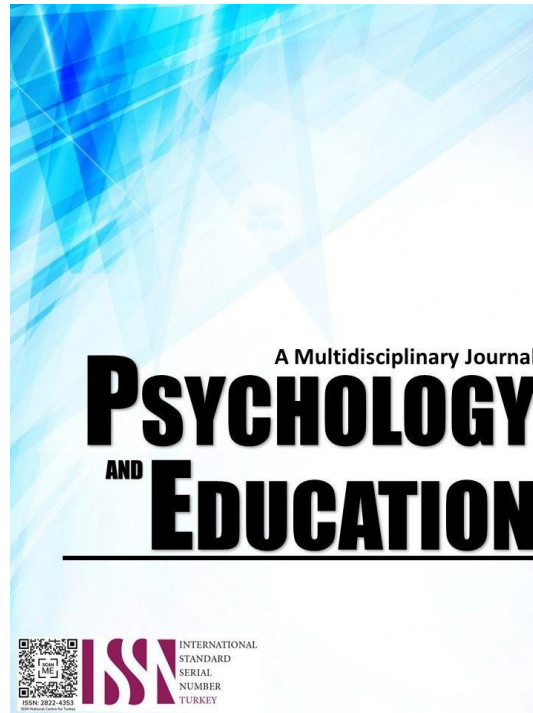


**PARENTAL INVOLVEMENT IN THE IMPLEMENTATION OF READING
PROGRAMS AND READING ACHIEVEMENT OF ELEMENTARY
SCHOOL LEARNERS IN THE DIVISION OF QUEZON:
BASIS FOR POLICY FORMULATION**



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Parental Involvement in the Implementation of Reading Programs and Reading Achievement of Elementary School Learners in the Division of Quezon: Basis for Policy Formulation

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Abstract

Scholars widely recognize parental involvement in education as a significant factor in children's academic success, particularly in the domain of reading. This systematic review aimed to examine the role of parental involvement in the implementation of reading programs and its effect on the reading achievement of elementary school learners. Through a comprehensive search of academic databases, relevant studies published in peer-reviewed journals between 2010 and 2023 were identified and analyzed. The review included various forms of parental involvement, such as participation in reading-related activities at home, communication between parents and teachers, and parental engagement in school-based reading initiatives. Findings indicated a positive association between parental involvement in reading programs and children's reading achievement. Specifically, active parental engagement, such as reading with children at home, providing a print-rich environment, and communicating regularly with teachers about their child's progress, was consistently linked with higher levels of reading proficiency among elementary school learners. Moreover, the review highlighted the importance of collaborative efforts between schools and families in designing and implementing reading programs. Programs that actively involved parents in decision-making processes, provided resources and support for parental involvement, and fostered positive relationships between parents and educators were more likely to yield significant improvements in students' reading outcomes. However, challenges related to parental involvement, such as socioeconomic disparities, language barriers, and varying levels of parental education, were also identified. Addressing these challenges required tailored strategies that recognized and accommodated the diverse needs and circumstances of families. In conclusion, this review underscored the crucial role of parental involvement in enhancing the effectiveness of reading programs and promoting reading achievement among elementary school learners. It provided insights for educators, policymakers, and practitioners to develop evidence-based strategies that fostered meaningful partnerships between schools and families to support children's literacy development. The researcher further recommended further research to explore the specific mechanisms through which parental involvement influences reading outcomes and to identify best practices for promoting sustained engagement among diverse populations.

Keywords: *reading achievement, parental involvement, academic database, decision-making, comprehensive*

Introduction

Given the fundamental role of reading in learning, a student's reading proficiency holds significant importance (Matsumura et al., 2013). Matsumura et al. (2013) define reading achievement as the proficient application of reading skills to comprehend written text fluently, encompassing the abilities to decode, understand vocabulary, infer, and think critically. Skilled readers effortlessly navigate texts, extracting meaning, making connections, and synthesizing ideas. Furthermore, reading comprehension extends beyond surface-level understanding to include analysis, evaluation, and application of information in diverse contexts, thereby facilitating effective engagement with academic content, development of critical thinking abilities, and fostering lifelong learning.

