

Parental Involvement and Reading Performance of Pupils

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Abstract

This study focused on the extent of parental involvement and reading performance of the Grade VI pupils in Villanueva South District for the School Year 2022-2023. This study answered the following questions: the extent of parental involvement in terms of Parenting, Communication, and Learning at Home; the level of pupils' reading performance when categorized as Independent, Instructional, Frustration, and Non-reader; the relationship between parental involvement and the level of pupils' reading performance. This study used an adapted and modified 4-Point Likert questionnaire of Epstein (1993) as cited by Yuliente et al. (2018) and the components of Phil-IRI that served as the second instrument because this was the dependent variable in this study. The researcher utilized the descriptive–correlational research design to justify and realize the study's objectives. Results revealed that the pupils agreed that parents must be involved in their reading practices specifically in parenting, communication, and learning at home. Additionally, results showed that more pupils belonged to the Instructional Level of Reading Performance. The study conveyed the significant relationship between the extent of parental involvement and the reading performance of the pupils. Therefore, parents should understand that parenting, communication with the teachers, and learning at home have significant impacts on how well school-aged children read. It is recommended that the school must introduce various school programs and projects that involve the parents to foster a strong relationship between the teachers and the parents and parents and pupils.

Keywords: *Communication, Learning at Home, Parental Involvement, Parenting, Reading Performance*

1. Introduction

Reading is the process of extracting meaning from a printed page, as is generally known. The act of interpreting is what it is. Symbols taken directly from the author's thought, feeling, or experience. One of the most crucial educational activities for children is reading, and a child's relationship with reading is greatly influenced by their home life and parental involvement. Without reading, the chances for academic success would be highly difficult to achieve. That is why reading should begin at home with the parents. There is no doubt that most parents wanted the best for their children. Thus, they have significant roles and obligations to them if they wanted them to thrive in school. Parents' involvement in reading helps children read better, and this is especially true if parents spend time reading with their children. They become more inspired to learn and behave well in class.

Ribeiro et al. (2021) pointed out that parental involvement is focused on involvement at home or considered as home-based involvement, meaning parents' behavior towards school life and practicing activities related to school learning with their children at home, such as parents helping their children with homework, parents discussing schooling with their children, parental monitoring of school tasks and rule-setting, involvement with the school or considered as school-based involvement related to parents' various forms of participation in the schools' activities, or acknowledge both places for the analysis of involvement behaviors and activities such as home-school communication, like parents interacting with teachers.

Moreover, parents' involvement with reading at home was again identified by Boonk et al. (2018) as a promising form of involvement during early elementary school and reading acquisition, positively

associated with later achievement, particularly in oral language and literacy. Thus, parents should directly be involved in the reading activities of their children. They should be conscious of the significance of their involvement in their children's reading skills. When parents read aloud to their children, they are preparing them for success in reading and literacy in the classroom. Maintaining these important high-quality reading interactions with parents may be beneficial for the parent-child relationship (Canfeld et al., 2020) as well as children's engagement with reading more broadly (Reese, et al. 2022).

According to Sabol et al. (2018), providing parents with specific ways to support their children's reading may have broader benefits for parent involvement. It may also be important for parents to see a continuity between their own interactions with their child and what their child is learning at school. This consistency between home and school learning may be especially important for fostering parent-teacher relationships. Parents who feel that their child's teacher is partnering with them to inform and provide necessary information to aid in their child's reading performance tended to be more involved in their child's school activities.

The South District of Villanueva has been regularly assessing pupils to determine their reading proficiency and develop reading programs for reading routines in the classroom and reading strategies. This Oral and Silent Reading Proficiency Test through the Phil-IRI test highlights and provide specific oral reading abilities. Based on the Phil-IRI test conducted during the 2022-2023 among the schools in this district, it was found that the majority of Grade VI pupils belonged to the "Instructional" level. It is alarming and upsetting to learn that there are numerous pupils who are still quite slow in word recognition, especially when answering questions about comprehension following the oral reading of a text.

