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Research Article

A Study on The Relationship between Parental Involvement and Reading Performance of Grade VI Students in Pajo Elementary School

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ABSTRACT

This study looks into the relationship between parental involvement and reading performance of Grade VI students in Pajo Elementary School, Tarangan, Samar. Specifically, it aimed to identify the reading proficiency of students in Grade VI at Pajo Elementary School in general and grouped in terms of: a) frustration b) Instructional and c) Independent; determine how do parents view parental involvement practices in relation to their child's reading performance; and to know if there is a significant correlation between parents' involvement practices and their children's reading ability. Descriptive and quasi-experimental design were employed in the study. Numerical and non-numerical data were gathered from both the student-respondents and parents-respondents. Interview guide was employed for the focus group discussion with the parents.

Keywords: Parental Involvement, Reading Proficiency, Grade VI Students

Introduction

Reading is a fundamental skill that underpins academic success and lifelong learning. It is a complex process that involves both decoding texts and comprehending their meaning (DepEd Memorandum No. 173, s. 2019). Reading proficiency is part of the broader literacy continuum identified by UNESCO (updated 2024), encompassing writing and numeracy skills throughout life. A Filipino child with strong reading skills has a significantly higher chance of academic success compared to a child struggling with reading (Cayubit, 2012). While some children may require more time and different teaching approaches to master

decoding skills, the global challenge of reading proficiency is undeniable. Before the COVID-19 pandemic, 617 million children and teenagers worldwide had not reached minimum reading levels, highlighting a significant learning gap (UNESCO, updated 2024). The pandemic further exacerbated this issue, with transitions in learning platforms contributing to learning gaps in reading. In the Philippines, the Program for International Student Assessment (PISA) 2022 revealed that the country remains among the weakest in reading, lagging neighboring countries. These findings align with World Bank data on learning poverty, indicating that 90 percent of Filipino children aged 10

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struggle to read or understand simple texts. The urgency of addressing this issue is clear, with governments worldwide implementing interventions to improve reading proficiency and foster lifelong learning. In the Philippines, DepEd has launched initiatives like "Bawat Bata Bumabasa" and the Reading Progress Tool to address the need for reading fluency and independent reading. However, achieving reading success requires support from both teachers and parents. Parents play a vital role in augmenting and reinforcing what is taught in school, providing a supportive home environment, and motivating their children to excel academically. Unfortunately, many students lack this essential support, hindering their potential as emerging readers (Bendanillo, 2021). Family involvement is crucial in a child's reading development and maintaining strong parent-school and parent-student interactions at home is essential for fostering age-appropriate reading skills and improving performance across all subjects (Zhou, 2014). The impact of family involvement is demonstrably significant, as research indicates that if one child in a family struggle with reading, the odds of the next child struggling are 50 percent (Kadane, 2020). With this premise, this study investigates the relationship between parental involvement and reading performance among Grade VI students of Pajo Elementary School in Tarangnan, Samar. The study aims to develop an intervention strategy to address the gap in learners' reading performance and determine whether the strategy effectively addresses reading levels. The reading performance of Pajo Elementary School's Grade VI students is significantly lower, as evidenced by PHIL-IRI results for School Year 2021-2022, and the number of students who were frustrated increased. Further, the study aims to determine what parents' parenting practices are as they perceive them in relation to their child's reading performance.

Objectives:

This study aimed to determine relationship between parental involvement and reading performance among the Grade VI students of Pajo Elementary School in Tarangnan, Samar. Specifically, the study seeks to answer the following questions:

1. What is the reading proficiency of students in Grade VI at Pajo Elementary School in general and grouped in terms of:
 - 1.1 Frustration
 - 1.2 Instructional
 - 1.3 Independent
2. How do parents view parental involvement in relation to their child's reading performance?
3. Is there a significant correlation between parental involvement and their children's reading ability?

Methodology

This study employed a descriptive correlational research design to investigate the relationship between parental involvement and reading performance among Grade VI students at Pajo Elementary School in Tarangnan, Samar. The study aimed to develop an intervention strategy to address the gap in learners' reading performance and determine its effectiveness. The sample consisted of six Grade VI students identified as "frustrated readers" based on their performance on the Philippine Informal Reading Inventory (PHIL-IRI) assessment tool, representing a purposive sampling technique. This method was chosen to focus specifically on students who demonstrated a significant need for reading intervention. Additionally, the study included 12 parents of the six selected students, chosen using a convenience sampling technique due to their ready accessibility and willingness to participate. Data collection involved a modified PHIL-IRI assessment tool to evaluate student reading proficiency and a structured interview guide used during focus group discussions (FGDs) with parents to gather insights into their involvement in their children's reading development. Data analysis techniques included descriptive statistics to analyze student reading proficiency scores, Pearson's correlation coefficient to determine the relationship between parental involvement and reading performance, and thematic analysis to identify key themes and patterns in parental responses during the FGDs. The study adhered to ethical research guidelines, ensuring informed consent from all participants and maintaining confidentiality of their responses.

