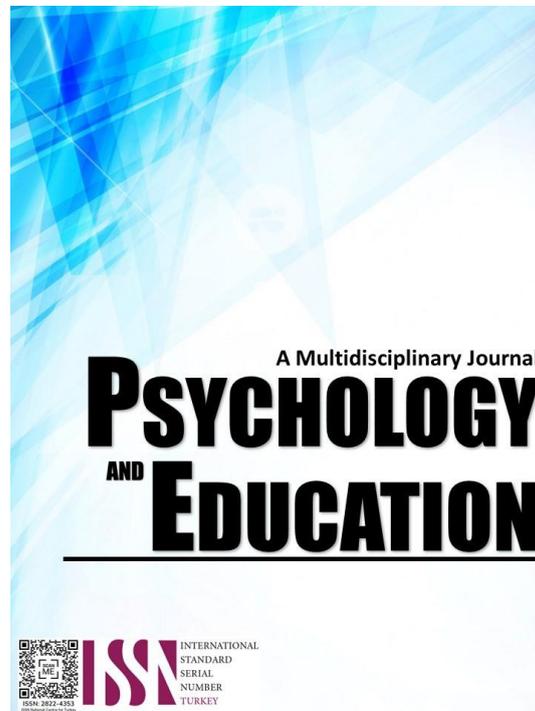


**PARENTAL ENGAGEMENT AND NURTURANCE ON
THE READING PERFORMANCE OF INTERMEDIATE
PUPILS IN STA. CRUZ ELEMENTARY SCHOOL**



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Parental Engagement and Nurturance on the Reading Performance of Intermediate Pupils in Sta. Cruz Elementary School

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Abstract

The study aimed to determine the effects of parental engagement and nurturance on the reading performance of intermediate pupils in Sta. Cruz Elementary School, School Year 2020-2021. The respondents of the study were the 370 Intermediate pupils consisting of 118 Grade 4 pupils, 78 Grade 5 pupils and 174 Grade 6 pupils who are included in the Blended Learning modality in the said school. They were described in terms of their age, sex, sibling position, number of children in the family, monthly family income and parents' educational attainment. Descriptive survey research design was utilized in this study. The first research instrument is a researcher made questionnaire-checklist to determine the extent of effects of parental engagement and nurturance on the reading performance of the pupil-respondents with respect to inferential, critical thinking, assimilation and comprehension. The other set is a parallel objective type of test consisted of 40 items. This was used to determine the level of reading performance of the respondents. The study revealed that the pupil-respondents are mostly 8-10 years old; predominantly males; are first and second born child and mostly belong to families with two children in the family. A higher number of the respondents belong to family with monthly income below ₱10,000 and whose father and mother are mostly college undergraduates. Parental engagement and nurturance moderately affects the reading performance of the pupils with respect to inferential, critical thinking, assimilation and comprehension. Sex, sibling position, number of children in the family, monthly family income, father's educational attainment and mother's educational attainment are not significant on the effects of parental engagement and nurturance on the reading performance of pupils. However, when grouped by mother's educational attainment with respect to comprehension is significant. Pupils have a satisfactory reading performance as revealed by the results of their Reading test. The test on the significant relationship between the extent of effects of parental engagement and nurturance with respect to inferential, critical thinking, assimilation and comprehension and their performance do not relate.

Keywords: *reading, parental involvement, blended learning*

Introduction

Education is an essential avenue of one's life. It may serve as foundation in molding the 21st century learners by providing them knowledge and skills to be locally and globally competitive individuals. It may be along life's process, hierarchically structured, chronologically graded education system or any organized educational activities outside the established formal system.

In the Philippine educational landscape, the government has been making different programs in order to appendage the needs of the people when it comes to education. Having those programs help the government to uplift the setting of education here in the Philippines. It has always been strongly predicted that education is a pillar of national development and a primary avenue for social and economic transformation.