These Grade VI pupils require parental involvement and support in order to develop into successful readers, in addition to their teachers' guidance. Also, in order to stimulate and encourage these pupils to accomplish better in school, parents should help their children in their studies, particularly by providing an enabling environment at home. It is not only the role of teachers to teach reading. The parents are also required to enhance and reinforce what is being established in the classroom.

Likewise, too many pupils, however, do not receive this assistance, and as a result, they are unable to fully realize their potential as beginning readers. A lot of pupils have trouble learning to read, especially those who attend public schools. The Philippine government has implemented laws and initiatives to help Every Child A Reader Program (ECARP). In the above considerations, the researcher was inspired to conduct this study to determine the extent of parental involvement of Grade VI pupils in the schools in Villanueva South District, and its influence on their reading performance over the School Year 2022–2023.

2. Theoretical Review

This study was anchored on Vygotsky's Sociocultural Theory as cited by Cherry (2022) who believed that parents, caregivers, peers, and the culture at large are responsible for developing higher-order functions. According to Vygotsky, learning has its basis in interacting with other people. Once this has occurred, the information is then integrated on the individual level. In this present study, Epstein's parental involvement framework as cited by Salac et al. (2022) was used. These were Parenting, Communication, and Learning at Home. These provided a solid foundation for the study since, in accordance with Bendanillo, (2021), they captured parental involvement and its relationship to pupils' reading performance.

As a result, the conceptual framework for the study proposed the parameters for figuring out the relationship between parental involvement in terms of parenting, communication, and learning at home, and reading performance of pupils when classified as independent, instructional, frustration, and non-reader that is adopted from PHIL-IRI. Additionally, this study is aligned with DepEd Order No. 14 series of 2018, the Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory. The Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool is aimed to be used as a classroom-based assessment tool to measure and describe pupils' reading performance. Information gathered from the assessment can be used by teachers to design and provide appropriate reading instructions for their pupils. It

will also benefit school administrators in planning suitable reading programs or activities to enhance students' learning outcomes. The said assessment tool is administered for Grade 3 to 6 pupils in public elementary schools nationwide. This DepEd Order also supports DepEd Order No. 8 series of 2015.

3. Methodology

The researcher used the descriptive–correlational research design to conduct this study. The researcher wished to determine answers to the aforementioned problem as well as to justify and realize the study's objectives. Similarly, the relationship between the extent of parental involvement and the reading performance of Grade VI pupils in Villanueva South District. A descriptive–correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and/or direction of the relationship between two (or more) variables, Bhandari (2022).

The respondents of the study were the Grade VI pupils of the select schools of Villanueva South District. Specifically, these schools were Balacanas Elementary School, Dayawan Elementary School, Don Fernando Jacinto Elementary School, and San Martin Elementary School. The respondents were chosen using stratified random sampling through Slovin's Formula. The three (3) remaining schools of Villanueva South District were the target for validity and reliability testing of the adapted and modified survey questionnaire.

A 4-point Likert questionnaire on Parental Involvement was used as the main data-gathering instrument for the respondents in the Grade VI Level. This was an adapted and modified questionnaire from c that has undergone validity and reliability. The pupils' reading performance based on Phil-IRI served as the second instrument because this was the dependent variable in this study.

In this study, the researcher used the following statistical approach to analyze and interpret the data. For Problem 1, Mean and Standard Deviation were used to present the extent of parental involvement in the reading performance of the Grade VI pupils in Villanueva South District. Frequency, Percentage, and Ranking were utilized to present the level of reading performance of the pupils. Pearson Product Moment Correlation Coefficient was the test statistic that measures the significant relationship between the extent of parental involvement and the reading performance of Grade VI pupils in Villanueva South District, Villanueva, Misamis Oriental.

4. Results and Discussion

Table 1 displays the mean distribution of parental involvement in terms of Parenting. It reveal, that it has an overall Mean of 3.32 with SD=0.76 which is described as Strongly Agree and interpreted as Strongly Involved. This indicates that parental involvement in terms of parenting is evident. It implies that parenting is one of the most important determinants of pupils' interest in reading. When parents are involved in the reading activities of their children, they will have a positive attitude towards reading and attentiveness inside the classroom. The earlier parents become involved in their children's reading practices, there will be profound results and a long-lasting effect.