In response to the imperative of ensuring literacy among Filipino children, the Department of Education's Bureau of Learning Delivery introduced the Philippine Informal Reading Inventory (Phil-IRI). Aligned with the "Every Child a Reader Program," this initiative aims to enhance reading and writing skills at grade levels. Phil-IRI assesses oral reading, silent reading, and listening comprehension proficiency, aiding in determining students' independence levels, instructional needs, and potential areas of difficulty (Casingal, 2022).

Research by Casingal (2022) demonstrates the effectiveness of remedial and Phil-IRI sessions in improving reading skills, resulting in a notable increase in independent readers. However, challenges persist in reading comprehension, with approximately one in five students encountering significant difficulties (Therrien, 2004). Parental involvement emerges as a crucial factor in children's reading success, with consistent engagement linked to enhanced academic achievement (Davison & Froiland, 2014; Pinquart, 2015). Numerous studies highlight the positive correlation between parental involvement and various aspects of children's academic performance and attitudes towards school (McNeal, 2015; Sheikh-Khalil & Wang, 2014; Frenzel et al., 2010; Lipnevich et al., 2016; Spera et al., 2006; Simpkins et al., 2015; Leung et al., 2010; Jung & Zhang, 2016).

Reading comprehension skills form the foundation of learning experiences, emphasizing the critical role of family engagement in fostering literacy and comprehension among primary school children (Bradley, 2016). It is imperative to equip parents with scientifically proven instructional methods and provide them with training and support to ensure sustained engagement in home-based literacy activities (Crosby et al., 2015).

Schools play a pivotal role in implementing programs aimed at enhancing students' performance, with reading programs being a

mandate in Philippine public schools. However, challenges persist, including disparities in parental knowledge, educational backgrounds, and socio-family contexts, hindering effective support for children's learning (BP Blg. 232, 1982). Initiatives like Project RISE and Project BLAZE strive to address these challenges, yet parental involvement remains inconsistent.

This study aims to address barriers to parental involvement in reading literacy by identifying tailored strategies and offering insights to policymakers for ongoing educational support and interventions. By fostering a collaborative partnership between schools and parents, the research seeks to advance children's educational achievements and mitigate the multifaceted challenges surrounding parental engagement in reading literacy. Ultimately, the goal is to create an inclusive environment where every child can thrive academically with the active support of their parents.

Research Questions

This study aims to determine and evaluate parental involvement in implementing reading programs and reading achievement of Elementary School Learners in the Division of Quezon a basis for policy formulation. Specifically, it seeks to answer the following sub-problems:

1. What is the extent of involvement of parents in the implementation of reading programs in the Division of Quezon in terms of:
 - 1.1. time;
 - 1.2. resources; and
 - 1.3. strategies?
2. What is the reading achievement of the learners based on the results of a reading test in terms of:
 - 2.1. oral reading; and
 - 2.2. silent reading?
3. What challenges do parents encounter in reading activities with their children?
4. Is there a significant relationship between parental involvement and reading achievement?
5. What program could intensify the involvement of parents in reading literacy?

Methodology

Research Design

The study will utilize a quantitative approach where a descriptive correlational research design method will be employed. This research design will help to understand the extent of a phenomenon and identifies relationship between two variables. Since the study aims to describe the extent of involvement of parents in the implementation of reading programs in the Division of Quezon the descriptive design will be used. Meanwhile, the significant association between the parental involvement and the reading achievement of pupils will ascertain using a correlational research design. To answer the main and sub-problems of the study, a validated self-constructed survey questionnaire will be utilized as an instrument.

Participants

This research involved 248 public elementary teachers from the 12 selected elementary schools in the DepEd Division of Quezon through cluster sampling. Cluster sampling is a probability sampling method in which we divide a population into clusters, such as districts or schools, and then randomly select some of these clusters as sample. The 12 schools were randomly selected from the four clusters (1st – 4th districts). The table below is the breakdown of the respondents according to their schools and districts in the Division of Quezon province.

