

Parental Engagement and Pupils' Reading Performance



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ABSTRACT: Parents' engagement in the education of their children is significant to the child's growth and development, especially in reading. This study was undertaken to identify the level of parental engagement at home and in school; to find out the level of the pupils' reading performance in English and Filipino subjects, and to find the significant relationship between parental engagement and the pupils' reading performance. The study was conducted in Villanueva South District, Division of Misamis Oriental, with one hundred forty-five (145) grade 6 pupils as actual respondents. The study employed a descriptive correlational research design, which included a quantitative approach to collecting numerical data through a questionnaire and content analysis on their reading performance via the Phil-IRI tool. It also used frequency and percentage, mean and standard deviation, as well as the Pearson Product-Moment Correlation Coefficient, or Pearson (r), to find the relationships among the variables. It revealed that parental engagement was at a moderate level with more emphasis on engagement at home. Pupils' reading performance was also at a moderate reading level with better performance in Filipino than in English. Moreover, parental engagement showed a significant relationship with reading performance. It is recommended that teachers and parents work together for better outcomes

KEYWORDS: English, Filipino, Parental Engagement, Reading Performance

I. INTRODUCTION

The engagement of parents in their children's education has a significant impact on the latter's achievement. Teachers must engage parents in ongoing discussions about their children's education as they devise strategies to meet the requirements of their pupils. The epidemic did not stop the parents from achieving this goal for the pupils' betterment. Involving parents can increase productivity for all parties and improve pupils' academic performance. It is difficult to inspire pupils to perform well in the classroom, particularly in Mathematics, if the parents are not involved at home.

The term "parental engagement" typically describes how involved parents are in their child's education at home, at school, and in the larger community. Parental engagement centers on how families can enhance their current efforts to promote their children's learning and create a positive home learning environment. It is bolstered by conversations between parents and practitioners (National Improvement Hub, 2021).

In addition, with the parents' engagement in the education of their children, they perform better in school when their parents are involved with their schoolwork compared to pupils whose parents are uninvolved. Pupils with involved parents get better grades. These effects remain in the future, even if parents become less involved as the child ages. Parents' involvement in school-based activities seems to have the greatest effect on their child's grades, but home-based parents' involvement also plays at least some role (Gonzalez-DeHass, 2019).

On the other hand, comprehension is reading's primary goal. Enhancing comprehension of what they read is essential for a child's enjoyment of reading to grow. Self-control and a strong reading habit in children may also help them advance. Reading is crucial because it allows a child to comprehend what their instructor is writing on the board. Pupils can pay attention to instructions and accurately interpret the stories or selections they read. In this way, they can improve their writing, spelling, vocabulary, and other reading skills in addition to increasing their learning output. Similarly, children's success or failure as a student may depend on their reading and comprehension skills. To succeed in all courses, they must develop reading habits and drive. A supportive family and home environment may also be better environments for accelerating their reading growth.

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In addition to pupils who find it difficult to reach early language, literacy, and numeracy norms, Briones observed that "low achievement levels" in Science, Math, and English "appear to be caused by gaps in pupils' reading comprehension." According to Briones, "This indicates that a large number of low-performing pupils are unable to read and comprehend word problems in Math and Science that are written in English." She continued, "As a result, they were unable to demonstrate their knowledge in these content areas." Moreover, the acquisition of family support is contingent upon the provision of dependable reading materials by parents and teachers, as well as the creation of a pleasant and conducive home atmosphere when everyone follows a reading schedule and considers it a desirable habit.

According to Capuno et al. (2019), reading difficulties occur when pupils are unable to acquire the fundamental abilities required to expand their knowledge. Reading proficiency can help with the development of other linguistic proficiency, including speaking, writing, and listening. Additionally, when pupils are motivated to read, they can acquire good reading skills. Hence; the researcher conducted this study to investigate the relationship between parental engagement and reading performance.

Theoretical/ Conceptual Framework

The Ecological Systems Theory by Bronfenbrenner served as the foundation for this study. This idea holds that a child develops within an ecological system, which is made up of several settings or systems that interact to shape the child into an adult. This theory's central tenet is that a child's development is greatly influenced by a variety of factors throughout their life. Bronfenbrenner postulated that a child's overall environment is composed of concentric rings, with them at the center, to demonstrate this feature of his model. The system has a greater impact on children's experiences the closer its levels are to them (Hartin, 2022).

