

Parental Involvement and Learners' Academic Performance on the Implementation of Reading: A Basis for a Proposed Enhanced Intervention Program

Melanie Lorenzo Rubianes
University of Cagayan Valley
melanie.rubianes@ucv.edu.ph

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Abstract

This study determined the level of parental involvement and its relationship to the academic performance of Grade 2 learners in the Tuao East District for the School Year 2023-2024. Utilizing a quantitative-descriptive and correlational research design, data were gathered from 65 parents across three elementary schools using a survey questionnaire based on Epstein's framework. Findings revealed that the parent-respondents, predominantly high school graduates with blue-collar jobs and low monthly income, demonstrated a high level of involvement across all domains: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Their children exhibited a "Very Satisfactory" academic performance. Statistical

analysis using Chi-Square showed a significant relationship between certain socio-demographic profiles (occupation, income, and reading materials at home) and specific dimensions of involvement. However, no significant relationship was found between the overall level of parental involvement and the learners' academic performance. Despite facing minimal challenges, the results indicate a disconnect between the effort expended and the academic outcomes, suggesting that the quality of involvement may be more critical than its frequency. Based on these findings, an enhanced intervention program is proposed to maximize the impact of parental involvement on reading implementation and student achievement.

Keywords: *parental involvement, academic performance, reading implementation, Epstein's framework, intervention program, home learning environment*

INTRODUCTION

The foundational skill of literacy is a critical determinant of a child's academic trajectory and lifelong success. Within the complex ecosystem of a child's education, the role of the parent is universally acknowledged as paramount. Extensive research, both globally and in the Philippine context, has consistently highlighted that active parental involvement is a powerful catalyst for improving student

outcomes, particularly in early literacy development (Epstein, 2019; Cervantes & Justicia, 2021). When parents engage in their children's education—whether through reading at home, maintaining communication with teachers, or participating in school activities—they create a supportive environment that reinforces classroom learning and fosters positive attitudes toward school.

Theoretical underpinnings from Vygotsky (1978) and Bronfenbrenner (1979) emphasize that learning is a socially mediated process embedded within multiple environmental layers, with the family being the most immediate and influential system. Furthermore, Joyce L. Epstein's seminal work on school, family, and community partnerships provides a robust framework for understanding the multi-faceted nature of parental involvement, encompassing parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 2019). This comprehensive view suggests that effective involvement extends beyond helping with homework to include creating a conducive home environment and actively partnering with the school.

In the Philippines, where family ties are strong, the potential for harnessing parental support in education is significant. Studies such as those by Dulay et al. (2019) have shown the positive effects of structured parent coaching on Filipino children's literacy skills. However, the translation of this potential into consistent and effective practice is often challenged by socio-economic factors, including parents' educational attainment, occupational demands, and income levels (Kim & Cooc, 2019; Llego, 2022). While parents may be willing to support their children, the nature and effectiveness of this support can vary greatly, potentially explaining why some studies find a strong correlation between involvement and achievement, while others reveal a more complex or even non-existent relationship.

This study focuses on the Grade 2 learners in the Tuao East District, a critical period where students transition from "learning to read" to "reading to learn." Despite the presumed efforts of parents, there remains a need to empirically investigate the actual level and nature of their involvement and its direct correlation with the learners' academic performance in reading. This research seeks to fill this gap by assessing parental involvement through Epstein's lens, evaluating the learners' performance, and examining the relationship between the two. The findings of this study will serve as a crucial evidence base for formulating a targeted and enhanced intervention program designed to strengthen the home-school partnership and ultimately improve literacy outcomes for young learners.

Statement of the Problem

This study aimed to determine the level of parental involvement and the academic performance of the learners on the implementation of reading activities of Grade 2 learners in Tuao East District for the School Year 2023-2024, as a basis for a proposed enhanced intervention program.