Reading is a lifelong skill to be used both at school and throughout life. Reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success

inevitably will be lost. Despite its importance, reading is one of the most challenging areas in the education system. The ever-increasing demand for high levels of literacy in our technological society makes this problem even more.

Skills in reading of a child are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language competence. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them.

In addition, reading also constantly competes with modern technology in the country. Instead of reading books, novels, or stories, some children choose to play online games nowadays. Instead of grabbing a book, some children opt to grab DVDs and sit all day watching movies. Moreover, reading education in the Philippines is also weak because of the absence of internal and external motivation among children most especially guidance from their first teachers, the parents. Filipino youth do not choose to develop their love for reading because they never saw their parents touch a book, as well. Parental motivation needs to be developed to improve reading among Filipino youths

(“Reading Education in the Philippines,” 2012).

Every educator, parent, and policy-maker knows the critical importance of reading in the elementary grades. Here in the Philippines, the government and its agencies, particularly the DepEd constantly addresses various issues in reading by implementing reading intervention programs. Based on the DepEd Memorandum No. 221, s. 2007, which is the Monitoring and Evaluation System for the “EVERY CHILD A READER PROGRAM” (ECARP), the Department of Education in its 12-point program has identified that one of its major goals is to make every Filipino child a successful reader at his/her appropriate level by the end of Grade III.

The task of teaching reading is not the sole responsibility of teachers. Parents, as educators as well, have a vital stake on the achievement of learners. Every parent must be involved in meeting the goal of literacy most particularly in reading.

Regrettably, looking at the setting of the public education in the country, particularly in Sta. Cruz Elementary School, parental involvement in curricular and co-curricular activities of their children has always been a major concern of every teacher in the conduct of teaching-learning processes. There are also some parents who are quite passive in their child’s academic performances. After enrolment, some parents are no longer visible in the school premises even during school programs and even parents-teachers conferences. Seemingly, the burden of child poor performance in reading has become the sole responsibility of teachers.

It is a sad reality that some of them are not directly involved. Sadly speaking, they have obvious manifestations of their “I-don’t-care” attitude. Neither are they visible in school premises nor get themselves participate in the desired goals of the school where their children are getting what they need for the betterment of their lives.

To maximize parental involvement, reaching out to them and letting them understand their roles in education particularly in reading skills of their children is truly important. Thus, this is the very reason that researcher conducted this study was her experience as reading teacher who sees the real status of reading comprehension skills intermediate grade level in Sta. Cruz ES in City Schools Division Office of Antipolo, District I and sad reality on the low participation rate of parents in school programs particularly in mending literacy deficit of students. Hence, she believes that there is a need to utilize reading remediation program

maximizing parental involvement in nurturing the reading comprehension skills of the pupils and it will eventually contribute to the improvement of the teachers’ performances as well, indeed, in the improvement of the schools themselves.

Research Questions

This study aimed to determine the effects of parental engagement and nurturance on the reading performance of intermediate pupils in Sta. Cruz Elementary School, School Year 2020-2021. Specifically, this study sought to answer the following research problems:

1. What is the profile of the respondents in terms of their:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. sibling position;
 - 1.4. number of children in the family;
 - 1.5. monthly family income; and
 - 1.6. parent’s educational attainment.
2. What is the extent of effects of parental engagement and nurturance on the reading performance of the respondents as perceived by themselves with respect to:
 - 2.1. inferential;
 - 2.2. critical thinking;
 - 2.3. assimilation; and
 - 2.4. comprehension?
3. Is there a significant difference on the extent of effects of parental engagement and nurturance on the reading performance of the pupil-respondents with respect to the cited aspects in terms of their profile?
4. What is the level of reading performance of the pupils as revealed in the results of the reading test?
5. Is there a significant relationship on the effects of parental engagement and nurturance and the level of pupils’ reading performance?

Literature Review

Ferlazzo (2011) defines parent engagement as sharing of responsibility of parents and teachers to help their children learn and meet educational goals. This happens when teachers involve parents in school meetings or events, and parents volunteer their support at home and at school. Doing these so, the two key players of education establish commitment. Parents commit to prioritizing their child’s educational goals, and teachers commit to listening and providing a space for collaboration with parents.