Moreover, the family constitutes the primary element of a child's microsystem. Children learn several essential skills through their interactions with their families, including how to form relationships with people, communicate in language, and handle social situations. The way parents connect with their children has a big impact on how they grow up in the long run. Children's main source of instruction on how to develop into strong, capable, and self-sufficient adults is their family.

Similarly, Cherry (2022) emphasized that parents are crucial in promoting their children's learning and well-being, helping them navigate the school system, and speaking up for their kids and the efficiency of the educational system. Working together to support and enhance children's and teenagers' learning, development, and health is known as parental engagement in schools.

This study was also anchored on DepEd Order DO 14, s. 2018-Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory: The Department of Education (DepEd) prioritizes improving literacy. It was based on the Department's flagship initiative, the "Every Child a Reader Program," which sought to develop reading and writing skills in every Filipino child at the grade level.

The Phil-IRI is an assessment tool used in classrooms that measures and characterizes pupils' reading proficiency in oral reading, silent reading, and listening comprehension in both the English and Filipino languages. The goals of these three assessment kinds are to ascertain the learner's levels of independence, instruction, and frustration. To enhance the reading performance of the school as a whole, the Phil-IRI data will also be used as a foundation for organizing, creating, or modifying the reading instruction that instructors provide as well as any programs or activities related to reading.

The purpose of the Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool is to test and characterize pupils' reading performance in a classroom setting. Assessment results can be used to inform lesson plans and assist teachers give pupils suitable reading training. The data from the Phil-IRI assessment will assist school administrators in creating reading programs or activities that will enhance pupils' learning outcomes at the school level. The majority of programs are focused on increasing reading frequency, improving reading education, or both, and are quite similar to reading initiatives in wealthy nations. In this study, the variables are categorized into independent and dependent variables. The independent variables include parental engagement. While the dependent variable is the pupils' reading performance.

II. METHODOLOGY

The study used descriptive - correlational research design with content analysis. Katukov (2020) explained that descriptive correlation studies describe the variables and relationships that occur naturally between them. Furthermore, correlational research design is used by researchers to describe and measure the degree of association between two or more variables or sets of scores. The procedure in which subjects score on two variables is measured without manipulating any variables to determine whether there is a relationship.

The statistical tools used in the analyses of the data were the following: Mean and Standard Deviation were used for Problem 1 to determine the level of parental engagement and for Problem 2 were Frequency and Percentage for the pupils'

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reading performance. Pearson Product-Moment Correlation Coefficient was utilized for Problem 3 to find the relationship between the Independent and Dependent Variables.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of parental engagement of the parents in terms of:

- 1.1 Home Engagement and
- 1.2 School engagement?

Table 1 presents the level of parental engagement at home. It registered an overall Mean of 2.31 with SD=0.57, described as undecided and interpreted as moderately engaged. This means that the parents are engaged with the activities of their children at home but not at the highest level. This can be because nowadays both parents are already working to earn a living to support the family's needs as well as to cope with the growing prices of prime commodities that each child should have and be able to enjoy. Because of this situation, the parents tend to have less time being with their pupils as they spend it working and sometimes doing overtime. According to Lima & Kuusito (2019), the role of parents in the development of the child is undeniable. Parents must be aware of their responsibilities not just as good providers but in making sure that their children feel that they are loved and valued. This can be done by making time for them so that they will be assisted with their psychological and emotional needs as well.

Table 1: Parental Engagement at Home

| Indicators | Mean | SD | Description | Interpretation |
|--|-------------|-------------|------------------|---------------------------|
| 1. My parent spend time with me every day to follow up on my lesson. | 2.22 | 0.52 | Undecided | Moderately Engaged |
| 2. I am tutored by my parent. | 2.53 | 0.62 | Agree | Highly Engaged |
| 3. My parents prepare nutritional food for me. | 2.48 | 0.60 | Agree | Highly Engaged |
| 4. My parents regulate my television viewing and game time. | 2.28 | 0.57 | Undecided | Moderately Engaged |
| 5. My parent assisted me in doing my assigned tasks. | 2.31 | 0.59 | Undecided | Moderately Engaged |
| 6. My parents help me in doing my project. | 2.24 | 0.54 | Undecided | Moderately Engaged |
| 7. My parents regulate my time in using gadgets such as cell phones, computers, and tablets. | 2.25 | 0.54 | Undecided | Moderately Engaged |
| 8. My parents send a letter to my teacher if there is a problem/ urgent matter at home. | 2.27 | 0.57 | Undecided | Moderately Engaged |
| 9. My parents assist me in accomplishing my schoolwork and activities. | 2.26 | 0.56 | Undecided | Moderately Engaged |
| Total | 2.31 | 0.57 | Undecided | Moderately Engaged |