Specifically, it sought to answer the following questions:

1. What is the socio-demographic profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Number of children
 - 1.3 Highest Educational Attainment
 - 1.4 Occupation
 - 1.5 Gross monthly income
 - 1.6 Reading materials available at home

2. What is the level of parental involvement of the respondents in terms of:
 - 2.1 Parenting
 - 2.2 Communicating
 - 2.3 Volunteering
 - 2.4 Learning at Home
 - 2.5 Decision-making
 - 2.6 Collaborating with the community
3. What is the academic performance of the learners?
4. Is there a significant relationship between the profile variables of the respondents and their level of involvement?
5. Is there a significant relationship between the respondents' level of parental involvement and their children's academic performance?
6. What are the challenges encountered by the parents?
7. What intervention program can be formulated to maximize parental involvement in school activities?

Hypotheses

This study was guided by the following hypotheses that:

- There is no significant relationship between the parents'/guardians' profile variables and their level of involvement; and
- There is no significant relationship between the parents'/guardians' level of involvement and their children's academic performance.

Scope and Delimitation

The study focused on determining the level of parental involvement among Grade 2 parents from three elementary schools in the Tuao East District: Bugnay Elementary School, Mambacag Elementary School, and Naruangan Central School, during the school year 2023-2024, specifically in the implementation of reading activities. Moreover, the study assessed the socio-demographic profile of the respondents and determined its relationship to their level of parental involvement. The study was further delimited to determine the relationship between the level of parent involvement of the respondents and the academic performance of their children.

Research Design

This study employed a quantitative-descriptive and correlational research design, as it assessed the level of parental involvement (PI) and its relationship to children's academic performance using questionnaires. The quantitative-descriptive research design was used to present data numerically, including the respondents' profile variables, academic performance, and level of parental involvement. This approach utilized a survey-type data gathering method.

Furthermore, correlational research design was used to investigate the relationship between the profile variables of parents/guardians and their level of involvement, as well as the relationship between parents'/guardians' level of involvement and their children's academic performance.

Respondents of the Study

The respondents in this study were the parents of Grade 2 learners in three schools from the Tuao East District: Bugnay Elementary School, Mambacag Elementary School, and Naruangan Central School. A total of Sixty-five parents of Grade 2 students of aforementioned schools during the academic year 2023-2024 participated in this study. To ensure a representative sample, a total enumeration approach was employed for participant selection. However, the inclusion criteria were restricted to direct parents, defined as biological or legally recognized guardians. Parents acting in loco parentis, such as aunts, uncles, or other relatives, were excluded from the study. To avoid redundancy, only one parent per learner was included in the final sample. Table 1 presents the distribution of respondents grouped by school.

Table 1. Distribution of the Respondents of the Study

Name of School	Female	Male	Total
Bugnay Elementary School	25	2	27
Mambacag Elementary School	10	5	15
Naruangan Central School	18	5	23
Total	53	12	65

Data Gathering Tool

The data gathering tool used was a set of questionnaires based on Epstein's framework for assessing the parental involvement of the parent-participants¹⁷. The questionnaire underwent an ethical review before being administered.

The questionnaire was divided into the following parts:

Part I is on the profile of the parent-respondents in terms of age, number of children, highest educational attainment, occupation, gross monthly income, and reading materials available at home.

Part II is on the level of parental involvement of the respondents based on Epstein's framework in terms of parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

Lastly, Part III is on the problems encountered by the respondents in providing parental involvement in their children's education.

Data Gathering Procedure

In the process of gaining approval for this study, the researcher first secured ethical clearance from the Institutional Review Board (IRB) by addressing the clarifications, findings, and suggestions made during the proposal defense and expedited review of the manuscript by board members. A certificate of approval to conduct the study was obtained from the Office of the Dean of the Graduate

School at School of Liberal Arts and Teacher Education, University of Cagayan Valley, confirming that the study was approved and ready to proceed.

The researcher then sought permission through a letter to conduct research in identified schools under Public Schools District Supervisor (PSDS), or District-In-Charge for Tuao East District. Additionally, permission was requested from school heads at proposed schools.

Following this, an orientation session was conducted with participants to explain the purpose of the study. Written approvals from higher authorities were presented during this session. A confidentiality agreement was formally signed between researchers and respondents. Furthermore, a Memorandum of Agreement signed by parents confirmed their willingness to participate in this activity.