Parent engagement in school means parents and school staff working together to support and improve the learning, development, and health of children and adolescents. Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development. This relationship between schools and parents cuts across and reinforces children's health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community.

According to Wairumu et al. (2016) on the journal entitled "Analysis of Parental Involvement and Self-Esteem on Secondary School Students in Kieni West Sub-County", parental involvement and engagement in education is very important now more than ever because it contributes a lot in achievement of learners. To involve parent in different school activities is the first step to parent engagement and, ultimately, parent partnership. When both parents and teachers work together to establish a thriving classroom, the effect on their students is profound. Students with engaged parents don't just have high test scores: their attendance, self-esteem, and graduation rate rise, too. Parent-teacher relationships are more than an optional classroom benefit for they are the keys to help students develop their personality and unleash their academic potentials.

Mudzielwana (2014) believed that the emphasis on the family in literacy development is not an incidental one. The involvement of parents is a generally recognized factor in the success of their children. The primary motivation for involving parents in literacy development is that the involvement seems to benefit both parent and child. Furthermore, he emphasized that a child does not become literate on his or her own. He or she should seek assistance from parent and teacher. For this reason, the first school of the children is the home and their first teachers are their parents. When parents are engaged in their children's school lives, students have the home support and knowledge they need to not only finish their assignments, but also develop a lifelong love of learning.

Alampay and Garcia (2016) stated that Filipino families place a high value on children's educational achievement. Providing for children's education is a primary goal of Filipino parents and conversely, children consider educational success as the means by which they can meet filial obligations and parental expectations. The two added that interdependence in

Filipino families is such that education-related decisions and behaviors reflect on family rather than individual welfare. Aiding young learners on their reading activities is not the sole responsibility of teachers. Thus, parents have big roles in their reading performance.

Cruz (2013) discussed on her article in *Philippine Daily Inquirer* reasons why students manifest learning. One of these reasons offered for the difficulties that reading teachers experience is that students who come from low-income families have such literacy deficits at age four to begin with, bearing the liability of having heard 32 million words fewer from their parents than their peers with professional parents. The link between the literacy deficits and the poverty level seems oversimplified, as affluent families do not necessarily nurture proficient readers and learners, as we all know. The burden remains with the teachers, especially if the parents cannot or have been unable to provide the vocabulary and the background knowledge young readers need, and this is very evident in many public schools in the country.

Santos (2015) investigated on her study, 'Effects of Early Literacy Parent Training on Children's Decoding Skills', the effectiveness in a Gawad Kalinga community of the "Guro Ko, Kapamilya Ko" Reading Program, a parent training on teaching beginning reading to their own children. Similarly, it studied the effects and impacts of the training on their children's decoding skills. Based on the result, there was significant improvement in the children's reading skills in terms of decoding. This was reflected in the pre-test and post-test results. Through the findings, it was realized that a reading program implemented by parents to their own children is an effective means to literacy development.

Methodology

The study utilized the descriptive survey research design using a researcher-made questionnaire-checklist and reading test in order to determine the effects of parental engagement and nurturance on reading performance of intermediate pupils in Sta. Cruz Elementary School.

The respondents of the study were the selected intermediate pupils in Sta. Cruz Elementary School during the School Year 2020-2021. Thus, 370 pupils from Blended Distance Learning Modality were chosen. They were described in terms of age, sex, sibling position, number of children in the family,

monthly family income and parents' educational attainment. They were chosen utilizing the simple random sampling technique.

Instruments of the Study

The researcher opted to determine the effects of parental engagement and nurturance on the reading performance of intermediate pupils. Two sets of instruments were used in this research.

One of the instruments was the researcher-made questionnaire-checklist to determine the perception of the pupil-respondents on the extent of parental engagement and nurturance on their reading performance with respect to inferential, critical thinking, assimilation, and comprehension. The second set of instruments is the reading test to measure reading performance of the pupil-respondents with respect to inferential, critical thinking, assimilation, and comprehension. Scores of the pupils in the test were transmuted to their equivalent grades.