Note: 2.34 - 3.00 Highly Engaged 1.67 – 2.33 Moderately Engaged 1.00 – 1.66 Low Engaged

In the same table, indicator 3, *My parents prepare nutritional food for me*, has the highest Mean of 2.48 with SD=0.60, described as Agree and interpreted as Highly Engaged. This means that parents take care of their pupils seriously as they make sure that they are in good health and that they are provided with healthy and nutritious food that is essential to their growth and development. According to Stout (2021) children or pupils with good health conditions often perform well with their academics. This is because they are less prone to illness that will prevent them from being absent in attending their classes as well as free from distractions as they have more focus on their studies than feeling unwell, tired, and weak. Thus, the health condition of the pupils must always be at their utmost conditions.

Meanwhile, indicator 6, *My parents helped me in doing my project*, has the lowest Mean of 2.24 with SD=0.54, described as Undecided and interpreted as Moderately Engaged. This data implies that the pupils observed that their parents have less time to assist them in doing their projects at home. Two reasons may be inferred for this, probably, parents are late and tired in coming home due to work and maybe the nature of the project and lessons that the pupils have are way different compared to the set of lessons that the parents have before. According to Mangila (2020), pupils with great help and assistance from parents and family

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members have better performance than those who have less engaged parents. These children oftentimes feel neglected and that their efforts are not seen and appreciated by their parents making them less attentive, interested, and inspired to do and achieve better.

Table 2 shows the level of parental engagement at school. It registered an overall Mean of 2.28 with SD=0.58, described as Undecided and interpreted as Moderately Engaged. This data implies that the parents are participative with the pupils' activities at school but not at the highest level. This can be attributed to parents being busy with their work and sometimes the schedule of the school activities conflicts with the work schedule of the parents. According to Chandrakar (2022), parents must balance their time for their children whether at home or in school. Their presence alone is already impactful towards the pupils. Pupils become more confident and inspired in doing their tasks and activities relating to their academics if they feel that they are not alone and that there is someone they can lean on and ask for help.

In the same table, indicator 1, *My parents support me in my co-curricular activities such as sports in school*, has the highest Mean of 2.34 and SD=0.53, described as Agree and interpreted as Highly Engaged. This implies that the parents show full support for their children especially when they participate in sports-related activities. This is because the parents want to see their pupils participating actively in sports so that they will be busy with their free time doing sports rather than being with friends that can sometimes influence them to do bad things. According to Leander and Fabella (2020), parents and teachers may communicate with each other more often so that they will have better and updated information as to the pupils' participation in school activities. In this way, the parents can also make advance arrangements at their work if there is a need to be absent or temporarily leave their work just to be with their pupils.

Table 2: Parental Engagement at School

| Indicators | Mean | SD | Description | Interpretation |
|---|-------------|-------------|------------------|---------------------------|
| 1. My parents support me in my co-curricular activities such as sports in school. | 2.34 | 0.62 | Agree | Highly Engaged |
| 2. My parents volunteer in school activities, such as "Brigada Eskwela". | 2.27 | 0.58 | Undecided | Moderately Engaged |
| 3. My parents volunteer to become one of the classroom aides. | 2.24 | 0.55 | Undecided | Moderately Engaged |
| 4. My parents allow me to join in "Field trips." or Educational Tour. | 2.21 | 0.53 | Undecided | Moderately Engaged |
| 5. My parents get most of the information, about my progress from report cards. | 2.32 | 0.61 | Undecided | Moderately Engaged |
| 6. My parents communicate with my teacher to follow up on my class performance. | 2.38 | 0.64 | Agree | Highly Engaged |
| 7. My parents attend school meetings and PTA meetings. | 2.27 | 0.58 | Undecided | Moderately Engaged |
| 8. My parents attend parent conferences and consultations. | 2.25 | 0.57 | Undecided | Moderately Engaged |
| 9. My parents volunteer in the School-Based Feeding Program. | 2.26 | 0.58 | Undecided | Moderately Engaged |
| Overall Mean | 2.28 | 0.58 | Undecided | Moderately Engaged |

Note: 2.34 - 3.00 Highly Engaged 1.67 – 2.33 Moderately Engaged 1.00 – 1.66 Less Engaged