Table 1. *Number of respondents according to their respective schools and municipality*

No.	School	Congressional District	Municipality	Number of Respondents
1	Atimonan Central School	4 th	Atimonan	24
2	Burdeos Central School	1 st	Burdeos	15
3	Calauag East Central Elementary School	4 th	Calauag	18
4	Catanauan Central School	3 rd	Catanauan	29
5	General Nakar Elementary School	1 st	Gen Nakar	15
6	Infanta Central School	1 st	Infanta	16
7	Lopez West Elementary School	4 th	Lopez	24
8	Macalelon Central Elementary School	3 rd	Macalelon	19
9	Pagbilao Central Elementary School	1 st	Pagbilao	24
10	San Narciso Central Elementary School	3 rd	San Narciso	25
11	Sariaya East Central Main Elementary School	2 nd	Sariaya	19
12	Tiaong East Elementary School	2 nd	Tiaong	20
Total				248

Instruments

In order to obtain essential data necessary for the accomplishment of this study, the researcher will utilize a valid researcher-made questionnaire as the primary means of data gathering. It will be formulated based on the review of several literature and references.

The research instruments will be face-validated by the 1 school principal, and 2 Elementary Master Teachers within the school district who will review the content of the instrument before the researcher officially distributes the questionnaires among the respondents. The results will be analyzed by the researcher and will make a revision for some questions based on the initial validation. Also, the researcher will conduct a pilot test of the instrument among select participants to test its reliability. The Cronbach's alpha will be used to test the reliability of the instrument and to test the items internal consistency. After these, validation processes, the researcher will proceed with the final distribution.

Procedure

The researcher will have gathered data by means of personally distributing survey questionnaires among respondents in the division of Quezon and will adhere in the data privacy standards in protection to the respondents of the study.

In addition, the researcher will submit a letter of request asking for permission validating and fielding of the questionnaire from the Schools Division Superintendent of the DepEd-Division of Quezon. After this, permission from the Public Schools District Supervisors of each school district will be sought. Upon approval, the request letter will then be presented to the respective elementary school who will serve as the respondents of the study.

Data will have done at the most convenient and available time for the respondents so that their work will not be compromised and comply to the DepEd Policy on the "No Class Interruption". Likewise, the respondents' responses will be treated with utmost confidentiality and shall use for the purpose of the study. After confirmation of the schedule, the researcher will personally approach the respondents, will explain the purpose of the study and finally conduct data gathering. After the instrumentation, the responses will be gathered through the survey and will be tallied, analyzed, and interpreted by the researcher.

Data Analysis

To answer the questions of the study, the quantitative data gathered were statistically analyzed using descriptive and inferential statistics. The researcher utilized, frequency count, percentage, mean, and standard deviation to analyze the extent of parents' involvement in the implementation of reading programs and the reading achievement of the learners.

Meanwhile, the Pearson Product-Moment Correlation was used to test the significant relationship between parental involvement and the reading achievement of the students. The extent of parental involvement to the implementation of reading program was provided with descriptive interpretation for easy understanding as follows:

Likert Scale for the extent of involvement of parents in the implementation of reading program and reading achievement of learners

Scale	Descriptor
5	Extremely Involved
4	Highly Involved
3	Moderately Involved
2	Least Involved
1	Not Involved

Interpretation of Oral/Silent Reading Test Results

<i>Word Recognition Level</i>	<i>Comprehension Level</i>	<i>Reading Level</i>
Independent	Independent	Independent
Independent	Instructional	Instructional
Independent	Frustration	Frustration
Instructional	Independent	Independent
Instructional	Instructional	Instructional
Instructional	Frustration	Frustration
Frustration	Independent	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration
Non-reader	Listening Capacity	Non-Reader

Phil-IRI Oral Test Criteria

<i>Level</i>	<i>Word Recognition</i>	<i>Comprehension</i>
Independent	97%-100%	80%-100%
Instructional	90%-96%	59%-79%
Frustration	89%-below	58%-below

