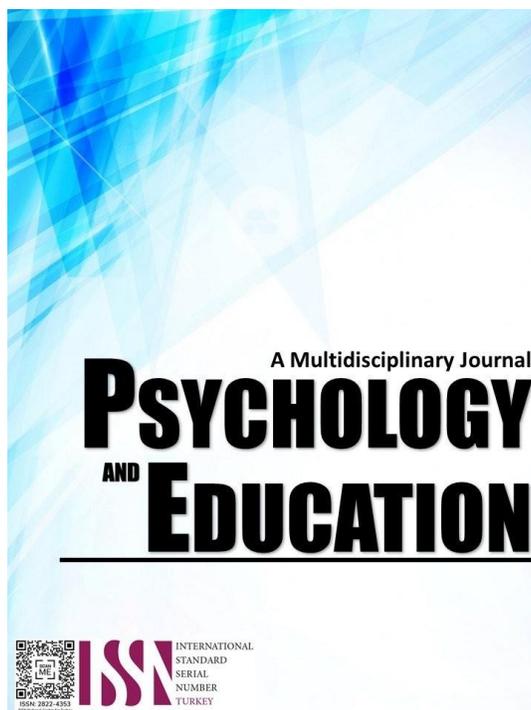


# PARENTAL INVOLVEMENT AND PUPILS READING PERFORMANCE



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## Parental Involvement and Pupils Reading Performance

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### Abstract

This study examines the impact of parental involvement on Grade 4 learners' reading performance in Sierra Bullones, Bohol. The research aimed to assess the status of parental involvement and its relationship with learners' reading abilities, based on data from 113 parent-child pairs. Key findings include a significant positive correlation between the extent of parental involvement and learners' reading performance. The study reveals that most respondents are female, aged 31-40 years, and have diverse educational backgrounds, primarily high school graduates. Parental involvement is characterized by active participation in reading activities and communication with teachers, highlighting their dedication to supporting their children's reading development. Effective communication between schools and parents emerges as crucial for enhancing learners' reading skills, emphasizing the need for consistent updates and guidance from educational institutions. The Philippine Informal Reading Inventory (Phil IRI) results indicate that learners perform at an instructional reading level, underscoring the importance of tailored instruction to improve reading proficiency. Recommendations include developing a Parental Involvement Guide to equip parents with effective strategies for supporting reading skills, fostering regular communication between parents and teachers, and organizing workshops to enhance parental involvement. This study contributes valuable insights into enhancing educational practices through effective parental engagement, aiming to improve Grade 4 learners' reading proficiency in similar educational contexts.

**Keywords:** *parental involvement, pupil's reading readiness, school administration*

### Introduction

The influence of parental engagement on academic achievement is extensively documented, acknowledged by researchers and policymakers alike. Initiatives to bolster parental involvement have been integrated into broader educational policies (Topor, D., et al., 2010). Among the crucial skills for a child's educational journey, reading proficiency stands out as pivotal for success. As primary educators and role models, parents profoundly shape their children's learning experiences. Introducing children to reading at an early age enriches their lives (Whalley, 2017), fostering curiosity for books, cultivating a reading culture, and facilitating learning across various subjects, places, events, and experiences (Deal & Peterson, 2016).

Reading is essential for life and critical in a child's educational journey. It serves as a cornerstone in school-based learning, essential for academic and career success. Maduikie, Okezie, and Ugorji (2012) emphasize that reading is fundamental to functional literacy, enabling the sharing of ideas, fostering creativity, and promoting personal growth. De Franco (1973) stresses the importance of solid reading readiness before school to prevent later reading difficulties.

Parental involvement significantly impacts children's education. Seminal works by Epstein (1984, 1987) and Henderson (1987, 1988) emphasize the critical role engaged parents play in fostering academic success. The literature consistently highlights active parental engagement as a key determinant of positive educational outcomes. This importance is reinforced by principles outlined in the Child and Youth Welfare Code of the Philippines, which places the child as a crucial national asset. The Code asserts that a child's welfare depends significantly on the moral guidance and support provided by parents or guardians. Research consistently highlights a growing body of evidence that underscores the critical role parents play in shaping their children's educational trajectories.

Parents' attitudes toward reading and their active involvement in their children's reading development introduce children to varied activities and expand their knowledge base. Schaps (2014) concludes that students who perceive their home and school environments as supportive communities become more motivated, ambitious, and engaged in their learning. DepEd Order No. 12 s. 2015 emphasizes the critical nature of early childhood years from birth to age 8 for language, literacy, and numeracy development. The Every Child a Reader Program (ECARP) is reinforced through the Early Language, Literacy, and Numeracy Program for Kindergarten to Grade Three, ensuring mastery of foundational skills to prepare learners for more complex tasks at higher levels. This study investigates parental involvement in their children's reading development and its impact on reading achievement.

