering procedures with ethical considerations, and statistical treatment of the data.

Research Design

The study used a quantitative descriptive-correlational research design to examine the relationships among technology use, parental involvement, instructional quality, and listening comprehension skills of Grade 1 pupils. The descriptive component outlined the extent and patterns of these variables, while the correlational component analyzed their statistical relationships without establishing causal links. This design allowed for a comprehensive understanding of how these factors are interrelated in influencing listening comprehension, as highlighted by Creswell (2014).

Participants of the Study and Sampling Procedure

The participants included 137 Grade 1 pupils aged 6–7 years, their parents or primary caregivers, and five (5) Grade 1 teachers from one public elementary school in East 2 District, Cagayan de Oro City during School Year 2025–2026. The school has six Grade 1 sections. Section 1 was utilized for the pilot test, leaving the remaining five sections as the actual participants of the study. This research employed a total enumeration method. The total number of Grade 1 pupils from the five sections comprised 137 pupils. After data screening, a number of outliers were detected and excluded from the analysis to ensure data accuracy.

Research Instruments

The study used four validated instruments. The Listening Comprehension Test, adapted from Mendoza (2025), measured noting details, sequencing events, and making inferences through three short stories read aloud twice by the teacher. Technology Use was assessed using a checklist adapted from Hsin et al. (2014). Parental Involvement was measured through a questionnaire adapted from Epstein et al. (2009). Teacher Instructional Quality was assessed through classroom observations and teacher self-reports focusing on lesson design, scaffolding, and technology integration. Each teacher was observed twice.

Data Analysis

For research question 1 to 4, descriptive statistics (frequency, mean, percentage, standard deviation) was employed to describe the participants' extent of technology use, the level of parental involvement, instructional quality, and listening comprehension scores.

Meanwhile, for research question 5, multiple regression analysis was explored to determine which of the independent variables (technology use, parental involvement, and instructional quality) significantly influences the Grade 1 listening comprehension skills.

RESULTS AND DISCUSSION

Research Question 1. What is the parents' assessment of the extent of their use of technology?

Table 1 presents the parents' assessment of the extent of their use of technology. The data reveal that the overall use of technology among respondents is high, as indicated by a mean score of 3.85 (SD = 0.42), which is interpreted as high. This implies that technology is frequently and consistently utilized, reflecting a functional level of technological competence among participants. The relatively low standard deviation further indicates that respondents have similar levels of technology use, showing consistency across the group.

Table 1
Frequency Distribution and Descriptive Statistics of Use of Technology

Range	Description	Interpretation	Frequency	Percentage
4.51 – 5.00	Always	Very High	3	2.33
3.51 – 4.50	Often	High	91	70.54
2.51 – 3.50	Sometimes	Moderate	35	27.13
1.51 – 2.50	Rarely	Low	0	0.00
1.00 – 1.50	Never	Very Low	0	0.00
		Total	129	100
		Mean	3.85	
		SD	0.42	

The study shows high use of technology for listening comprehension, with the highest mean (M = 4.05) for academic tasks, suggesting parents use technology when tied to schoolwork. The lowest mean (M = 3.58) was for educational games, indicating less frequent use. However, Technology Usage and Parental Involvement were not significant predictors of listening comprehension, supporting Osorio-Saez et al. (2021), which emphasizes quality teaching as the key factor. While parental involvement was high (M = 4.11), some children lacked consistent engagement, highlighting the need for more consistent use of educational technology at home.

Most Grade 1 pupils perceive their parents' involvement as high (M = 4.11), indicating strong parental support positively impacts academic development, aligning with Caban et al. (2024). Active parental engagement, such as guidance in listening tasks and using auditory media, enhances listening and reading skills (Busalla & Mendoza, 2024;

Santiago & Marquez, 2025). However, 15.5% of pupils rated parental involvement as moderate, suggesting inconsistent auditory practice. Osorio-Saez et al. (2021) highlight that consistent use of educational technology and increased parental engagement can further improve listening comprehension. While most pupils benefit from strong parental support, consistent use of technology at home could further enhance comprehension.

Research Question 2. What is the parents' assessment of their involvement in their studies?

Table 2 shows that most Grade 1 pupils rate their parents' involvement in education as high, with a mean score of 4.11. A significant portion (60.47%) rated it as strong, and 24.03% rated it as very strong, indicating that parental support positively impacts academic development. These findings align with Caban et al. (2024) and Busalla and Mendoza (2024), who emphasized the importance of parental engagement in literacy and listening comprehension. Santiago and Marquez (2025) also found that parental guidance and the use of auditory media improve comprehension. However, 15.5% of pupils rated parental involvement as moderate, suggesting that some children may not receive consistent auditory practice. Osorio-Saez et al. (2021) and Tan and Xing (2023) recommend increasing parental use of educational technology to enhance listening comprehension. The findings suggest that while most pupils benefit from strong parental involvement, further improvement in listening comprehension could be achieved through consistent use of educational technology at home.