Silent Reading Test Criteria

<i>Reading Level</i>	<i>Reading Speed</i>	<i>Comprehension</i>
Independent	Fast	90%-100% correct answers
Instructional	Average	75%-89% correct answers 7-6 item correct
Frustration	Slow	below 75 correct answers 5 items and below

Interpretation of r- value of the Relationship between Research Productivity and Research Utilization and Dissemination

Range of values	Description
0	No relationship
0.01 to +/- 0.20	Negligible Relationship
0.21 to +/- 0.40	Low/slight relationship
0.41 to +/- 0.70	Moderate relationship
0.71 to +/- 0.90	High relationship
0.91 to +/- 0.99	Very High
+/-1	Perfect relationship

Results and Discussion

The information gathered by the researcher to address the issues raised in the Statement of the Problem (SOP) is presented in this chapter. This information was obtained using the study's quantitative instruments, from which data regarding parental involvement in the implementation of reading programs and the reading achievement of elementary learners in the Division of Quezon were extracted.

Part I. Extent of Involvement Parents in the Implementation of Reading Programs

Table 2. *Extent of Involvement of Parents in the Implementation of Reading Programs*

Indicators	Frequency					Mean	SD	VI
	5	4	3	2	1			
<i>Time</i>								
Parents had read and work with their children daily (e.g. for 10-15 minutes) at a regular, specified, and convenient time.	18	44	70	46	71	2.54	1.29	LI
Parents keep a daily log of the time spent working with their children, the text used, and the activities engaged in.	30	37	63	65	53	2.70	1.29	MI
Parents engage themselves whenever there are activities related to the school reading program regularly.	35	32	76	63	42	2.82	1.26	MI
Parents allocate their personal time in assisting other learners during the implementation of the reading program daily.	33	38	64	85	28	2.85	1.21	MI
Parents regularly join the school reading caravan.	28	38	70	76	36	2.78	1.20	MI
Composite Mean						2.74	1.25	MI
<i>Resources</i>								
Parents assist in the reproduction of reading materials in school and at home.	28	33	82	60	45	2.75	1.22	MI
Parents help the school to find target donors and other stakeholders who can likewise assist in the implementation of the reading program.	17	48	76	78	29	2.78	1.10	MI
Parents encourage other parents to be involved in the school reading program.	17	49	72	82	28	2.78	1.10	MI
Parents are equipping themselves to be rightful partners in the implementation of the school reading program.	22	39	74	89	24	2.78	1.10	MI
Parents volunteer to be part of school reading program implementation.	19	40	81	92	16	2.81	1.03	MI
Parents maintain open communication to keep up with the updates on the implementation of school reading.	13	52	72	94	17	2.80	1.02	MI
Parents create a home environment conducive to literacy learning.	11	54	84	86	13	2.85	0.97	MI
Parents provide authentic and engage in reading activities at home to reinforce features of the reading program.	11	54	72	98	13	2.81	0.98	MI
Composite Mean						2.80	1.07	MI
<i>Strategies</i>								
Parents are first trained on and briefed about their involvement in the school reading program before implementing it at home.	13	53	70	87	25	2.77	1.06	MI
Parents familiarize themselves first with the reading program before they actually delve into it at home.	17	50	72	82	27	2.79	1.10	MI
Parents enthusiastically report to the school reading committee about their child's home reading progress.	10	48	74	96	20	2.73	1.00	MI
Parents engage themselves whenever there are activities related to the school reading program.	12	50	70	103	13	2.78	0.99	MI
Parents support learners in joining literacy activities in school.	13	47	72	10	15	2.77	1.00	MI
Composite Mean						2.77	1.03	MI
Grand Mean						2.77	1.12	MI

Legend: 1.00 – 1.79, Not Involved (NI); 1.80 – 2.59, Least involved (LI); 2.60 – 3.39, Moderately Involved (MI); 3.40 – 4.19, Highly Involved (HI); 4.20 – 5.00, Extremely Involved (EI)

SD - Standard Deviation; VI - Verbal Interpretation

Table 2 presents data on the extent of parental involvement in various aspects related to the implementation of reading programs in the Division of Quezon. The indicators are categorized into three main areas: Time, Resources, and Strategies. Each indicator is evaluated based on frequency ratings across five response options, with a higher frequency indicating a higher level of involvement. Additionally, mean scores and standard deviations are provided for each indicator, along with a verbal interpretation based on a composite mean. The verbal interpretations range from "Not Involved" to "Extremely Involved" based on predetermined thresholds.