Procedure

The researcher followed the Gantt Chart of Activities in the conduct of study but merely affected with the changes brought by the pandemic. Thus, after the proposal defense, reading test and Questionnaire-checklist were constructed as part of the content validation. The researcher asked the permission of the schools division superintendent and principal to gather the needed data within the school via email. The researcher was asked to furnish a copy of the study once completed.

Upon receiving the permit, the researcher virtually administered the questionnaire checklist and the Reading test via Google Forms. After the retrieval, tallying, tabulation, computation, and analysis, interpretation of data follows. The expertise of the statistician, consultant and advisers were solicited to ensure the quality write up of the manuscript in preparation for the final defense. Summary of findings, conclusions and recommendations were formulated. After the oral defense, necessary revisions were made incorporating the suggestions given by the oral examination committee. Hardbound copies were then submitted.

Ethical Considerations

It was imperative that ethical issues should be addressed and considered within the course of the research process. This research would adhere to the ethical principles set by the university. The researcher

herself explained and gave the informed consent to each participant before the conduct of the study. She ensured them that the information would be used with utmost confidentiality and within the purpose of the study only.

Results

This section presents the findings according to the study's research questions.

Profile of the Pupil- Respondents

As shown in the table, most of the respondents are in the age bracket of 8-10 years old with 215 or 58.11 percent while only 5 are in the age bracket of 13-15 years old and 16 years old and above respectively. Most of them are male with 204 or 55.14 percent while there are 166 or 44.86 percent are female. Most of them are 1st born with 115 or 31.08 percent followed by respondents who are 2nd born with 109 or 29.46 percent while only 20 or 5.41 percent is 4th born. As to the number of children in the family, most of them has two children with 148 or 40 percent while only 3 or 0.81 percent of the respondents has only 1 child. In terms of the monthly family income, it can be seen that 250 or 67.57 percent has a monthly family income below ₱10,000 while only 21 or 5.68 percent has a monthly family income ₱20,000 and above. As to the parent's educational attainment, most of the parents are college undergraduate with 147 or 39.73 percent for the father, while 208 or 56.22 percent for the mother.



Table 1. Frequency and Percentage Distribution of the Pupil-Respondents in Terms of the Selected Variables

Age	f	%
8-10 years old	215	58.11
11-12 years old	145	39.19
13-15 years old	5	1.35
16 years old and above	5	1.35
Total	370	100
Sex		
Male	204	55.14
Female	166	44.86
Total	370	100
Sibling Position		
1 st born	115	31.08
2 nd born	109	29.46
3 rd born	73	19.73
4 th born	20	5.41
5 th born and above	53	14.32
Total	370	100
Number of Children in the Family		
One	3	0.81
Two	148	40.00
Three	144	38.92
Four	60	16.22
Five and above	15	4.05
Total	370	100

Parent's Educational Attainment	Father		Mother	
	f	%	f	%
College Graduate	135	36.4	103	27.84
College Undergraduate	147	39.7	208	56.22
High School Graduate	70	18.9	43	11.62
High School Undergraduate	1	0.27	4	1.08
Elementary Graduate	12	3.24	5	1.35
Elementary Undergraduate	5	1.35	7	1.89
Total	370	100	370	100

Extent of Effects of Parental Engagement and Nurturance on the Reading Performance of the Pupil-Respondents

Table 2. Extent of Effects of Parental Engagement and Nurturance on the Reading Performance of the Pupil-Respondents with Respect to Inferential

Inferential	$\bar{W}\bar{X}$	VI	Rank
<i>Because of my parent's engagement and nurturance, I can...</i>			
1. understand when information is implied or not directly stated	3.26	Moderate	1
2. improve my skill in drawing conclusion	1.92	Less	5
3. develop my background knowledge on a particular topic	1.98	Less	4
4. be able to find clues as aid in understanding a text	2.71	Moderate	2
5. can read between the lines	2.04	Less	3
Overall $\bar{W}\bar{X}$	2.38	Less	