Furthermore, the indicator, *Provide my basic needs (food, clothing, and shelter)*, garnered the Highest Mean of 3.72 with SD=0.54. It means that good parenting is seen when parents can provide for the basic needs of their children. Basic parenting means meeting the basic needs of parents, including issues related to health, shelter, safety, and nutrition. It also includes all the activities done to help parents support the learning environment at home Çalışkana (2022). It implies that parents have the biggest responsibility towards their children. According to one of the pupil-respondents "*Sila Mama ug Papa nanarbaho para mahatag ang among mga panginanghanlanon sa eskwelahan*". When children's basic needs are met, it can be sure that they will also be motivated and eager to read properly and logically.

On the other hand, the indicator, *Spend time working with me on my reading skills*, got the lowest Mean of 3.08 with SD=0.87 which is described as Agree and interpreted as Involved. It means that some parents are unable to spend enough time helping their children with their home reading activities. This

occurred because some parents were too preoccupied with their work to meet their children's fundamental human needs. As what the respondent said, “*Dili na maka-assist sila mama ug papa sa amoa kay mu-duty sila sa gabi-e. Maong dili nami nila maabayan sa pagbasa*”. It implies that if parents do not devote a lot of effort to helping their children read, there is a chance that their children will perform less well in school. The results showed that parenting plays a substantial effect on how well school-aged children read. According to Bendanillo (2021), to achieve good reading performance, children need much guidance and assistance not only from their teachers but also from their parents in order to become successful readers.

Table 1*Parental involvement in terms of Parenting*

Indicators	Mean	SD	Description	Interpretation
PARENTING				
<i>My parents:</i>				
1. Provide my basic needs (food, clothing, and shelter).	3.72	0.54	Strongly Agree	Strongly Involved
2. Discuss the importance of reading in my daily living.	3.12	0.79	Agree	Involved
3. Make sure that I attend school.	3.63	0.69	Strongly Agree	Strongly Involved
4. See to it that I follow rules and regulations in school.	3.45	0.68	Strongly Agree	Strongly Involved
5. Assist me in my assignments, especially in reading and language.	3.32	0.81	Strongly Agree	Strongly Involved
6. Supervise me when I read books at home.	3.22	0.83	Agree	Involved
7. See to it that I have access to reading materials at home.	3.27	0.76	Strongly Agree	Strongly Involved
8. Check on my reading practice.	3.28	0.78	Strongly Agree	Strongly Involved
9. Spend time working with me on my reading skills.	3.08	0.87	Agree	Involved
10. Provide me with reading materials like storybooks, charts, flashcards, etc.	3.14	0.89	Agree	Involved
Overall	3.32	0.76	Strongly Agree	Strongly Involved

Note: 1.00-1.74=Strongly Disagree; 1.75-2.49=Disagree; 2.50-3.24=Agree; 3.25-4.00=Strongly Agree

Table 2 reveals the mean distribution of parental involvement in terms of Communication. It shows that the overall Mean is 3.22 with SD=0.82 and described as Agree and interpreted as Involved. It means that good communication between the parents and the teacher is clearly manifested. It implies that parents have shown support towards their children through constant communication with the teacher. It may be shown through parent-teacher conferences or even through online platforms of communication. According to Çalışkana (2022), communication occurs when effective mutual communication is established between school and family about children's education and development. Communication can take various forms such as phone calls, notes, and meetings.

Moreover, the indicator, *Communicate with my teacher about my reading performance*, got the highest Mean of 3.47 with SD=0.68 which is described as Strongly Agree and interpreted as Strongly Involved. It means that parents are showing great interest in the reading progress of their children. It implies that parents and teachers would benefit from regular communication, which would improve the children's reading abilities. According to Stamatis et al. (2021), communication creates a sense of security in pupils, improving their learning skills and conduct. As one of the pupil-respondents said “*Ganahan ko kay permi mu-attend og meeting si Mama if magpatawag si teacher. Iyaha dayun pangutan-on si teacher unsay akong performance sa eskwelahan*”. It signifies that effective communication between teachers and parents clearly benefited our pupils and improve their reading skills.