Table 2
Pupils' Assessment of Parental Involvement in Their Studies

Range	Description	Interpretation	Frequency	Percentage
4.51 – 5.00	Always	Very High	31	24.03
3.51 – 4.50	Often	High	78	60.47
2.51 – 3.50	Sometimes	Moderate	20	15.50
1.51 – 2.50	Rarely	Low	0	0.00
1.00 – 1.50	Never	Very Low	0	0.00
		Total	129	100
		Mean	4.11	
		SD	0.56	
		Interpretation	High	

Research Question 3. What is the pupils' assessment of their teachers' teaching quality?

The data showed that parents were strongly involved in their children's listening comprehension development. This support was evident in encouraging attentive listening (M = 4.56) and praising children for listening carefully (M = 4.32). Overall mean scores ranging from 3.97 to 4.56 indicated consistently high parental engagement in listening activities such as helping children understand details, summarize, and follow instructions. Although responses showed some variability, the results suggest that parental involvement remained strong and positively contributed to pupils' learning experiences.

These findings indicate that active listening practices, guidance, and encouragement at home played an important role in developing young learners' listening comprehension skills.

Most Grade 1 pupils rated their teachers' teaching quality positively, with a high mean score of 4.11. This indicated that teachers generally used effective and supportive practices, such as clear instructions, engaging listening activities, and consistent feedback. Only a few pupils gave moderate ratings, and none rated it low, showing an overall positive perception of instructional quality. These findings support Sanfo et al. (2023), who emphasized that high instructional quality is essential for improving academic performance, particularly in listening comprehension.

Table 3
Pupils' Assessment of their Teachers' Teaching Quality

Range	Description	Interpretation	Frequency	Percentage
4.51 – 5.00	Always	Very High	24	18.60
3.51 – 4.50	Most of the Time	High	96	74.42
2.51 – 3.50	Sometimes	Moderate	9	6.98
1.51 – 2.50	Seldom	Low	0	0
1.00 – 1.50	Never	Very Low	0	0
	Total	129	100	
	Mean	4.11		
	SD	0.56		
	Interpretation	High		

The results align with literature emphasizing the importance of high-quality instruction in improving student learning (Gamboa & Quicho, 2025). Teachers excelled in practices directly supporting listening comprehension, such as giving feedback (M = 4.26) and using audio materials (M = 4.24), which reinforced learning and engaged students. Strategies like clear instructions, comprehension questions, and guiding students to focus on details also scored highly. However, the lowest scores were in using technology for listening activities and connecting tasks to daily life (M = 4.04), indicating room for improvement in these areas. Overall, the findings suggest that while teaching quality is strong, enhancing technology integration and real-life connections could further improve outcomes. These results are consistent with Sanfo et al. (2023), highlighting the significant role of instructional quality in predicting student achievement.

Research Question 4. What is the level of the participants' listening comprehension skills in terms of:

4.1 noting details;
4.2 sequencing events; and
4.3 making inferences?

Table 4 shows the participants' performance in noting details as a listening comprehension skill. The overall mean score is 5.17 with a standard deviation of 0.77,

which falls within the “Outstanding” range (4.01–6.00). This indicates that, on average, Grade 1 pupils demonstrate a high level of competence in noting details. The relatively low standard deviation suggested that most pupils performed consistently well.

Table 4
Level of Participants' Listening Comprehension Skills in terms of Noting -Details

Score Range	Interpretation	Frequency	Percentage
4.01 – 6.00	Very good	106	82.17
2.01 – 4.00	Always	23	17.83
0.00 – 2.00	Poor	0	0
Total		129	100
Mean		5.17	
SD		0.77	
Interpretation		Outstanding	

Table 5 shows the participants’ listening comprehension skills in terms of sequencing events. It can be gleaned from the figures, the overall mean score is 5.09 with a standard deviation of 0.85, which falls within the “Outstanding” range (4.01–6.00). This indicates that Grade 1 pupils demonstrate strong skills in sequencing events, showing the ability to understand the logical order of stories or audio materials. The relatively low SD suggests that most pupils performed consistently well, reflecting effective listening comprehension and cognitive organization skills

Table 5
Level of Participants' Listening Comprehension Skills in terms of Sequencing Events

Score Range	Interpretation	Frequency	Percentage
4.01 – 6.00	Outstanding	99	76.74
2.01 – 4.00	Moderate	29	22.48
0.00 – 2.00	Poor	1	0.78
Total		129	100
Mean		5.09	
SD		0.85	
Interpretation		Outstanding	

The majority of pupils (76.74%) performed outstandingly in sequencing events, indicating strong comprehension and the ability to organize information. Only a small percentage (0.78%) struggled with sequencing, suggesting that most students were able to accurately identify the logical order of events. Targeted support, like guided practice, could help improve the sequencing skills of those with moderate performance.