Results and Discussion

Reading Proficiency of the Respondents

To address the first objective of determining the reading proficiency of the students, the

acquired mean was interpreted using the following scale:

Table 1. The reading proficiency scale

Indicator Range	Descriptive Equivalent
100-90	Very Proficient
89-75	Proficient
74-50	Average
49-25	Poor
24-1	Very Poor

Using the above proficiency scale The majority (83%) of respondents scored within the "poor" range on the reading proficiency scale, indicating a significant struggle with vocabulary and comprehension. This aligns with the

World Bank's data on learning poverty, which highlights a widespread challenge in reading comprehension among Filipino children (World Bank, 2023), underscoring the urgent need for targeted interventions.

Perception on Parental Involvement

Table 2. The level of parental involvement scale

Indicator Range	Descriptive Equivalent
4.50-5.0	Highest Involvement
3.50-4.49	High Involvement
2.50-3.49	Moderate Involvement
1.50-2.49	Less Involvement
1.0-1.49	Least Involvement

Category	Mean Diff.	t-value	df	pvalue
Parental Involvement	-0.10	-2.02 *	1469	0.02

For the second objectives, on the perception on the relationship between their parental involvement to the reading performance on their children. The survey showed that parental involvement is derived at the mean score of 2.01, revealed a low level of parental involvement in reading-related activities, with parents perceiving academic activities as primarily the responsibility of the school. This perception is likely influenced by the parents' busy schedules and financial demands, as many fathers work in fishing or farming, while mothers manage household duties. The parents expressed a lack of confidence in their own reading abilities, hindering their willingness to support their children's reading development. These findings underscore the importance of

developing strategies that not only provide parents with information about reading intervention programs but also address their concerns about time constraints and their own reading abilities.

The focus group discussions (FGDs) provided further insights into parental perceptions. Parents expressed that they perceived academic activities to be solely the responsibility of the school, citing their own busy schedules and limited academic background as barriers to involvement. This aligns with research that suggests a lack of parental confidence in their ability to support their children's learning can act as a significant barrier to involvement (Bendanillo, 2021).

Relationship between parental involvement and reading performance

The results of the correlation analysis, with a p-value of 0.02, indicate a significant relationship between parental involvement and reading performance, supporting the hypothesis that parental involvement plays a crucial role in student reading success suggests a significant relationship between parental involvement and reading performance at a significance level of 0.05. This finding aligns with a growing body of research that emphasizes the positive impact of parental engagement on children's literacy development (e.g., Kadane, 2020; Zhou, 2014). This implies that despite parents' perception that the school has the sole responsibility for improving reading performance, their involvement is a determining factor. They are expected as well to guide their children in doing school works and they are supposed to be the one that their children can comfortable go to once they experience challenging lessons.

Innovation, Intervention, and Strategy

The proponent introduced an innovative strategy to close the gap in students' reading levels in the new normal called "*Guided Reading Instruction*." The proponent raised identified students' reading levels from *Frustration* to *Instructional* or *Independent* levels using guided reading comprehension instruction and enrichment activities. Furthermore, the researcher will conduct a Guided Reading Intervention Program with students who stand below the Frustration Level, exposing them to reading comprehension competencies and enrichment activities using a variety of short narratives as practice materials.

The researcher conducted the intervention. The program's restriction is more focused on the area's stringent health protocols. At all times during this study, all actors must wear a mask and face shield.

For pre-implementation, the researcher did the following:

- a. Ask permission from district head
- b. Prepare materials and reproduce survey tools
- c. Brief parents and students about the said innovation and study

For implementation, the researcher did the following:

- a. Travel to student houses for a home visitation
- b. Set-up a mini classroom
- c. Introduce the innovation with parent supervision

For post-implementation, the researcher did the following:

- a. Conduct the survey
- b. Create sustainability
- c. Gather documentation for accomplishment report

Ethical Issues

To ensure high ethical standards throughout this research, the researcher assured permission from authorities such as the district supervisor as well as the adviser. Certificate of voluntary participation and informed consent among participants and their parents or guardian(s) were also secured. All information and data provided, including name, were treated with confidentiality. Moreover, all related literature of this research were properly cited and acknowledged in the references section.

Conclusion and Recommendation

The findings of this study underscore the critical need for a collaborative approach to improving reading proficiency among Grade VI students at Pajo Elementary School. The study revealed a significant relationship between parental involvement and reading performance, with most students demonstrating "frustrated reader" characteristics and parents exhibiting a low level of engagement in their children's reading-related activities. This aligns with a growing body of research highlighting the importance of engaging parents as active partners in their children's reading development (Zhou, 2014; Kadane, 2020). The study's findings suggest that interventions should not only focus on classroom instruction but also on empowering parents to support their children's reading at home. This aligns with the "family literacy" framework, which emphasizes the interconnectedness of home and school environments in fostering reading skills. By addressing parental concerns about time constraints and

their own reading abilities, and by providing them with clear information about the school's intervention programs, schools can create a more supportive and collaborative learning environment that empowers students to achieve their full reading potential. Further research could explore the effectiveness of specific parental involvement strategies or examine the impact of different reading interventions.

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