Table 2*Parental involvement in terms of Communication*

Indicators	Mean	SD	Description	Interpretation
COMMUNICATION				
My parents:				
1. Meet my teacher in school during a parent-teacher conference.	3.28	0.78	Strongly Agree	Strongly Involved
2. Read the letter given by the teacher about our reading progress report.	3.21	0.82	Agree	Involved
3. Communicate with my teacher about my reading performance.	3.47	0.68	Strongly Agree	Strongly Involved
4. Receive information regarding my reading performance through chats and texts.	2.97	0.88	Agree	Involved
5. Talk to my teacher about my reading progress.	3.32	0.83	Strongly Agree	Strongly Involved
6. Know my class schedule.	3.32	0.84	Strongly Agree	Strongly Involved
7. Talk to my teacher about my daily reading routine or practice.	3.12	0.81	Agree	Involved
8. Participate in parent and family activities in the classroom like reading sessions and all other activities.	3.27	0.84	Strongly Agree	Involved
9. Cooperate in planning school activities related to reading.	3.22	0.84	Agree	Involved
10. Spend time reading updates on the school's official Facebook page.	3.02	0.95	Agree	Involved
Overall	3.22	0.82	Agree	Involved

Note: 1.00-1.74=Strongly Disagree; 1.75-2.49=Disagree; 2.50-3.24=Agree; 3.25-4.00=Strongly Agree

On the other hand, the indicator, *Receive information regarding my reading performance through chats and texts*, has the lowest Mean of 2.97 with SD=0.88 which is described as Agree and interpreted as Involved. It means that some parents do not have gadgets like cell phones or laptops to communicate with the teacher. One pupil-respondent said “*Wala may touch screen cellphone si Mama, teacher. Dili pud siya kabalo mugamit sa facebook messenger*”. It implies that parents preferred to receive the information through a written or printed letter given by the teacher. On the other way, they also prefer to visit the school and talk personally to the teacher on what is the performance of their children, especially in reading. Communication between teachers and parents may be done through the form of conferences/meetings, telephoning, writing notes, and face-to-face dialogue (Kaptich et al. 2018).

Table 3*Parental involvement in terms of Learning at Home*

Indicators	Mean	SD	Description	Interpretation
LEARNING AT HOME				
At home, my parents:				
1. Join me while reading short stories in textbooks.	3.12	0.85	Agree	Involved
2. Talk with me about the reading activities I did inside the classroom.	3.22	0.84	Agree	Involved
3. Read aloud to me stories and then ask me questions.	3.11	0.83	Agree	Involved
4. Help me how to read and understand what I am reading.	3.39	0.80	Strongly Agree	Strongly Involved
5. Read books and hold a discussion about the text we are reading.	3.27	0.77	Strongly Agree	Strongly Involved
6. Encourage me to read at least one story every night.	3.08	0.92	Agree	Involved
7. Prepare my reading materials for our home reading session.	3.16	0.84	Agree	Involved
8. Practice me to use at least a word from a book and use it in a simple sentence.	3.35	0.84	Strongly Agree	Strongly Involved
9. Motivate me to retell the story I have read every night.	3.19	0.84	Agree	Involved
10. Spend time to read beside me.	3.10	0.96	Agree	Involved
Overall	3.19	0.84	Agree	Involved

Note: 1.00-1.74=Strongly Disagree; 1.75-2.49=Disagree; 2.50-3.24=Agree; 3.25-4.00=Strongly Agree

Table 3 presents parental involvement in terms of Learning at Home. It has an overall Mean of 3.19 with SD=0.84 which is described as Agree and interpreted as Involved. It means that teaching children to read at home with their parents has a good impact on their reading ability. It suggests that children become motivated and confident in their abilities to read not just at home but also at school when parents help, remain by, and provide the materials they need for reading. Learning at Home includes all activities for helping the child with homework or other lesson-related tasks. Parents can talk to their children about school at home, help them with homework, and help them develop the necessary skills (Caliskana ,2022).