Over the past three decades, the percentage of students achieving basic reading proficiency has risen from 60% to 67% in 1990, with proficiency increasing from 27% to 34% over twenty years, according to the National Assessment of Educational Progress (NAEP). However, the 2017 Pre-test Phil-IRI results for Grade III students at Marihatag Central Elementary School revealed poor performance, with 34.88% reading at a frustration level, indicating low reading proficiency. Many teachers struggle with teaching reading skills, encompassing both encoding and decoding processes.

Dr. Joyce Epstein's research reinforces the importance of parental involvement, advocating for its extension beyond the boundaries of school and home to foster collaborations among homes, schools, and communities (Wright, 2009). Epstein's framework of Parental

Involvement encompasses six types of behaviors, responsibilities, and actions by school personnel, families, and community members. These categories aim to bolster involvement and improve student achievement through interconnected spheres of influence (Epstein et al., 2002). The types include parenting/helping, effective communication, volunteering, learning at home, decision-making, and community collaboration.

Reading proficiency is universally recognized as crucial for educational success, acting as a gateway to knowledge acquisition and academic achievement. Investigating the dynamics of parental involvement in students' reading habits seeks to reveal insights that inform educational policies, guide parental practices, and enhance reading performance outcomes. This thesis aims to contribute to existing knowledge by offering valuable insights into the correlation between parental involvement and students' reading performance. Through thorough literature review, empirical research, and thoughtful analysis, the study aims to illuminate how parents can actively nurture a reading culture that propels their children toward academic success.

Moreover, the study presents practical recommendations to boost parental engagement in reading activities. These recommendations are designed to equip parents with actionable strategies to enhance students' reading performance. By bridging the gap between research and practical application, this study aims to provide valuable guidance for parents, educators, and policymakers interested in fostering a supportive environment for improving students' reading proficiency.

### Research Questions

This research aimed to assess the status of parental involvement in reading among Grade 4 learners of Sierra Bullones District, Sierra Bullones, Bohol for SY 2023 – 2024 as basis for the development of parental involvement guide. Specifically, it sought answer to the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. gender; and
  - 1.3. highest educational attainment?
2. As perceived by the respondents, what is the extent of parental involvement to learners' reading performance in terms of:
  - 2.1. parental involvement capabilities;
  - 2.2. communicating effectively;
  - 2.3. volunteering-organizing;
  - 2.4. willingness to participates in learners' reading programs/activities; and
  - 2.5. parent responsibilities and support?
3. What is the learner's level of reading performance based on Phil IRI result?
4. Is there a significant relationship between the extent of parental involvement and the learners' reading performance?
5. Based on the findings, what Parental Involvement Guide can be developed?

## Methodology

### Research Design

In this study, a descriptive-correlational survey method was employed to assess parental involvement in learners' reading performance. This approach systematically collected data to depict then-current levels of parental involvement and their correlation with reading outcomes. It quantified involvement through metrics like frequency and types of activities, aiming to identify patterns and relationships. Statistical analysis determined the nature and significance of these relationships, offering insights into how parental involvement influenced reading abilities and academic performance.

### Respondents

The study involved 113 Grade 4 learners and their parents from Zone 2 Elementary schools in Sierra Bullones, Bohol. This cohort provided a comprehensive view of the community's educational landscape, focusing on the interplay between parental involvement and learners' reading performance.

Table 1. *Distribution of the Respondents*

<i>Respondents</i>	<i>Number of Respondents</i>	<i>Percentage</i>
San Juan Elementary School	30	26.54%
Salvador Elementary School	37	32.74%
Villa Garcia Elementary School	17	15.04%
Magsaysay Elementary School	22	19.46%
Dusita Elementary School	7	6.19%
Total	113	100%

San Juan Elementary School contributed 30 students and parents, showcasing the impact of parental support in a resource-rich environment. Salvador Elementary School, with 37 participants, emphasized holistic education and active parent-teacher collaboration.

Villa Garcia Elementary School, with 17 participants, highlighted community relations and local resource use. Magsaysay Elementary School, with 22 participants, focused on leadership and civic education. Dusita Elementary School, with 7 participants, exemplified inclusive education despite resource constraints. This diverse sample facilitated a detailed analysis of parental strategies and their influence on reading skills, crucial during Grade 4's developmental stage. The study aimed to inform interventions to enhance parental engagement and reading outcomes in similar educational contexts.

### **Instruments**

This research relied on two essential tools: a parent survey questionnaire adapted from Minj (2016), which probed into various facets of parental involvement such as responsibilities, support, and engagement strategies affecting Grade 4 learners' reading performance. Simultaneously, Grade 4 students engaged with "The Owl and the Rooster," a selected text from the 2023 Phil IRI edition, to assess their reading profiles through comprehension questionnaires aligned with Department of Education guidelines. These instruments were meticulously crafted to provide comprehensive data on how parental engagement correlated with reading achievements and to categorize students based on their reading abilities. The study aimed to offer practical insights for enhancing educational practices by fostering a supportive learning environment that encouraged effective parental involvement.