Meanwhile, indicator 4, *My parents allow me to join in "Field trips." or Educational Tour*, has the lowest Mean of 2.21 with SD=0.53, described as Undecided and interpreted as Moderately Engaged. This implies that although the parents allow their pupils to participate in educational tours sometimes, they are hesitant due to safety and additional expenses that may be out of their budget. Educational tours nowadays are not that well promoted and can only happen if it is out of necessity. According to Ormilla (2021), parents are keen on checking the security plan as well as the itinerary of the activities to be done by the pupils during an educational tour. Parents want that their child is safe and secure in participating in an educational tour. The purpose of such activity is not just for leisure but to let the pupils learn something that is not found inside the school premises but can be an inspiration to learn things based on real-life scenarios and situations.

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Table 3: Overall Parental Engagement

| Variable | Mean | Standard Deviation | Description | Interpretation |
|-------------------------------|-------------|--------------------|------------------|---------------------------|
| Parental Engagement at Home | 2.31 | 0.57 | Undecided | Moderately Engaged |
| Parental Engagement at School | 2.28 | 0.58 | Undecided | Moderately Engaged |
| Overall Mean | 2.30 | 0.58 | Undecided | Moderately Engaged |

Note: 2.34 - 3.00 Highly Engaged 1.67 – 2.33 Moderately Engaged 1.00 – 1.66 Less Engaged

Table 3 exposes the overall level of parental engagement. It registered an overall mean of 2.30 and SD=0.58 described as Undecided and interpreted as Moderately Engaged. This data implies that the level of engagement that parents provide for their pupils is not at the highest level. Parents are busy working and earning a living to support their family's needs. However, parents must make time for their children as they are still in their development stage where they need the guidance and assistance of their parents, and they should not feel alone and abandoned. Leander & Fabella (2020) stated that parents must be engaging in all of the pupils' activities whether it is at home or in school. Their presence creates a positive impact on the mindset of the pupils and inspires them to do and perform at their best knowing that their parents are with them in their journey and struggles. Pupils also feel that they are valued as their parents make time to see and support them despite being busy.

In the same table, the highest rated variable is *Parental Engagement at Home* with a Mean of 2.31 with SD=0.57, described as Undecided and interpreted as Moderately Engaged. This data implies that even if the parents come home late and tired from work, they still try their best to spend quality time with their family. They make sure that they follow up on their child's activities at school and check on the welfare of their children. Mangila (2020) stated that parental engagement at home can boost the morale and confidence of the pupils as they have someone to ask for assistance and clarifications knowing that they are away from their teachers and classmates. This will help them feel that they can finish the tasks and assignments accurately because they received help from their parents and loved ones.

Meanwhile, the lowest rated variable is *Parental engagement at school*. with a Mean of 2.31 and SD=0.57, described as Undecided and interpreted as Moderately Engaged. This implies that the parents try their best to attend and show support to their children as they participate in school activities. It is just that sometimes the schedule of the conduct of the school activities conflicts with their schedule at work making them absent or leaving early to avoid absences at work or deductions from their salaries. Ormilla (2021) stated that parental engagement at school is something that parents should not take for granted. It is not enough to just send the pupils to school and have their school necessities provided. Parents must let their presence be felt by the pupils since they are still learning about themselves and the things around them. They need their parents to monitor and guide them as well.

Problem 2. What is the pupils' level of reading performance for the school year 2022-2023 in terms of the subject:

- 2.1 English; and
- 2.2 Filipino?

Table 4: Pupils' Reading Performance in English

| Level of Reading Performance | Frequency | Percentage | Mean | Standard Deviation | Description | Interpretation |
|------------------------------|------------|---------------|------|--------------------|---------------|------------------------------|
| Independent | 55 | 37.93 | 2.29 | 0.61 | Instructional | Moderate Reading Performance |
| Instructional | 85 | 58.62 | | | | |
| Frustration | 5 | 3.45 | | | | |
| Total | 145 | 100.00 | | | | |

Note: 2.34 - 3.00 High Reading Performance 1.67 – 2.33 Moderate Reading Performance
1.0 – 1.66 Low Reading Performance

Table 4 exposes the pupils' reading performance in English. It registered an overall Mean of 2.29 with SD=0.61, described as instructional and interpreted as Moderate Reading Performance Level. Moreover, the majority, or 58.52% of the pupils have achieved reading performance at a moderate reading level. Meanwhile, 3.45% of the pupils are still at frustration level or low reading performance level. This data implies that the pupils need assistance or be under an intervention program so that they can have ample time to study, practice, and master the skills in reading so that they can also improve their reading performance. The

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teachers may coordinate with the parents to make follow-ups and reinforcements at home so that the activities done in school will be studied and reviewed at home.