The shows that with respect to inferential, the overall weighted mean obtained is 2.38 verbally interpreted as Less. First in rank is item number 1 “Because of my parent’s engagement and nurturance, I can understand when information is implied or not directly stated” with weighted mean of 3.26 verbally interpreted as Moderate while last in rank is item number 2 “Because



of my parent’s engagement and nurturance, I can improve my skill in drawing conclusion” with weighted mean of 1.92 verbally interpreted as Less.

Table 3. Extent of Effects of Parental Engagement and Nurturance on the Reading Performance of the Pupil-Respondents with Respect to Critical Thinking

	<i>Critical Thinking</i> <i>Because of my parent’s</i> <i>engagement and nurturance,</i> <i>I can...</i>	$\bar{W}\bar{X}$	<i>VI</i>	<i>Rank</i>
1.	determine the importance and relevance of ideas presented in a text	2.84	Moderate	4
2.	reflect on the justification of my own assumptions, beliefs, and values	3.48	Moderate	1
3.	evaluate a point of view presented in given reading material	2.68	Moderate	5
4.	analyze facts to form judgement	2.93	Moderate	3
5.	conceptualize ideas and information based on the text he or she read	3.25	Moderate	2
	Overall $\bar{W}\bar{X}$	3.04	Moderate	

The table shows that with respect to critical thinking, first in rank is item number 2 “Because of my parent’s engagement and nurturance, I can reflect on the justification of my own assumptions, beliefs and values” with weighted mean of 3.48 verbally interpreted as Moderate while last in rank is item number 3 “Because of my parent’s engagement and nurturance, I can evaluate a point of view presented in given reading material” with weighted mean of 2.68 verbally interpreted as Moderate. The overall weighted mean obtained is 3.04 verbally interpreted as Moderate.

Table 4. Extent of Effects of Parental Engagement and Nurturance on the Reading Performance of the Pupil-Respondents with Respect to Assimilation

	<i>Assimilation</i> <i>Because of my parent’s</i> <i>engagement and nurturance, I</i> <i>can...</i>	$\bar{W}\bar{X}$	<i>VI</i>	<i>Rank</i>
1.	make a mental map of entire passage that I have read.	2.87	Moderate	3
2.	understand a concept after reading a particular passage.	3.06	Moderate	1
3.	summarize the main points presented in a passage.	2.99	Moderate	2
4.	recall the structure of the passage to retain the information in memory.	2.82	Moderate	4
5.	relate the information given in a passage to my own context.	2.83	Moderate	5
	Overall $\bar{W}\bar{X}$	2.92	Moderate	

As can be gleaned in the table with respect to assimilation, the overall weighted mean obtained is 2.92 verbally interpreted as Moderate. First in rank is item number 2 “Because of my parent’s engagement and nurturance, I can understand a concept after reading a particular passage” with weighted mean of 3.06 verbally interpreted as Moderate while last in rank is item number 5 “Because of my parent’s engagement and nurturance, I can relate the information given in a passage to my own context” with weighted mean of 2.83 verbally interpreted Moderate.

Table 5. Extent of Effects of Parental Engagement and Nurturance on the Reading Performance of the Pupil-Respondents with Respect to Comprehension

	<i>Comprehension</i> <i>Because of my parent’s</i> <i>engagement and</i> <i>nurturance, I can...</i>	$\bar{W}\bar{X}$	<i>VI</i>	<i>Rank</i>
1.	decode the information I read.	3.25	Moderate	1
2.	make connection between what I read and what I already knew.	3.14	Moderate	2
3.	think deeply about I read.	2.90	Moderate	3
4.	explain the tone, mood, and author’s purpose.	2.31	Less	5
5.	link the message of a reading material to real-life situations.	2.78	Moderate	4
	Overall $\bar{W}\bar{X}$	2.88	Moderate	



The table shows that with respect to comprehension, first in rank is item number 1 “Because of my parent’s engagement and nurturance, I can decode the information I read” with weighted mean of 3.25 verbally interpreted as Moderate while last in rank is item number 4 “Because of my parent’s engagement and nurturance, I can explain the tone, mood, and author’s purpose” with weighted mean of 2.31 verbally interpreted as Moderate. The overall weighted mean obtained is 2.88 verbally interpreted as Moderate.