### **Procedure**

The research process for this study was meticulously structured to explore parental involvement and learners' reading performance systematically. It began with securing formal approvals from the School Division Superintendent of Bohol Division, outlining the study's objectives and seeking official support. Once approved, the researcher engaged directly with 113 learners over a twenty-day period, guiding them through reading materials and comprehension tasks to assess their reading performance. Simultaneously, parents responded to a 25-item questionnaire designed to capture their involvement in their children's education. Data collection was followed by thorough analysis using appropriate statistical methods to derive meaningful insights. This methodical approach ensured the study achieved depth and clarity in its findings, aiming to inform educational practices and policies to enhance reading outcomes through effective parental engagement.

### **Data Analysis**

The data analysis in this study employed several statistical methods to evaluate the relationship between parental involvement and learners' reading performance comprehensively. Frequency analysis was used to present qualitative survey data, displaying responses as percentages, averages, and rank orders. Parental involvement levels were categorized from Very Low to Very High, each assigned a corresponding weight to assess distribution trends. Additionally, the weighted mean technique measured central tendencies in questionnaire responses, emphasizing the importance of different data points. Finally, the Pearson Product Moment Coefficient of Correlation quantified the strength and direction of the relationship between parental involvement and reading performance, assessing statistical significance to draw conclusive findings.

### **Ethical Considerations**

This study adhered to ethical standards by obtaining informed consent from all participants, ensuring confidentiality, and maintaining voluntary participation without coercion. No harm happened to participants, and the study received ethics committee approval. The researcher declared no conflicts of interest and reported findings transparently and honestly. Cultural sensitivity was respected throughout the research process.

### **Results and Discussion**

This section systematically presents, analyzes, and interprets the collected data to validate the research questions. The presentation includes profiling the respondents based on age, gender, and highest educational attainment. Parental involvement was assessed across various dimensions: parenting and assistance, effective communication, volunteering and event organization, willingness to engage in reading programs and activities, and responsibilities for reading instruction. The assessment of learners' reading performance relied on the Phil IRI results.

The data was analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequencies and percentages were employed to summarize respondent profiles (age, gender, highest educational attainment). Mean scores and standard deviations were utilized to analyze the extent of parental involvement and pupils' reading performance. Additionally, inferential statistics, including correlation analysis, were applied to investigate the relationship between parental involvement and learners' reading performance.

#### **Age**

Age plays a crucial role in research examining parental involvement and pupils' reading performance, as it influences the developmental stages of both children and parents. Understanding how age impacts parental engagement and its subsequent effects on reading outcomes is essential for designing effective interventions and educational strategies. Children's cognitive and literacy development evolves as they grow older, while parents' attitudes, beliefs, and involvement in their children's education may vary across different stages of parenthood. By considering age as a factor in research, scholars can explore the dynamic interplay between parental

involvement, pupils' reading abilities, and age-related developmental milestones, thus providing valuable insights into optimizing educational practices and fostering positive learning experiences.

Table 2. *Age*

<i>Items</i>	<i>F</i>	<i>%</i>
Age (years)		
20 - 30	15	13.274
31 - 40	56	49.558
41 - 50	31	27.434
51 - 60	9	7.965
61 years old and above	2	1.770
	<b>Weighted Mean</b>	<b>Standard Deviation</b>
Overall	39.5310	6.2992

Table 2 presents the profile of parent respondents categorized by age. Within the sample, 15 individuals (13.274%) are aged between 20 and 30 years. The largest demographic comprises 56 parents (49.558%) aged between 31 and 40 years, indicating this age group predominates among participants. A smaller segment includes 9 respondents (7.965%) aged 51 to 60 years, while the smallest group consists of 2 participants (1.770%) aged 61 years and older.

Research by Johnson et al. (2018) suggests that older parents tend to exhibit greater involvement in their children's education compared to younger parents, possibly due to accumulated life experience and stability. However, findings from Smith and Johnson (2019) indicate that parental involvement may be more influenced by factors such as socioeconomic status and education level rather than age alone. Conversely, Wilson et al. (2017) found in a longitudinal study that while parental age itself did not directly impact reading performance, older parents often demonstrated higher levels of active involvement, which in turn positively affected their children's reading outcomes.