In addition, the indicator, *Help me how to read and understand what I am reading*, garnered the highest Mean of 3.39 with SD=0.80 which described as Strongly Agree and interpreted as Strongly Involved. It shows that the parents developed the ability to mentor and support their children's reading at home. Parents take great care to make sure their children understand the material they are reading. One of the respondents said "*Pag naa ko dili masabtan sa akong ginabasa nga story, mudool dayun ko kay Mama ug Papa para ipasabot sa akua unsa ang meaning atong mga words or phrase nga lisod*". It implies that children's reading and comprehension skills are not only the responsibility of the teacher but also of the parents. The pupils' reading ability can be greatly improved by spending time at home teaching their children to read and comprehend what they are reading. According to Boonk et al. (2018), parents' involvement with reading at home was a promising form of involvement during early elementary school and reading acquisition, positively associated with later achievement, particularly in oral and language and literacy.

On the other hand, the indicator, *Encourage me to read at least one story every night*, got the lowest Mean of 3.08 with SD=0.92 which is described as Agree and interpreted as Involved. It means that some of the parents have not practiced the skill of letting their children read at least one story at night. It implies that parents do not have much orientation on its importance and how will it help widened children's vocabulary. Other pupil-respondents said "*Wala man mi story books sa balay, Teacher. Busy napud si Mama sa gabie maq-atiman sa among panihapon*". According to Advisor (2022), **reading before their bedtime** is one of the best times to wind down while also allowing them to gain new knowledge and information. Thus, children whose parents encouraged them to read at least one story at night most likely progress and perform well at school.

Table 4

Overall extent of Parental Involvement

Variables	Mean	SD	Description	Interpretation
Parenting	3.32	0.76	Strongly Agree	Strongly Involved
Communication	3.22	0.82	Agree	Involved
Learning at Home	3.19	0.84	Agree	Involved
Overall	3.24	0.80	Agree	Involved

Note: 1.00-1.74=Strongly Disagree; 1.75-2.49=Disagree; 2.50-3.24=Agree; 3.25-4.00=Strongly Agree

Table 4 reveals the overall extent of parental involvement in terms of Parenting, Communication, and Learning at Home with an overall Mean of 3.24 with SD=0.80 which described as Agree and interpreted as Involved. It means that parents are involved in the reading activities of their children. It suggests that parental involvement has a big impact on how well the pupils read.

Based on the table above, parenting has the Highest Mean of 3.32 which is described as Strongly Agree and with SD=0.76 which is interpreted as Strongly Involved. This means that parenting greatly affects the pupils' reading performance. This implies that a child's ability to read is greatly influenced by their parents' parenting. It is fundamental for their children to advance in all areas of their life, not only in reading. Parents should help their children in their studies, especially by creating a supportive environment at home, to inspire and encourage them to perform better in school. Bendanillo, 2021 cited that given the importance of support from home in helping children develop essential language and early literacy experiences, parental involvement has been widely supported to be an effective strategy in increasing academic growth.

However, Learning at Home which has the lowest Mean of 3.19 with SD=0.84 described and interpreted as Agree and Involved respectively does not affect the positive effect of parental involvement on pupils' reading performance. This implies that with the assistance of their parents and the provision of reading resources that will meet their needs, Learning at Home continues to ensure the notion that it will in some way assist our pupils in improving their reading skills. Teachers can plan activities to enable parent-involved reading at home and school and organize home visits, and parents can be encouraged to take part in committees such as school-parent unions Caliskana (2022). Teachers are essential in helping children with their home study. So, in order to facilitate such learning, parents and teachers must work together to develop activities that may be done at home. The other research study by Sabol et al., 2018, providing parents with specific ways to support their children's learning may have broader benefits for parental involvement. Thus, parents are more eager to help with their children's education when teachers believed that it will improve pupils' reading abilities.