Lastly, results were tabulated, recorded, and analyzed.

Statistical Tools

The study utilized the following statistical tools necessary for analyzing and interpreting the data gathered:

Frequency count and Percentage distributions were used to determine the profile of the respondents in terms of age, number of children, highest educational attainment, occupation, gross monthly income, and reading materials available at home.

Weighted Mean was used to determine the extent of parental involvement in terms of parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community and problems encountered by the respondents. Furthermore,

the extent of parental involvement was analyzed using a scale below:

Numerical Scale	Numerical Value	Descriptive Value
5	4.21-5.00	Always
4	3.41-4.20	Often
3	2.61-3.40	Sometimes
2	1.81-2.60	Rarely
1	1.00-1.80	Never

Also, weighted mean was used to describe the academic performance of the children of the respondents. Their performance was analyzed using the scale below:

Descriptor	Grading Scale	Remarks
Outstanding	90 and above	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed

Furthermore, Chi-Square was used to analyze the relationship between the parents' profile variables and the extent of their involvement and the relationship on the extent of respondents' parental involvement and their children's academic performance.

Lastly, weighted mean was used to determine the challenges encountered by the respondents regarding their parental involvement.

Summary of Findings

The findings of the study were summarized according to the statement of the problem stated in previous pages.

1. Profile of the Respondents
 - Majority of parents are aged between 30-39 years old, have 2 children, high school graduates, hold blue-collar jobs, earn less than P15,000 monthly, and have Book for Children as Reading Materials Used at Home
2. Level of Parental Involvement of the Respondents Parenting
 - Parents are active or always involving themselves in parenting
 - Communicating
 - Parents are always involving themselves in communicating with the teachers
 - Volunteering
 - Parents are always volunteering themselves in school activities
 - Learning at Home
 - Parents are always support their children's education at home Decision-making
 - Parents are always involving themselves in decision-making in school
 - Collaborating with the community
 - Parents are always collaborating among parents in the school.
3. Academic Performance of the Learners
 - The learners have a very satisfactory academic performance.
4. Correlation between the Profile Variables of the Respondents and their Level of Parental Involvement
 - There is a significant relationship on the occupation of the respondents and to their participation in decision- making in schools
 - There is a significant relationship on the gross monthly income of the respondents and to their involvement in terms of communication with the school and the teachers
 - There is a significant relationship on the respondents' materials at home and to their involvement in supporting their children learning at home
5. Correlation between the Respondents' Level of Parental Involvement to their children's academic performance.
 - There is no significant relationship between the parent's level of involvement and learners' academic achievement.
6. Challenges Encountered by the Parents

- Parents rarely encountered challenges with their involvement in parenting and communication at school. Additionally, they never faced challenges when volunteering, supporting learning at home, participating in decision-making processes, or collaborating with the community.

Conclusion

This study clarified doubts on the topic upon its completion. It confirmed that parents strongly support their children in their academic journey through various means, even in less favorable life situations. This demonstrates that parents believe education can improve their lives.

However, despite parents showing a strong commitment to supporting their children's education through various means, the lack of correlation between parental involvement and academic performance raises questions about the effectiveness of such engagement. This suggests that other factors may influence academic outcomes, necessitating further investigation into the dynamics between parental involvement and student achievement.

Recommendations

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

- Schools may develop better communication strategies to facilitate open and easier dialogue between parents and teachers, ensuring that parents feel comfortable expressing concerns and suggestions.
- Initiatives may be implemented to actively involve parents in school governance, such as workshops or forums that educate them
- on the decision-making processes of the school.
- Schools may offer resources and training for parents to help them create a more supportive home learning environment, particularly for those with lower educational attainment.
- Schools may collaborate with community organizations to create programs that engage parents and provide additional support for their children's education.
- Future studies may be conducted to explore factors influencing academic performance beyond parental involvement, including socio-economic status, school resources, and teacher effectiveness.

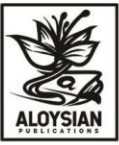
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