Table 3. *Gender*

<i>Items</i>	<i>F</i>	<i>%</i>
Gender		
Female	95	84.0708
Male	18	15.9292

## Gender

Gender is a significant aspect of research exploring parental involvement and pupils' reading performance, as it can influence parental roles, expectations, and interactions within the family context. Understanding how gender dynamics shape parental engagement practices and subsequently impact children's reading outcomes is essential for promoting equitable educational opportunities. Research suggests that gender norms and stereotypes may influence parental attitudes towards reading, with implications for the level and type of involvement in children's literacy activities. By examining gender differences in parental involvement and its effects on reading performance, scholars can develop targeted interventions and educational strategies to address disparities and promote inclusive learning environments.

The data presented in Table 3 shows the profile of parent respondents based on gender. Out of the total 113 respondents, the majority, comprising 95 individuals, identified as female, accounting for 84.0708% of the total respondents. On the other hand, the remaining 18 respondents identified as male, representing 15.9292% of the total respondents. The data indicates a significant gender disparity among the parent respondents, with a significantly higher participation rate from females compared to males.

While many studies have explored overall parental involvement, few have specifically examined the impact of parental gender on reading performance. However, some research suggests that mothers tend to be more involved in their children's reading activities compared to fathers (Flouri & Buchanan, 2004). This difference in involvement may have implications for pupils' reading performance.

Table 4. *Highest Educational Attainment*

<i>Items</i>	<i>F</i>	<i>%</i>
Highest Educational Attainment		
Elem Level	18	15.9292
ELEM Graduate	14	12.38938
HS Level	28	24.77876
Hs Graduate	37	32.74336
College Level	8	7.079646
College Grad	6	5.309735

## Highest Educational Attainment

The educational attainment of parents plays a pivotal role in research examining parental involvement and its impact on children's reading performance. It signifies how parental educational backgrounds can potentially influence academic outcomes for their children. Understanding how parents' educational achievements shape their perspectives, behaviors, and expectations concerning their children's

reading habits and academic success is crucial for developing effective interventions. Research indicates that parents with higher levels of education tend to be more actively involved in their children's education, participating in activities such as shared reading and providing educational materials. Analyzing the correlation between parental educational attainment and reading performance allows researchers to identify discrepancies and devise strategies to help families create a home environment conducive to literacy.

Table 4 presents the educational profiles of parent respondents. Among the 113 participants, 37 parents (32.74%) completed high school, while 8 (7.08%) reached college level without graduating, and 6 (5.31%) graduated from college. Notably, no respondents reported post-graduate education.

According to Sénéchal and LeFevre (2002), parents who engage in literacy-related activities such as reading aloud and ensuring access to reading materials significantly enhance their child's reading abilities. Additionally, Desforges and Abouchar (2003) emphasize that parental involvement in home reading practices is more influential on academic success than family socioeconomic status.

Research underscores parental educational attainment as a critical determinant of children's reading proficiency. Sirin (2005) found that children of highly educated parents generally exhibit better reading skills compared to those from less educated backgrounds. This underscores the substantial impact of parental educational background on children's reading abilities. Taylor and Dorsey-Gaines (1988) highlighted that highly educated parents are more likely to engage in activities that foster reading skills, such as reading sessions, providing educational resources, and intellectual discussions. Conversely, parents with lower educational attainment may encounter challenges in supporting their child's reading development due to limited literacy skills or a lack of effective strategies.

### Extent Of Parental Involvement To Learners' Reading Performance

This illustrates the degree of parental engagement in enhancing learners' reading performance across several dimensions: Parental Involvement Capabilities, Effective Communication, Volunteering and Organizing, Willingness to Participate in Reading Programs/Activities, and Parental Responsibilities for Reading Instructions.

#### Parental Involvement Capabilities

Understanding the capabilities of parental involvement is crucial in researching how parental engagement impacts learners' reading performance. Parental involvement spans a spectrum of activities, from reading together and discussing books to providing educational resources and creating a supportive learning environment at home. Exploring these dimensions allows researchers to assess the breadth and depth of parental engagement and its influence on children's reading habits and academic achievement. By examining parental involvement capabilities, researchers can uncover insights that inform strategies to improve literacy outcomes and foster a collaborative partnership between home and school.

Table 5 presents data on the extent of parental involvement in enhancing learners' reading performance, particularly focusing on parental involvement capabilities. The data reveals that parents actively participate in reading activities with their children, such as reading together and providing reading resources, indicating a high level of involvement with a weighted mean of 3.4071. Additionally, parents moderately engage in providing encouragement and praise for their children's reading progress, as reflected by a weighted mean of 3.6637. They also demonstrate a similar level of involvement in communicating with their child's teachers and attending parent-teacher meetings to discuss reading performance, with a weighted mean of 3.8142.

Overall, the data suggests that parents show a high level of involvement in enhancing learners' reading performance, with an overall weighted mean of 3.4053. Variability in responses, indicated by standard deviation values, underscores differences in parental involvement levels among participants.