Significant Difference on the Extent of Effects of Parental Engagement and Nurturance on the Reading Performance of the Pupil-Respondents with Respect to the Different Aspects in Terms of Their Profile

Table 6. *Computed F-values on the Extent of Effects of Parental Engagement and Nurturance on the Reading Performance of the Pupil-Respondents with Respect to the Different Aspects in Terms of Their Profile*

<i>Aspects</i>	<i>F-comp</i>	<i>p-values</i>
Age		
Inferential	0.437	.727
Critical Thinking	0.710	.546
Assimilation	0.464	.708
Comprehension	1.768	.153
Sex		
Inferential	0.040	.842
Critical Thinking	2.320	.129
Assimilation	0.113	.737
Comprehension	1.639	.201
Sibling Position		
Inferential	1.123	.345
Critical Thinking	1.272	.281
Assimilation	2.288	.059
Comprehension	1.106	.353
Number of Children in the Family		
Inferential	1.293	.272

Critical Thinking	0.974	.422
Assimilation	0.279	.892
Comprehension	0.471	.757
Monthly Family Income		
Inferential	0.292	.882
Critical Thinking	1.030	.392
Assimilation	0.869	.483
Comprehension	1.038	.387
Father’s Educational Attainment		
Inferential	0.490	.784
Critical Thinking	0.513	.767
Assimilation	0.818	.537
Comprehension	1.181	.318
Mother’s Educational Attainment		
Inferential	0.725	.605
Critical Thinking	1.064	.380
Assimilation	1.277	.273
Comprehension	3.472	.004

The table portrays that in terms of sex, sex, sibling position, number of children in the family, monthly family income, father’s educational attainment and mother’s educational attainment, the computed F-values obtained a probability value over .05 level of significance. This accepts the null hypothesis stating that there is no significant difference on the extent of effects of parental engagement and nurturance on the reading performance of the pupil-respondents with respect to inferential, critical thinking, assimilation, and comprehension. However, when grouped according to mothers’ educational attainment with respect to comprehension, the computed p-values is less than .05 probability value, thus the null hypothesis is rejected. This means that the higher their mother educational attainment, the highest their engagement and nurturance affects their reading performance.



Table 7. *Level of Reading Performance of Pupil-Respondents as Revealed by the Results of Their Reading Test*

Average Grade	Verbal Interpretation	Frequency	Percentage
81-85	Satisfactory	204	55.14
86-90	Very Satisfactory	99	26.76
91-95	Outstanding	67	18.10
Total		370	100
Mean			86.24(VS)
Std. Deviation			3.14

As gleaned in the table, as revealed in the results of the reading test, there are 204 or 55.14 percent who obtained a Satisfactory rating and fall under an average grade range to 81-85% followed by 99 or 26.76 percent who obtained an average grade range to 86-90% verbally interpreted Very Satisfactory. Likewise, 67 or 18.10 percent have an Outstanding performance with an average grade 91-95%, having a mean score of 86.24 and standard deviation of 3.14.

Relationship Between the Extent of Effects of Parental Engagement and Nurturance and Pupils’ Reading Performance

Table 8. *Computed r-value on the Relationship Between the Extent of Effects of Parental Involvement and Nurturance and Pupils’ Reading Performance*

Aspects	r-values	p-value	Ho	VI
Inferential	.047	.365	Accepted	Not Significant
Critical Thinking	.058	.269	Accepted	Not Significant
Assimilation	.063	.229	Accepted	Not Significant
Comprehension	.020	.699	Accepted	Not Significant

It can be deduced from the table that the statistical results indicate for the test of the significant relationship between the extent of effects of parental engagement and nurturance and pupils reading performance yielded p-values more than .05 level of significant. This means that the null hypothesis is accepted.