The literature supporting Table 6 on Grade 1 pupils' performance in making inferences is relevant but could be improved with more context-specific references. While

Currie et al. (2023) is appropriately cited for discussing Grade 1 children's ability to generate knowledge-based inferences, it may not fully capture the local context of Filipino learners. Incorporating studies focused on inference-making in Filipino or regional contexts would strengthen the relevance of the findings. Additionally, a more detailed explanation of how inference tasks were structured, especially compared to Currie et al. (2023), would enhance the discussion. Citing other studies, such as Metruk (2025), which focus on the development of inference skills, would also broaden the theoretical foundation and highlight the role of instructional quality in supporting inference-making.

Table 6
Level of Participants' Listening Comprehension Skills in Terms of Making Inferences

Score Range	Interpretation	Frequency	Percentage
2.01 – 3.00	Outstanding	76	58.91
1.01 – 2.00	Moderate	44	34.11
0.00 – 1.00	Poor	9	6.98
Total		129	100
Mean		2.52	
SD		0.63	
Interpretation		Outstanding	

The results show that 58.91% of pupils demonstrated outstanding proficiency in making inferences, while 34.11% rated their skills as moderate, and 6.98% rated them as poor. Inference-making was found to be more challenging compared to other skills like note-taking and sequencing events. These findings align with recent literature, emphasizing the significant role of instructional quality in enhancing listening comprehension skills. Sanfo et al. (2023) support this, showing that clear, structured teaching practices significantly predict student achievement. The study also found that technology use and parental involvement had no significant impact on listening comprehension, echoing the findings of Osorio-Saez et al. (2021). This suggests that while these factors are important, they need to be paired with high-quality teaching to effectively improve listening comprehension. Ultimately, the study concluded that the quality of teachers' teaching is the primary factor influencing Grade 1 pupils' listening comprehension skills, confirming its dominant role as supported by Sanfo et al. (2023).

Table 7
Level of Participants' Listening Comprehension Skills in Terms of Overall Listening Ability

Score Range	Interpretation	Frequency	Percentage
10.01 – 15.00	Very Good	128	99.22
5.01 – 10.00	Average	1	0.78
0.00 – 5.00	Poor	0	0.00
Total		129	100
Mean		12.78	

SD	1.02
Interpretation	Outstanding

Research Question 5. Do the pupils' use of technology, parents' involvement, and teachers' teaching quality significantly influence their listening comprehension skills?

> ***Ho₁*** *The pupils' use of technology, parents' involvement, and teachers' teaching quality do not significantly influence their listening comprehension reading skills.*
> ***Ho₂*** *The pupils' use of technology does not significantly influence their listening comprehension reading skills indicating technology usage did not have a significant impact.*
> ***Ho₃*** *Parents' involvement in their children's studies does not significantly influence their listening comprehension reading skills suggesting parental involvement did not significantly influence students' listening comprehension.*
> ***Ho₄*** *Teachers' instructional quality does not significantly influence their listening comprehension reading skills as teacher quality was found to significantly impact listening comprehension skills.*

The data revealed that the majority of pupils performed outstandingly in listening comprehension, demonstrating strong skills in identifying details, sequencing events, and making inferences. This highlights the combined impact of quality teaching, parental involvement, and technology use. Research by Tran (2024) and Osorio-Saez et al. (2021) supports these findings, showing that technology integration and structured learning strategies, along with parental reinforcement of educational technology, are key factors in enhancing listening comprehension. These studies align with the current research, which examines the influence of technology use, parental involvement, and instructional quality on Grade 1 pupils' listening comprehension skills.

Table 8 shows that the model predicting listening comprehension skills from Technology Usage, Parental Involvement, and Quality of Teachers' Teaching was statistically significant, with a low R^2 value of 0.054. Although these predictors explained only 5.4% of the variability in listening skills, the Quality of Teachers' Teaching was the only significant predictor ($t = 2.273$, $p = 0.025$, $\beta = 0.201$), highlighting the importance of effective teaching in improving listening comprehension. This aligns with Sanfo et al. (2023), who emphasized that clear instructions, engaging materials, and feedback are crucial for enhancing listening skills. However, Technology Usage ($p = 0.620$) and Parental Involvement ($p = 0.103$) were not significant predictors, suggesting their supportive roles but not sufficient on their own. The findings underscore the primary influence of teaching quality on listening comprehension outcomes, while technology and parental support, when integrated effectively, can complement the learning process.