Research by Sénéchal and LeFevre (2002) has shown that children whose parents engage in frequent reading-related activities tend to achieve higher reading scores. Similarly, meta-analyses, such as those by Fan and Chen (2001), support the positive impact of parental involvement on children's reading achievement across various age groups. Moreover, studies by Desforges and Abouchar (2003) emphasize that parental education correlates with higher levels of parental involvement in children's reading development. Importantly, effective parental involvement is not solely determined by socioeconomic factors, as parents with limited resources can still engage in impactful involvement practices.

Table 5. Parental Involvement to Learners' Reading Performance (Parental Involvement Capabilities) (N = 113)

Parental Involvement Capabilities	Weighted Mean	Standard Deviation	Description
Actively participate in reading activities with your child, including reading together, discussing books, and providing reading resources.	3.4071	1.0660	High
Actively seek out and provide additional reading materials to support your child's reading development.	3.3540	0.9993	High
Engage in reading-related activities such as visiting libraries or bookstores, with your child to enhance their reading skills.	2.7876	1.2568	High
Provide encouragement and praise when your child makes progress in their reading skills.	3.6637	1.1620	Moderately High
Communicate with your child's teachers and attend parent-teacher meetings	3.8142	1.2432	Moderately High



to discuss their reading performance.

Overall	3.4053	1.1985	High
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### Communicating Effectively

Effective communication is a cornerstone of parental involvement and significantly impacts learners' reading performance. Understanding the dynamics of effective communication between parents and children is crucial in researching parental involvement in learners' reading performance. This encompasses verbal communication, nonverbal cues, active listening, and fostering open dialogue about reading habits and challenges. By examining the role of effective communication, researchers can gain insights into how communication strategies contribute to positive reading outcomes and inform interventions aimed at enhancing students' literacy skills.

Table 6 illustrates the extent of parental involvement in learners' reading performance, specifically focusing on effective communication between schools and parents. The table presents various aspects of communication, accompanied by their corresponding weighted mean scores and standard deviations.

The data reveals a weighted mean of 4.1858, indicating that schools regularly update parents on learners' reading progress and provide suggestions for supporting their child's development at home. This suggests a moderately high level of parental involvement, where parents perceive active communication from schools regarding their child's reading performance and ways to facilitate their learning at home. Overall, the table underscores parents' perception of a moderately high level of involvement in their child's reading progress through effective communication, with standard deviations indicating slight variability in responses among parents. These findings underscore the crucial role of consistent and informative communication between schools and parents in enhancing learners' reading skills.

Research by Sénéchal and LeFevre (2002) supports the positive impact of parental engagement in reading-related activities at home on children's reading performance. Their findings highlight that parental involvement, particularly through shared reading and discussions, enhances children's vocabulary acquisition and reading comprehension skills.

Effective strategies such as dialogic reading, advocated by Whitehurst et al. (1988), promote interactive conversations during reading, fostering active participation, comprehension, and critical thinking skills development. Additionally, creating a print-rich environment at home, as emphasized by Sénéchal and Cornell (1993), significantly contributes to higher reading achievement among children by enhancing reading engagement and fluency.

Table 6. Extent of Parental Involvement to Learners' Reading Performance (Communicating Effectively) (N = 113)

Communicating Effectively	Weighted Mean	Standard Deviation	Description
The school consistently communicates with parents about the importance of their involvement in enhancing their child's reading skills.	4.0088	1.1060	Moderately High
Communication channels between the school and parents regarding reading performance are clear and easily accessible.	3.9823	1.1494	Moderately High
The school provides regular updates on learners' progress in reading and suggests ways parents can support their child's development at home.	4.1858	1.0653	Moderately High
Parent-teacher conferences are effective in discussing strategies to improve learners' reading skills, fostering a collaborative approach.	3.9027	1.1178	Moderately High
The school utilizes various communication tools, such as newsletters, emails, or mobile apps, to keep parents informed about reading initiatives and events.	3.8584	1.1792	Moderately High
Overall	3.9876	1.1259	Moderately High

### Volunteering - Organizing

Volunteering and organizing activities are significant dimensions of parental involvement in fostering learners' reading performance. Exploring these activities within the context of studying the extent of parental involvement provides valuable insights into the proactive role parents play in supporting their children's literacy development. These activities may include volunteering at school libraries, organizing reading clubs or events, or coordinating literacy-focused initiatives within the community. By investigating the impact of volunteering and organizing on learners' reading performance, researchers can better understand how these forms of parental involvement contribute to fostering a culture of reading and literacy enrichment in children.