Discussion

On the extent of effects of parental engagement and nurturance on the reading performance of the pupil-respondents with respect to inferential, the pupils

believe that their parents’ involvement and nurturance make them find clues as aid in understanding a text and they can read between the lines. This further implies that their parents’ involvement and nurturance help extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school.

In terms of critical thinking, it implies that that because of their parents’ involvement and nurturance, the pupils were able to conceptualize ideas and information based on the text they read and they analyze facts to form judgment. This further mean that with their parents’ involvement and nurturance, pupils who can think critically grow into lifelong problem solvers, thus they can take information and analyze it, draw conclusions, form, and defend opinions with data to back up, reflect on their work, and approach problems in a systematic way.

With regard to assimilation, findings revealed that parents’ engagement and nurturance moderately affect the reading performance of the pupils with respect to assimilation. This could be attributed to the believe of the pupils that their parent’s engagement and nurturance on their learning were able them to summarize the main pints presented in a passage and they were able to make a mental map of entire passage that they have read. Furthermore, this attributes to pupils’ absorption of information and experiences the need for quick assimilation of the facts, therefore pupils were able to interpret new experiences in terms of their current understanding.

It can be noted from the findings that parents’ engagement and nurturance moderately affect the reading performance of the pupils with respect to comprehension. This could only mean that pupils believe that their parents’ engagement and nurturance guided them to make connection between what they read and what they already knew and that they think deeply about they read. This could also indicate that pupils understand and interpret of what is read and they were able to accurately understand written material, thus they can decode what they read, make connections between what they read and what they already know; think deeply about what they have read.

As regards to the significant on the extent of effects of parental engagement and nurturance on the reading performance of the pupils with respect to the different aspects in terms of their profile, the findings reveal that sex, sibling position, number of children in the family, monthly family income, father’s educational attainment and mother’s educational attainment are not

significant on the effects of parental engagement and nurturance on the reading performance of pupils. This implies that pupils personal attributed do not varies and do not affect their parents' engagement and nurturance on their reading performance, however, mothers' educational attainment has something to do with their reading comprehension.

Meanwhile, on the level of reading performance of pupil-respondents as revealed by the results of their reading test, the results denote that the pupils have a satisfactory reading performance as revealed by their Reading test. Findings indicate that pupils' skills in reading improved with their parents' engagement and nurturance. This implies that parent involvement and nurturance affect pupils' achievement because these interactions affect pupils' motivation, their sense of competence, and the belief that they have control over their success in school.

Findings imply that there is no correlation between the extent of effects of parental involvement and nurturance and pupils' reading performance. This only means that the parental involvement not only enhances academic performance, but it also has a positive influence on pupil's attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude towards school, classroom conduct, self-esteem, absenteeism, and motivation to learn to read, thus enhance their reading performance.

Conclusion

Based on the findings, the following conclusions are drawn:

1. Sex, sibling position, number of children in the family, monthly family income, father's educational attainment and mother's educational attainment are not influential on the effects of parental engagement and nurturance on the reading performance of pupils.
2. Extent of effects of parental involvement and nurturance and pupils' reading performance are not significantly correlated.

In the light of the findings, the following recommendations are hereby offered:

1. The school heads may encourage parents' involvement in different school activities and

volunteer their support at home and at school to enhance pupil reading performance.

2. The school administrators, teachers and parents should encourage the pupils to engage more in reading.
3. Teachers and parents may go hand in hand in monitoring closely the pupils' time spent in reading at home and in school.
4. Teachers may monitor pupils to properly manage their time in their participation in school activities for better reading outcomes.
5. The proposed action plan is recommended for implementation.
6. Similar studies may be initiated using other variables.

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