In the results under the time category, the statement "parents allocate their personal time in assisting other learners during the implementation of the reading program daily" stands out with the highest mean score of 2.85, indicating a strong sense of parental involvement among parents. Conversely, the statement "parents had read and work with their children daily" exhibits the lowest mean score of 2.54 with a verbal description of "least involved," suggesting that there may be challenges or barriers hindering parents from incorporating daily reading activities into their routines with their own children.

Based on the results, it can be inferred that most participants ensured that they devoted their own time to support their child in the school reading program. This suggests a strong interest among parents in their children's educational progress. This observation aligns with the findings of Iroegbu (2020), which indicate that children whose parents were highly engaged in developing their reading skills achieved higher levels of reading proficiency compared to those with moderate or low parental involvement. It was noted that parental participation had been demonstrated to have a significant impact on children's reading development and learning in other areas. These results reinforce the notion that parents who recognize the importance of reading make concerted efforts to provide their children with adequate time for reading.

Meanwhile, the second category, which specifically focuses on the allocation of resources, yielded a composite mean score of 2.80, indicating that parents actively contributed resources to support reading programs. This suggests that parents are engaged in various ways to facilitate the implementation of reading initiatives. Each indicator represents a different aspect of parental contribution, ranging from practical assistance with reproducing reading materials to creating a conducive home environment for literacy learning.

Upon closer examination of the individual indicators, it becomes evident that parents are actively involved in several resource-related activities. Creating a home environment conducive to literacy learning received the highest mean score of 2.85, indicating moderate involvement. All indicators indicate that parents are involved in assisting and reproducing reading materials in both school and home settings, as well as helping the school identify potential donors and stakeholders for additional support. Moreover, parents encourage other parents to participate in the reading program and volunteer themselves to be part of its implementation. Furthermore, parents actively engage in reading activities at home to reinforce the features of the reading program.

These findings are consistent with McMahon's (2010) study, which suggested that children benefit significantly when fully supported by their parents. It is evident that two crucial components for creating an effective environment for reading development, especially for at-risk readers, are tutoring and home reading. This underscores the vital role of parents in their children's reading learning. Furthermore, Sheldon and Epstein (2005) conducted research highlighting the significant connections between literacy resources available at home and children's literacy development. Their findings underscore the crucial role of the home environment in shaping children's literacy skills.

Based on these results, it can be inferred that parents play a crucial role in providing resources to support reading programs, both within the school environment and at home. Their active involvement not only enhances the implementation of reading initiatives but also fosters a collaborative partnership between schools and families. This emphasizes the importance of recognizing and leveraging parental contributions to promote literacy development and ultimately improve educational outcomes for children.

Finally, the third category, concerning strategies, yielded a composite mean score of 2.77, which is interpreted as "Moderately involved." The data reveals insights into parental involvement strategies related to the implementation of school reading programs. Each indicator represents a specific approach that parents undertake to support their children's reading development, ranging from training and familiarization with the program to active engagement and progress reporting. This suggests that parents are actively engaged in various ways to facilitate their children's reading progress.

Analyzing the individual indicators provides insights into the specific strategies employed by parents. For example, parents take the initiative to familiarize themselves with the reading program before implementing it at home, achieving the highest mean score of 2.79, which is also described as "Moderately involved." All other indicators are categorized as "Moderately involved," indicating a sense of parental involvement among the respondents. According to Naite (2019), teaching creativity is challenging, as it is closely linked to individuals' abilities or talents. Therefore, parents cannot simply guide their children in developing their talents but in different strategies.

Based on these results, it can be inferred that parents play a crucial role in supporting school reading programs through various strategies. By actively participating in training, familiarization, progress reporting, and literacy activities, parents significantly contribute to the success of reading initiatives both at home and in the school environment.