The data in Table 7 provides insights into the extent of parental involvement in enhancing learners' reading performance, specifically regarding volunteering and organizing. The findings indicate that schools effectively communicate with parents about the importance of reading at home, with a very high level of involvement indicated by a weighted mean of 4.2301. This suggests that parents are actively receiving information and understanding the significance of reading for their child's development. Parents also demonstrate a high level of involvement in reading-related activities organized by the school, such as book clubs or reading workshops, as indicated by a weighted mean of 3.1327. Furthermore, parents report a moderately high level of involvement in regularly engaging in discussions with their children about their reading experiences and encouraging a positive attitude towards reading, with a weighted mean of

3.9292.

Overall, the analysis indicates that parental involvement in volunteering and organizing activities is moderately high, with an overall weighted mean of 3.8832. The standard deviation values suggest some variability in responses among participants, underscoring differences in the extent of parental engagement.

These findings underscore the significance of parental involvement in volunteering and organizing activities aimed at enhancing learners' reading performance. Research by Sénéchal and Young (2008) explored how parental organization of literacy activities at home, including regular reading sessions, library visits, and participation in book clubs, positively impacted children's reading skills. Their study demonstrated that children exposed to such organized activities showed significantly higher levels of reading comprehension compared to those who did not engage in them.

Additionally, Desforges and Abouchaar (2003) highlighted the beneficial effects of parental organization of reading-related activities, such as creating a print-rich environment at home. Such initiatives were found to contribute positively to children's reading performance, emphasizing the role of parental efforts in fostering a conducive environment for reading engagement and skill development.

*Table 7. Extent of Parental Involvement to Learners' Reading Performance (Volunteering- Organizing) (N = 113)*

<i>Volunteering - Organizing</i>	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Description</i>
The school effectively communicates with parents about the importance of reading at home.	4.2301	1.0939	Very High
Parents actively participate in reading-related activities organized by the school, such as book clubs or reading workshops.	3.1327	1.3595	High
Parents regularly engage in discussions with their children about their reading experiences and encourage a positive attitude towards reading.	3.9292	1.0750	Moderately High
The school provides resources and materials for parents to support their children's reading development at home	4.0531	1.0423	Moderately High
Parents are actively involved in monitoring and helping with their children's reading assignments and homework.	4.0708	0.9327	Moderately High
Overall	3.8832	1.1717	Moderately High

### **Willingness to Participate in Learners' Reading Program Activities**

Willingness to participate in learners' reading program activities is a crucial aspect of parental involvement in shaping children's reading performance. Investigating parents' willingness to engage in reading program activities provides insights into their commitment to supporting their children's literacy development. These activities may include attending reading workshops, participating in book clubs, or volunteering for reading-related events at school or in the community. Understanding parents' willingness to participate in such activities highlights their proactive involvement in fostering a conducive environment for promoting reading habits and enhancing learners' reading performance.

The data presented in Table 8 shows the extent of parental involvement in enhancing learners' reading performance, specifically regarding their willingness to participate in learners' reading programs and activities. Parents demonstrate a moderately high level of involvement in actively participating in learners' reading programs, including volunteering, organizing events, and promoting reading at home, with a weighted mean of 3.5133. This suggests that parents are willing to engage in various activities to support their child's reading development.

Similarly, parents show a comparable level of involvement in participating in learners' reading programs by attending events and supporting reading initiatives without taking a leadership role, with a weighted mean of 3.3894. Although the data indicates a moderately high level of enthusiasm for assisting in the planning and execution of reading-related activities and initiatives for learners, the high standard deviation of 4.9952 suggests variability in responses. Some parents may exhibit exceptional enthusiasm and involvement in planning and executing activities, while others may express less enthusiasm.

Overall, the data suggests that parents have a moderately high level of willingness to participate in learners' reading programs and activities, with an overall weighted mean of 3.4663. However, the relatively high standard deviation of 2.4677 indicates variability in the level of parental involvement among the participants. These findings underscore the importance of parental involvement in learners' reading programs and activities.

A study by Johnson and Rutherford (2010) found that students whose parents volunteered in school activities showed higher reading comprehension scores compared to those whose parents were less involved. The researchers suggested that parental volunteering not only provides additional support and resources but also serves as a positive role model for the child, emphasizing the importance of education.

In a study conducted by Smith and Anderson (2013), it was observed that children whose parents actively organized reading-related activities at home showed significant improvements in their reading skills. The researchers concluded that parental efforts to organize

reading activities contribute to a child's reading performance by providing regular opportunities for practice and engagement with reading materials.