According to De Guzman & De Vera (2018) low to poor reading performance among pupils is still present nowadays. Teachers and parents must help one another by providing assistance and guidance to pupils who are struggling with reading. Interventions, as well as extra activities, must be provided so that the pupils can have more practice and eventually learn and improve their reading capacity and performance. The English language is used in the majority of the subject areas taught in school. If pupils have low reading performance, they might suffer low performance on subjects that are taught and delivered in the English language.

Table 5: Pupils' Reading Performance in Filipino

| Level of Reading Performance | Frequency | Percentage | Mean | Standard Deviation | Description | Interpretation |
|------------------------------|------------|---------------|------|--------------------|-------------|--------------------------|
| Independent | 77 | 53.10 | 2.37 | 0.63 | Independent | High Reading Performance |
| Instructional | 64 | 44.14 | | | | |
| Frustration | 4 | 2.76 | | | | |
| Total | 145 | 100.00 | | | | |

Note: 2.34 - 3.00 High Reading Performance
1.0 - 1.66 Low Reading Performance
1.67 - 2.33 Moderate Reading Performance

Table 5 expresses the pupils' reading performance in Filipino. It registered an overall Mean of 2.37 with SD=0.63, described as Independent and interpreted as High Reading Performance Level. Moreover, the majority, or 53.10% of the pupils have achieved reading performance at independent or high reading level. Meanwhile, 2.76% of the pupils are still at a frustration level or low reading performance level. This data implies that the pupils were able to master the knowledge and skills in reading with the use of the Filipino language. However, there are still those who need assistance or are under intervention programs so that they can have ample time to study, practice, and master the skills in reading so that they can also improve their reading performance. The teachers may coordinate with the parents to make follow-ups and reinforcements at home so that the activities done in school will be studied and reviewed at home.

Idulog et al. (2023) stated that learning to read the Filipino language is much easier as it is considered the national language of the country. However, there are still challenges as the Philippines uses different dialects in the locality making the pupils confused and struggle to master their reading performance in the Filipino language. Although few subjects only are delivered and presented in Filipino language it is still a must to be mastered as it forms part of the culture and heritage.

Table 6: Overall Level of Pupils' Reading Performance

| Subject | Mean | SD | Description | Interpretation |
|----------------|-------------|-------------|----------------------|-------------------------------------|
| English | 2.29 | 0.61 | Instructional | Moderate Reading Performance |
| Filipino | 2.37 | 0.63 | Independent | High Reading Performance |
| Overall | 2.33 | 0.62 | Instructional | Moderate Reading Performance |

Note: 2.34 - 3.00 High Reading Performance
1.0 - 1.66 Low Reading Performance
1.67 - 2.33 Moderate Reading Performance

Table 6 showcases the overall pupils' reading performance. It registered an overall mean of 2.33 and SD=0.62 described as instructional and interpreted as Moderate Reading Performance. This data implies that teachers and parents should work hand in hand to ensure that the pupils will be able to improve their reading skills before they move to a much higher level of their learning or studies. The school can provide various tried and tested intervention programs that will help the learners. Moreover, the parents can also follow up with their pupil's reading activities at home for additional practice.

In the same table, the pupils have the highest reading performance in the *Filipino language* with a Mean of 2.37 and SD=0.62 described as Independent and interpreted as High Reading Performance. This implies that the pupils were able to achieve the highest reading performance in terms of Filipino language. This means that pupils can have a better understanding of subjects that are taught and delivered in the Filipino language as they can master its concepts. Idulog et al. (2023) stated that learning the Filipino language is not that easy as well as it has its own rules and characteristics that need to be studied and understood well.

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Learning the language is a must as it forms part of the country's identity and culture. If English is a must for foreigners traveling in the Philippines, then Filipino is also a must for Filipino people. It is the language where everyone of different dialects can communicate aside from using English.