These results strongly establish the claim of (Hafiz et al., 2013), that academic achievement of students may not only depend on the quality of schools and the teachers, but rather the extent of parental involvement has a vital role to play in the academic achievement

of their kids.

Part II. Reading Achievement of the Learners Based on the Results of Reading Test

Table 3. *Reading Achievement of the Learners Based on the Results of Reading Test*

Level of Performance	Frequency	Percentage	Mean	Standard Deviation	Verbal Interpretation
Oral Reading					
Independent (80% - 100%)	73	29.40	57.12	29.07	Frustration
Instructional (59% - 79%)	60	24.20			
Frustration (58%)	89	35.90			
Non-Reader (0%)	26	10.50			
Total	248	100.00			
Silent Reading					
Independent (80% - 100%)	86	34.70	62.23	28.72	Instructional
Instructional (59% - 79%)	58	23.40			
Frustration (58%)	78	31.50			
Non-Reader (0%)	26	10.50			
Total	248	100.00			

Table 3 presents the reading achievement of learners based on the results of a reading test, categorized by oral reading and silent reading performance. Regarding oral reading, the majority of learners are categorized as frustrated, comprising 35.90% of 248 pupils, followed by instructional (24.20%) and independent (29.40%) levels. For silent reading, the majority fall within the instructional level (31.50%), followed by frustration (23.40%) and independent (34.70%) levels. The mean scores for oral reading in the frustration category and silent reading in the instructional category are 57.12 and 62.23, respectively. The standard deviation for oral reading in the frustration category is 29.0.

For silent reading, the majority fall within the instructional level (31.50%), followed by frustration (23.40%) and independent (34.70%) levels. The mean scores for oral reading in the frustration category and silent reading in the instructional category are 57.12 and 62.23, respectively. The standard deviation for oral reading in the frustration category is 29.07, while for silent reading in the instructional category, it is 28.72. These results suggest that a significant portion of learners may require additional support and intervention to improve their reading proficiency, particularly in the areas of frustration. Moreover, the results indicate that the majority of learners may not be able to read independently without support, necessitating intervention to enhance their reading skills in both

Similar findings were cited in the assessment report of the National Assessment of Educational Progress (NAEP) in 2019, revealing that a significant number of primary grade students face challenges in reading. For example, more than a quarter of fourth-grade participants were unable to successfully answer specific information questions related to a passage they read, and over a third struggled with identifying main ideas. The 2020 NAEP findings echoed similar trends, with the average fourth-grade student in each state reading below proficiency levels.

Similarly, Lloyd (2020) found that children's difficulties in developing proficiency in the early grades can lead to severe academic difficulties throughout their schooling. Longitudinal research indicates that third-grade students reading below grade level and who have repeated a grade are at a high risk of not completing their education through 12th grade. Moreover, efforts aimed at alleviating reading difficulties for students above third grade are seldom successful (Kennedy, Birman, & Demaline, 2018). Thus, it is critical that primary-grade learners be given every opportunity and strong instructional support to develop early proficiency in reading.

The reading score for 15-year-old Filipino pupils in 2018 on the Program for International Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD) was 340, below the 147-point national average. Filipino youngsters ranked last among the 600,000 kids who took the test from 79 different nations. The Department of Education utilized this finding to support policy decisions and gain pertinent insights about student performance (DepEd).

Part III. Challenges Encountered by Parents to Facilitate Reading Activities with their Children

The table illustrates the challenges parents face in facilitating reading activities with their children, including corresponding frequencies, mean scores, standard deviations (SD), and verbal interpretations (VI). Each indicator represents a specific difficulty encountered by parents in promoting reading engagement among their children.

Overall, the grand mean score across all statements was 3.29, indicating a moderate level of agreement among parents regarding the challenges they encounter in promoting reading activities with their children. Individual statements revealed that parents generally agreed or moderately agreed with the challenges presented. These challenges include difficulties in motivating and maintaining their child's interest in reading, finding suitable reading materials, integrating technology into reading activities, and balancing encouragement for independent reading with guidance and support.