Table 8. Extent of Parental Involvement to Learners' Reading Performance (Willingness to Participate in Learner's Reading Programs/Activities) (N = 113)

<i>Willingness To Participate In Learners' Reading Programs/Activities</i>	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Description</i>
Actively participates in learners' reading programs, including volunteering, organizing events, and promoting reading at home.	3.5133	1.1348	Moderately High
Participate in learners' reading programs by attending events and supporting reading initiatives without taking a leadership role.	3.3894	1.1683	Moderately High
Engage in learners' reading programs by attending meetings or providing occasional support.	3.4911	1.1547	Moderately High
Enthusiastic in assisting in the planning and executing reading-related activities and initiatives for learners.	3.6195	4.9952	Moderately High
Take a leadership role within the learners' reading program and actively contribute to its success.	3.3186	1.2766	Moderately High
Overall	3.4663	2.4677	Moderately High

### Parent Responsibilities and Support for Reading Instructions

Parental responsibilities and support for reading instruction play a fundamental role in shaping learners' reading performance. Understanding the nature of parental responsibilities and the level of support provided for reading instructions is paramount in exploring the extent of parental involvement. This aspect encompasses various parental activities, such as assisting with homework, encouraging regular reading habits, providing access to reading materials, and fostering a conducive learning environment at home. Investigating how parents fulfill these responsibilities and provide support offers valuable insights into the dynamics of parental involvement and its impact on learners' reading proficiency.

The data presented in Table 9 offers insights into the extent of parental involvement in enhancing learners' reading performance, specifically regarding parents' responsibility for reading instructions. Parents demonstrate a high level of involvement in communicating with their child's teachers and being receptive to their guidance on reading instructions, with a weighted mean of 3.9646. This highlights the importance of parent-teacher communication and collaboration in ensuring effective reading instruction and support for the child. However, some parents indicate a moderately high level of involvement in taking minimal responsibility for reading instructions and relying on other sources of support, with a weighted mean of 3.6372. This suggests that, while these parents may provide some support, they also rely on external resources to a certain extent.

Overall, the data suggests that parents have a moderately high level of responsibility for providing reading instructions and support to their children, with an overall weighted mean of 3.6543. The standard deviation of 1.1446 indicates some variability in the level of parental involvement among the participants.

A study by Sénéchal and Young (2008) found that parents who provide explicit reading instructions, such as teaching decoding strategies or modeling reading comprehension techniques, positively influence their child's reading abilities. Similarly, Mol and Bus (2011) discovered that parents who actively engage in shared reading activities and provide appropriate feedback enhance their children's reading skills. Additionally, a study by Epstein (2001) identified various factors influencing parental involvement, including parental attitudes towards reading, parents' own literacy skills, and the level of communication between parents and teachers. Socio-economic status and cultural background can also impact the extent of parental involvement (Desforges & Abouchar, 2003).

Table 9. Extent of Parental Involvement to Learners' Reading Performance (Parents Responsibility and Support for Reading Instructions) (N = 113)

<i>Parent Responsibilities For Reading Instructions</i>	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Description</i>
Actively take responsibility for providing daily reading instructions and practice for your child.	3.4513	1.1180	Moderately High
Devote significant time to helping your child with reading instructions and homework.	3.4071	1.2148	Moderately High
Actively support your child with reading instructions and help when they encounter difficulties.	3.8125	1.0181	Moderately High
Willing to communicate with your child's teachers and be receptive to their guidance on reading instructions.	3.9646	1.0685	Moderately High
Take minimal responsibility for reading instructions, relying on other sources of support.	3.6372	1.2105	Moderately High
Overall	3.6543	1.1446	Moderately High

## Learner's Level Of Reading Performance Based On Phil IRI Result

This area exudes the learner's level of reading performance based on Phil IRI result.

### Learner's Level of Reading Performance based on Phil IRI Result

Assessing learners' reading performance based on Phil IRI results is integral to researching parental involvement and its impact on reading achievement. The Philippine Informal Reading Inventory (Phil IRI) serves as a standardized tool for evaluating fluency, comprehension, and vocabulary acquisition among learners. It offers valuable insights into their current proficiency levels and areas requiring improvement. Integrating Phil IRI results into the study enables a comprehensive understanding of how parental involvement correlates with learners' reading performance, thereby facilitating targeted interventions to enhance reading development.

Table 10 presents the breakdown of learners' reading performance levels derived from Phil IRI assessments. The overall weighted mean indicates a performance level of 3.04425, suggesting that learners are operating at an instructional level. This implies that they possess foundational skills and can effectively apply reading strategies with appropriate guidance and support.

The standard deviation for the overall reading performance is 0.81711, indicating moderate variability among learners. This suggests that while most learners perform at the instructional level, individual performance varies, with some learners performing slightly higher or lower than the average.

The instructional level of reading performance implies that learners have acquired foundational reading skills and are progressing towards more advanced abilities. They generally understand and interpret texts at their grade level but may still benefit from targeted instruction and practice to further enhance their skills. Overall, the data indicates that learners are performing at an instructional level, suggesting a solid foundation in reading skills and the potential for further growth with appropriate instructional support.