Table 5*Reading Performance Level of Grade VI pupils*

Reading Performance Level	Frequency	Percentage
Independent	45	25%
Instructional	92	51%
Frustration	42	24%
Total	179	100%

Table 5 shows the frequency and percentage distribution of the level of pupils' reading performance. Results reveals that 92 or 51% of pupils belonged to the Instructional Level. This means that Grade VI pupils of Villanueva South District were instructional readers rather than Independent Readers because only 45 or 25% were at the independent level. This implies that some pupils were still in the third level of their reading skills where they benefit from instruction. Pupils at this level best learn and read when there is assistance and supervision from their teachers. Thus, teachers and parents needed to work together in order to move these pupils to the highest level of reading skills. Where they could read and comprehend well the text and respond to it effectively.

On the other hand, the lowest frequency of 42 or 24% denoted pupils who were in the Frustration Level. This means that there were still Grade VI pupils who were frustrated readers. It is alarming and frustrating since they are now graduating pupils and it is expected of them that they can read and comprehend well. It implies that to get the highest reading results, teachers should offer more reading materials and employ efficient reading techniques. The best way to help the pupils' reading skills develop was demonstrated to be constant communication between parents and teachers.

Table 6*The Relationship between Parental Involvement and Reading Performance Level of Grade VI Pupils*

Parental Involvement	Reading Performance			
	<i>r value</i>	<i>p value</i>	<i>Decision</i>	<i>Interpretation</i>
Parenting	0.36	0.00	Moderate Positive Correlation	Significant Relationship
Communication	0.30	0.00	Moderate Positive Correlation	Significant Relationship
Learning at Home	0.60	0.00	Strong Positive Correlation	Significant Relationship

Table 6 shows Pearson's Correlation Test between parental involvement and pupils' reading performance. The test reveals a moderate positive correlation for both parenting and communication with 0.36 and 0.30 r values respectively, while a strong positive correlation has shown in learning at home with a 0.60 r value. This also means that if the pupils' reading performance increases all three independent variables also increase and the same also if one of the variables decreases the other one also decreases. This implies that parent involvement in their children's school activities has a favorable impact on the reading performance of the pupils. Parent-child reading time was intended to improve the participation of the family at both home and school. Table 6 took the analysis at the independent variable level by looking at the correlation test holding

the dependent variable constant at a time. As can be gleaned from the same table parenting ($r = 0.36$ or 36%), communication ($r = 0.30$ or 30%), and learning at home ($r = 0.60$ or 60%) are significant at 0.05. Hence, these three variables have a significant relationship with the reading performance level of Grade VI pupils. In summary, the analysis yielded that the hypothesis test is rejected. With the following findings, a positive linear relationship exists between the variables. Recent studies show that parents' involvement in their children's early learning can lead to better reading, understanding, and language skills (Gilbert, 2017). Bendanillo (2021) cited that there is a positive effect on pupils' literacy development resulting from parent involvement. Therefore, this present study indicates that there is a significant relationship between parental involvement and the reading performance of pupils.

5. Conclusions and Recommendations

The following conclusions were drawn considering the findings of this study:

1. Parenting plays a substantial effect in how well school-aged children read. Children best learned when they were well-supported, provided with resources they needed in reading, and offered an environment that is learning friendly. When children have all their basic needs met, including those related to their studies, they may develop more favorably and do better in school.

2. Most of the Grade VI Pupils of Villanueva South District were at Instructional Level. Pupils at this level mostly benefit from the supervision and assistance of their teachers.

3. Pupils' Reading Performance is associated with Parental Involvement. Therefore, the analysis yielded that the hypothesis test was rejected. A positive linear relationship exists between the variables.

Based on the findings and conclusions of the study, the following recommendations are hereby may:

1. The school should conduct training and workshops to educate parents and families about school activities and practices, for them to be guided in enhancing their children's academic interests specifically in reading.

2. School administrators may encourage teachers and parents to work together to develop a strategic plan that will improve pupils' reading performance. This may be taken during School Parent Teacher Association meetings. Parent-Teacher Collaboration might one way to raise pupils' reading performance so that they could properly respond to the content and read comprehensively.

3. Parents should know that instilling a positive reading attitude in children should continue, especially when they are at home. They need to remember that by getting involved in school, they help their children grow and develop as individuals.

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