Meanwhile, the pupils have the lowest reading performance in the *English language* with a Mean of 2.29 with SD=0.61 described as Undecided and interpreted as Moderate Reading Performance. This means that the pupils still need extra time and activities that will enhance their reading skills and performance in English. Parents may help their pupils appreciate the importance of English language proficiency as it is an international language and it is used in the majority of the subject areas at school. According to Librea et al. (2023) factors that lead to poor performance in reading towards English language can be attributed to a lack of reading materials and facilities and even on lack of parental engagement. Teachers must make sure that proper diagnostics are done so that an appropriate set of materials and activities will be provided to the pupils. Moreover, parents must engage themselves in helping their pupils so that they can improve their reading performance. Reading activities must be done not just in school but even at home.

Problem 3. Is there a significant relationship between parental engagement and pupils' reading performance?

Table 7: Test for Correlation on Parental Engagement and Pupils' Reading Performance

| Variable | r-value | P-value | Level of Correlation | Description | Interpretation |
|-------------------------------|---------|---------|-------------------------------|-------------|----------------|
| Parental Engagement at Home | 0.523 | 0.013 | Moderate Positive Correlation | Reject Ho | Significant |
| Parental Engagement at School | 0.538 | 0.001 | Moderate Positive Correlation | Reject Ho | Significant |

Note: Significant when computed p -value < 0.05 .

Table 7 exhibits the Test Correlation between Parental Engagement and Pupils' Reading Performance. The independent variables were the parental engagement of parents at home and in school while the dependent variable was the pupils' reading performance in Filipino and English. Data revealed that a moderate positive correlation was registered between parental engagements towards pupils' reading performance. This simply indicates that parents play a vital role in the development of the pupils. Therefore, they must find time to be with them and assist them in their educational activities. De Guzman & De Vera (2018) stated that learning and mastering the use of both languages whether written or spoken is a must for pupils, especially the Filipino people. This is because each language is of equal importance in communicating on the national level for Filipino and the international level for English. Reading is the gateway to learning and acquiring key concepts and skills. Parents and teachers must engage with each other in helping pupils achieve the highest reading performance as they prepare themselves for higher levels of learning.

For *Parental Engagement at home*, it recorded a calculated r -value of 0.523 with a computed p -value =0.013. The computed p -value is less than 0.05 level of significance. This means that a moderate positive correlation was registered between parental engagement and pupils' reading performance when parental engagement at home is taken into account. This means that parents must find ample time to help their pupils in their academic activities at home, especially in terms of reading.

Leander & Fabella (2020) stated that parents' engagement in pupils' activities especially in reading at home is crucial. The pupil become more confident and inspired to read and study if their parents are helping them and are ready to assist with their needs. Parents must engage in the activities of their pupils despite tiredness and exhaustion from work. A simple question of asking how the pupil's day was in school and what did they do while in the school can make the pupil feel valued and important.

For *Parental Engagement in school*, it registered a computed r -value of 0.538 with a computed p -value =0.001. The computed p -value is less than 0.05 level of significance. This means that a moderate positive correlation was registered between parental engagement and pupils' reading performance when parental engagement at school is taken into account. This means that parents must find ample time to let their pupils feel that they are supported in their endeavors by attending or participating in school activities.

Ormilla (2021) stated that parents' engagement in pupils' activities at school has a better impact on the pupil's morale and sense of belongingness. Pupils are proud when they see their parents behind their backs at school. They feel secure that whatever happens, they have their parents and family to support and guide them. They also feel that they are important as they know and realize that their parents sacrifice their busy schedules and work just to witness them participating in different school activities.

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Finally, the results of a moderate positive correlation between parental engagement at home and school towards the pupils' reading performance indicated that when there is an increase in parental engagement it will also mean an increase in the reading performance of the pupils. Thus, parents should be made aware of their importance to their pupils.

IV. CONCLUSIONS

Based on the findings of this study, the following conclusions are formulated:

1. Parents could have works inside or outside homes that may cause them to falter at times in attending to the needs of their children while at home or in school.
2. It is undeniable that pupils could learn to read in Filipino language, faster than reading in English language.
3. A moderate positive link was found between parental engagement and pupils' reading achievement. Thus, the null hypothesis is rejected.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that the:

1. Parents and teachers can collaborate to ensure their active involvement in school, particularly in assisting and supporting pupils in their participation in different school activities.
2. Intervention activities for reading can be conducted both at home and in school to ensure consistent learning and study in both Filipino and English subjects.
3. There is a correlation between parental participation and the reading achievement of pupils. The school administration may offer teachers and parents training sessions on a range of reading activities and other approaches to ensure that the pupils receive thorough instruction and reinforcement both at home and in school.

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