Moreover, parents expressed challenges related to their child's resistance or reluctance towards reading, sustaining long-term interest

in reading, accessing support or resources for implementing reading activities, monitoring progress, and assessing reading skills. Additionally, parents reported feeling overwhelmed by the variety of reading strategies available, lacking confidence in supporting their child's reading development, feeling stressed about balancing reading activities with other responsibilities, encountering obstacles in creating a conducive reading environment at home, and adapting reading activities to suit their child's individual needs and preferences.

Table 4. *Challenges encountered by parents to facilitate reading activities with their children*

Indicators	Frequency					Mean	SD	VI
	5	4	3	2	1			
I find it challenging to motivate my child to engage in reading activities.	48	67	77	49	7	3.40	1.09	A
I find it challenging to maintain my child's interest and engagement during reading sessions.	41	75	80	46	6	3.40	1.04	A
It is difficult for me to find suitable reading materials that interest my child.	20	96	79	45	8	3.30	0.97	MA
I struggle to find time to incorporate reading activities into my child's daily routine.	23	94	80	42	9	3.32	0.98	MA
I encounter challenges in integrating technology and digital resources into reading activities with my child.	14	103	81	39	11	3.28	0.95	MA
I struggle to strike a balance between encouraging my child to read independently and providing guidance and support.	23	93	80	39	13	3.30	1.01	MA
I face resistance or reluctance from my child when attempting to engage in reading activities.	31	84	85	39	9	3.36	1.01	MA
I find it difficult to sustain my child's interest in reading over time.	16	101	78	45	8	3.29	0.95	MA
I perceive a lack of support or resources available to help me implement reading activities with my child.	8	108	79	46	7	3.26	0.89	MA
I experience challenges in monitoring my child's progress and assessing their reading skills.	15	99	84	43	7	3.29	0.92	MA
I feel overwhelmed by the variety of reading strategies and techniques suggested for children.	12	102	80	44	10	3.25	0.94	MA
Lack confidence to support my child's reading development.	15	100	80	46	7	3.28	0.93	MA
I feel stressed about balancing my child's reading activities with other commitments and responsibilities.	13	99	80	45	11	3.23	0.96	MA
I encounter obstacles in creating a conducive environment for reading at home.	4	107	82	43	12	3.19	0.91	MA
I handle difficulty in adapting reading activities to suit my child's individual needs and preferences.	5	108	77	47	11	3.20	0.92	MA
Grand Mean						3.29	0.97	MA

Legend: 1.00 – 1.79, Strongly Disagree (SD); 1.80 – 2.59, Disagree (D); 2.60 – 3.39, Moderately Agree (MA); 3.40 – 4.19, Agree (A); 4.20 – 5.00, Strongly Agree (SA)

SD - Standard Deviation; VI - Verbal Interpretation

These findings suggest that parents perceive a range of challenges in promoting reading activities with their children, highlighting the complexity and importance of supporting parental involvement in children's reading development.

The results showed that many respondents found it difficult to persuade their kids to participate in reading comprehension and vocabulary lessons. This data underscored the struggles many parents faced in encouraging their children to enhance their reading comprehension abilities. This outcome resonated with the findings of Villiger (2020), confirming that parents indeed encountered obstacles or difficulties in assisting their children with reading and enhancing their comprehension skills. According to these parents, aiding their children with various comprehension development tasks, particularly when dealing with material containing words with complex consonant sounds, proved to be particularly challenging.

The findings regarding obstacles indicated that parents faced only mild challenges in supporting the development of their children's reading skills, despite the overall description of the grand mean as moderately agree. This aspect of the research suggests that parents were relatively successful in assisting their children with their reading skills with relatively few challenges. In Sahin's (2019) study, there were instances where parents showed minimal concern about actively engaging their children in reading. Instead, parents endeavored to create an environment conducive to learning for their children, demonstrating a willingness to make sacrifices on their behalf. In their efforts to facilitate their children's learning, parents exerted their best efforts to fulfill their roles.