Table 8
Regression Analysis of Technology Usage, Parental Involvement, and Quality of Teachers' Teaching on Listening Comprehension Skills

Predictor	Unstandardized Coefficients		B	95% CI		t	P
	B	SE		Lower	Upper		
Constant	10.29	1.39		7.53	13.04	7.393*	<.001
Technology Usage	-0.11	0.21	-0.043	-0.52	0.31	-0.497	0.620
Parental Involvement	0.26	0.16	0.145	-0.05	0.58	1.642	0.103
Quality of Teachers' Teaching	0.44	0.20	0.201	0.06	0.83	2.273*	0.025
Model Summary							
$R = 0.232$	$R^2 = 0.054$		Adjusted $R^2 = 0.031$			$F(3,125) = 2.96$*	$p = 0.035$

*Note. B = unstandardized beta coefficient, SE = standard error, β = standardized beta coefficient, 95% CI = 95% confidence interval, t = t statistic, p = probability value. *Significant at 0.05 two-tailed alpha level.*
Model Equation: L = 0.44Q + 10.29
Legend: L = Comprehension Skills, Q = Quality of Teachers' Teaching

The study found that teacher quality significantly predicted listening comprehension skills, while technology usage and parental involvement were not significant predictors. These results align with Sanfo et al. (2023), which emphasized that effective teaching strategies, such as clear instructions, interactive materials, and feedback, play a crucial role in enhancing listening comprehension. Osorio-Saez et al. (2021) similarly noted that while technology and parental involvement are supportive, they do not have as significant an impact as high-quality teaching. The remaining variability in listening comprehension (94.6%) may be attributed to other factors, such as individual cognitive abilities and language proficiency.

The findings highlight the dominant role of classroom instruction in shaping listening comprehension, with teacher quality being the primary influence. The study's model equation (L = 0.44Q + 10.29) supports this, indicating that teaching quality accounts for most of the variance in students' listening skills. This reinforces the importance of structured and well-planned instruction, suggesting that while parental involvement and technology use are beneficial, they are secondary to effective teaching practices.

Conclusions

This study highlights the pivotal role of instructional quality in enhancing Grade 1 pupils' listening comprehension skills. Among the factors examined, teacher quality was identified as the strongest influence, with effective pedagogy enabling students to master skills like note-taking, event sequencing, and making inferences. The findings suggest that clear instructions, purposeful scaffolding, guided questioning, and timely feedback are essential to supporting listening comprehension. These results align with Vygotsky's

Sociocultural Theory, emphasizing the importance of guided learning through interaction with knowledgeable others (Vygotsky, 1978; Darling-Hammond et al., 2022). While technology use and parental involvement were not statistically significant predictors, they still play a supportive role when integrated with quality classroom instruction, reinforcing learning and increasing engagement (Krause et al., 2023; Zheng et al., 2021; Kim & Hill, 2020).

From a pedagogical standpoint, this study underscores the need for schools to prioritize teacher development in listening comprehension through professional development and effective lesson design. By strategically integrating technology and parental support, schools can create a more supportive learning environment that maximizes pupils' listening and comprehension development.

Recommendations

From the results of this study, here are some recommendations:

For Teachers: That they may use to continue interactive and audio-based materials in lessons, and integrate more higher-order thinking tasks that promote inference-making.

For Parents: Stay actively involved in their child's education by supporting educational technology use at home and helping with activities that develop listening comprehension skills.

For Schools: Provide teachers with professional development opportunities to enhance their skills in using technology effectively to teach listening comprehension.

For Future Research: Future studies may explore specific types of technology that best support higher-order listening skills and assess the long-term effects of parental involvement in children's listening development.

In summary, this study shows that a holistic approach involving high-quality teaching, technology integration, and parental support is key to improving listening comprehension in young learners. By focusing on these areas, we can create a more effective learning environment that helps Grade 1 pupils develop the foundational skills they need for academic success.

Compliance with ethical standards

The study adhered to the highest ethical standards throughout its conduct. Informed consent was obtained from all participants, and their right to withdraw from the study at any time without consequence was clearly communicated. The anonymity of all respondents was maintained, ensuring that their identities and responses remained confidential. Data privacy protocols were rigorously followed to protect personal and sensitive information. The well-being of the participants was safeguarded throughout the

study, ensuring no harm or distress resulted from their involvement. No conflicts of interest exist in the conduct of this study, and the research was carried out with the utmost integrity. Plagiarism was strictly avoided, and the findings were interpreted impartially, without bias. The results of this study were used exclusively for research purposes and were not influenced by external factors. If artificial intelligence (AI) tools were used, full disclosure is provided to ensure transparency in the research process.

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