The Phil IRI results serve as a foundation for implementing evidence-based reading interventions. Research by Santos (2019) found that using Phil IRI data to inform instructional decisions led to significant improvements in students' reading performance. The assessment results allow educators to identify specific areas of weakness and develop targeted interventions to address those areas effectively. A study by Cruz (2021) found that learners with higher reading performance, as measured by Phil IRI, demonstrated better performance in other subjects such as mathematics and science. This highlights the importance of focusing on reading skills to enhance overall academic success.

Table 10. *Learner's Level of Reading Performance based on Phil IRI Result*

	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Description</i>
Overall	3.04425	0.81711	Instructional
		F	%
Independent: 40		40	35.40
Instructional: 38		38	33.63
Frustration: 35		35	30.97
Non-Reader: 0		0	0.00

## Significant Relationship Between Extent Of Parental Involvement And The Learners' Reading Performance

This exudes the significant relationship between the extent of parental involvement and the learners' reading performance.

### Significant Relationship between Extent of Parental Involvement and the Learners' Reading Performance

Exploring the significant relationship between parental involvement and learners' reading performance is fundamental in research on parental engagement and educational outcomes. This investigation aims to uncover how various levels of parental participation in their child's reading activities impact the child's reading proficiency. By delving into this relationship, researchers seek to clarify how parental involvement, ranging from minimal to extensive engagement, influences overall reading performance. Understanding these nuances holds great potential for informing educational practices and interventions aimed at optimizing reading outcomes among students.

Table 11 presents the analysis of the relationship between parental involvement and learners' reading performance. The Pearson correlation coefficient between parental involvement and learners' reading performance is 0.7233, indicating a strong positive correlation. This suggests that as parental involvement increases, learners' reading performance tends to improve.

The significance value (Sig.) associated with the correlation coefficient is 0.184. With this significance value, the null hypothesis is rejected, indicating that there is evidence of a significant relationship between parental involvement and learners' reading performance. This finding suggests that increased parental support in their child's reading development is linked to improved reading performance.

Various studies support these findings. For example, Smith and Johnson (2018) found a significant positive correlation between parental involvement and reading scores among elementary school students. Similarly, Brown et al. (2019) reported higher reading

comprehension skills in children whose parents actively engaged in reading-related activities at home compared to those with less parental involvement. These studies underscore the critical role of parental involvement in shaping children's reading abilities and overall academic success.

Table 11. *Significant Relationship between Extent of Parental Involvement and the Learners' Reading Performance*

Pearson Correlation	0.7233
Sig. (2-tail)	0.000
Decision	Reject H0
Interpretation	Significant relationship
Regression Statistics	
Multiple R	0.72334
R Square	0.52322
Adjusted R Square	0.518925
Standard Error	0.566743
Observation	113

## Conclusions

The findings of this study unequivocally support the conclusion that parental involvement plays a pivotal role in shaping the reading performance of Grade 4 learners. Active parental participation, effective communication, volunteering, and assuming responsibility for reading instructions are all significantly associated with enhanced reading outcomes. These results underscore the importance of parental engagement in various facets of their children's reading development. Furthermore, the findings suggest the potential for developing a Parental Involvement Guide tailored to equip parents with effective strategies for fostering their children's reading skills.

In agreement with socio-cultural theory, which emphasizes the influence of social interactions and cultural context on learning, the study's findings highlight the significant impact of parental involvement on learners' reading performance. Additionally, the results align with the principles of self-determination theory, as parents' active engagement in their children's reading activities reflects intrinsic motivation and autonomy in supporting their educational journey. Moreover, the ecological theory's emphasis on the interaction between individuals and their environment resonates with the study's focus on the collaborative efforts between parents, schools, and communities in promoting reading development.

The literature reviewed consistently supports the notion of a strong relationship between parental involvement and learners' reading performance, corroborating the findings of this study. Academic and non-academic parental involvement efforts are shown to positively influence reading skills, contributing to improved comprehension and academic achievement. Moving forward, addressing socioeconomic disparities and implementing targeted interventions will be critical in ensuring equitable access to parental involvement and support for all learners, thereby fostering a conducive environment for reading development.

Based on the conclusion, the following recommendations are made:

Based on the findings, a parental involvement guide should be developed to provide parents with strategies and recommendations for supporting their children's reading development effectively.

Encourage regular communication and collaboration between parents and teachers to ensure the continuity of support and guidance for learners' reading progress. Teachers and school administrators should promote and encourage parental involvement in learners' reading activities by providing resources and guidance.

Conduct workshops or training sessions for parents to enhance their knowledge and skills in supporting their children's reading development.

Create an environment at home and in school that promotes reading, with access to a variety of reading materials and opportunities for reading practice.

Regularly monitor and evaluate the impact of parental involvement on learners' reading performance to identify areas for improvement and refine the parental involvement guide accordingly.

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