Part IV. Significant Relationship between Parental Involvement and Reading Achievement

Table 4 illustrates that the relationship between parental involvement and learners' reading achievement is statistically significant ($p = .000 < 0.05$). The presence of this significant relationship indicates that parental involvement is associated with the reading achievement of the learners. The positive correlation coefficient ($r = .824$) suggests a direct proportionality between parental involvement and learners' reading achievement, implying that as parental involvement increases, so does the learners' reading achievement.

Given the observed significant correlation, the null hypothesis (H_0) is rejected, confirming a significant relationship between parental



involvement and reading achievement.

Table 5. *Statistical table showing the relationship between parental involvements and reading achievement of the learners*

		Correlations			
		Involvement	Reading Achievement	Interpretation	Decision
Involvement	Pearson Correlation (r)	1	.824**		
	p-value		.000		
	N	248	248		
Reading Achievement	Pearson Correlation (r)	.824**	1	Significant	Reject Ho
	p-value	.000			
	N	248	248		

***. Correlation is significant at the 0.01 level (2-tailed)*

In accordance with Iroegbu (2020), children whose parents were highly involved in developing their reading skills exhibited higher levels of reading proficiency compared to those whose parents demonstrated moderate or low involvement. The study underscores the substantial impact of parental engagement on children's reading development and learning across various domains. When parents actively promote their children's reading skills, children are more likely to excel in comprehension.

Similarly, McMahon's (2010) research supports this notion, suggesting that children greatly benefit from robust parental support. The study emphasizes the critical role of two primary components—tutoring and home reading—in fostering an effective environment for reading development, particularly for children at risk of lagging behind in reading. This underscores the pivotal role parents play in their children's reading education.

Part V. Proposed Intervention Program to Intensify the Involvement of Parents in Reading Literacy

To effectively prepare the conduct of implementation program, an intervention program must be formulated based on the study's findings. In response to this, a "Reading Together" program is proposed. The proposed program is meaningful to parents and students alike, acting as a spur for both academic achievement and holistic development. Moreover, it acknowledges the strong correlation between parental participation and students' reading achievement.

It seeks to encourage parental involvement and family learning at home by encouraging shared reading experiences within the family. Through leading group reading sessions at home, parents can take an active role in directing their children's educational journeys and function as mentors and role models. This reading program empowers families to read together, fostering a love for learning, strengthening family bonds, and laying the foundation for lifelong success and fulfillment. This program is made up of a number of sessions designed to assist parents in becoming actively involved in fostering their children's literacy abilities and lifetime love of reading.

Conclusion

Collaborative efforts involving parents, educators, and community stakeholders are necessary to create a supportive environment for children's reading development and improve overall literacy outcomes. Addressing parental challenges such as motivation, time management, and access to suitable resources is crucial to enhancing parental involvement in reading activities. Schools should implement targeted interventions to improve oral reading proficiency among students experiencing frustration, thereby promoting more equitable literacy outcomes. Strong partnerships between schools and families are essential to effectively support children's literacy development. Providing parents with adequate support and resources can help them overcome challenges and enhance their involvement in reading programs, ultimately leading to improved student literacy outcomes.

Based on the findings and conclusions presented, several recommendations are suggested. Firstly, it is crucial to foster a robust partnership between the school and parents to encourage active parental engagement in their children's reading development. Parents should closely collaborate with their children's teachers to improve their reading skills, focusing on word recognition, reading speed, and comprehension. Facilitating regular communication between parents and teachers to exchange insights on the child's reading progress and strategies for improvement is essential. Strengthening bonds between parents and the school will require proactive leadership from the school to enhance students' reading abilities. Implementing seminar workshops to effectively develop students' reading skills, with the inclusion of parents in the planning process, is necessary. Ensuring parental involvement initiatives are inclusive and considerate of diverse family backgrounds, languages, and schedules will provide equal opportunities for all parents to engage in their child's reading journey. Future researchers may conduct studies on the effectiveness of reading programs on learners' reading skills and the effectiveness of parental engagement on the success of reading programs implemented by schools and the DepEd.

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