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Parental Involvement and Reading Proficiency Among Learners

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ABSTRACT: Few studies probe the mechanisms through which parental involvement, influenced by demographic variables, mediates reading proficiency. This study sought to explore the relationship between parental involvement and reading proficiency of learners. Specifically, it aimed to examine how factors such as nutritional status, parents' occupation, and educational background influence the extent to which parental involvement affected reading proficiency. A correlational with content analysis research design was used, involving 234 Grade 6 learners, selected through stratified random sampling from three chosen schools in Bugo, Division of Cagayan de Oro City. Data were gathered using a researcher-made survey questionnaire which passed the validity and reliability tests, and Philippine Informal Reading Inventory (Phil-IRI) reading materials. Results showed that majority of the learners have normal nutritional status, most of their fathers have irregular jobs and their mothers are unemployed. Most parents are high school graduates. Parental involvement is high at home and moderate in school. Most learners are independent readers. Nutritional status and fathers' work have significant difference to learners reading proficiency and parental involvement and learners' reading proficiency are not correlated. Thus, parental involvement alone does not significantly influence reading proficiency. Literacy outcomes may improve more through teacher-led strategies, research-based reading programs, and student-centered learning initiatives. Schools may focus on improving learners' nutrition and encourage family involvement, especially parents, to support reading development.

KEYWORDS: demographic profile, parental involvement, reading proficiency

I. INTRODUCTION

A large number of learners continue to struggle with basic reading skills, such as comprehension, fluency, and vocabulary. Factors contributing to these difficulties include limited access to quality reading materials, inadequate teacher training in effective reading strategies, and socio-economic challenges that affect learners' learning environment. Consequently, many learners exhibit low motivation towards reading, which further exacerbates the problem. As a result, these learners often experience setbacks in other subjects, as reading is a fundamental skill for acquiring knowledge across the curriculum. Addressing the issues in reading proficiency is critical to improving the overall quality of education and ensuring that learners are equipped with the necessary skills to succeed in their academic journey. Moreover, Philippines achieved 77th ranking out of 81 participating countries in reading proficiency in PISA 2022 from its 78th position in 2018. Factors contributing to low reading abilities include socioeconomic constraints, lack of resources, and insufficient early literacy programs (Idulog et al., 2023).

Additionally, reading proficiency is foundational for language mastery, impacting listening, speaking, and writing skills. Despite its importance, it is often neglected in educational curricula, necessitating research to identify effective reading habits and strategies for learners. Proficient reading is essential for daily life and professional success, as it enables individuals to process and comprehend complex information efficiently. This underscores the importance of fostering reading skills from an early age to ensure long-term socio-professional benefits (Boissonneau et al., 2022).

A significant body of literature emphasizes the link between parental involvement and student achievement, but few studies probe the mechanisms through which parental involvement, influenced by demographic variables, mediates reading proficiency. For instance, how do demographic characteristics influence the types of parental involvement and their effectiveness in improving reading skills. Studies often fail to differentiate the quality and consistency of involvement from its mere presence (Jeynes, 2019).

In light of the foregoing, this study sought to explore the relationship between parental involvement and reading proficiency. Specifically, it aimed to examine how factors such as nutritional status, parents' occupation, and educational background influenced the extent to which parental involvement affected reading proficiency. By investigating these relationships, the research offered insights into how demographic factors shaped the effectiveness of parental involvement in fostering reading proficiency through word recognition, paragraph reading, and story reading. The findings contributed to the development of more targeted strategies for parental involvement, taking into account the unique needs of children from diverse demographic backgrounds.

This study anchored on Maslow's Hierarchy of Needs and Family Systems Theory. Maslow's Hierarchy of Needs is a foundational psychological theory that posits individuals must fulfill basic needs before reaching higher levels of motivation and achievement. In the context of children's cognitive development, including reading proficiency, the theory provides a framework for understanding how various environmental and socio-economic factors influence learning. Research over the past few years continues to explore how physiological and psychological needs such as nutritional status, socio-economic stability, and education interact to support or hinder literacy development (Yoo et al., 2020).

According to Ahmed et al. (2022), poor nutritional status can impede brain function, leading to difficulties in concentration, memory, and problem-solving, which are essential for reading proficiency. It also highlights the impact of malnutrition and food insecurity on academic performance. For example, children experiencing food insecurity showed lower reading comprehension scores, linking inadequate nutrition with cognitive delays that affect literacy outcomes. Research demonstrates that children from higher socio-economic backgrounds, where parents typically hold stable occupations, tend to have more access to educational resources such as books, tutoring, and quiet study environments.

A study by Johnson and Smith (2021) emphasized how parental occupation in higher-income sectors correlates with increased academic resources and cognitive stimulation at home, both of which enhance reading proficiency. Conversely, lower-income occupations may limit these resources, creating stressors that reduce a child's focus on learning. Additionally, Smith and Harris (2023), parents with higher educational backgrounds and stable occupations often have the means to invest in supplementary educational materials, including books, educational games, and digital literacy tools. It indicates that children from families with higher income and education have better access to learning resources, which directly facilitated their ability to read proficiently.

Family Systems Theory, developed by Murray Bowen (1950), suggested that individuals cannot be understood in isolation but must be viewed in the context of the family system, where relationships, interactions, and communication significantly influence behavior. In terms of children's reading development, the theory emphasizes that parental involvement plays a critical role in fostering reading proficiency. This involves not only direct engagement in reading activities but also the emotional and environmental support provided by the family unit. Recent studies have increasingly focused on how these family dynamics affect children's abilities to recognize words, understand paragraphs, and interpret stories (Gottfried et al., 2020).

Moreover, parents who actively engage in reading with their children provide the emotional and cognitive support necessary for developing word recognition. A study by found that when parents participate in reading activities with their children, offering praise and reinforcement, children tend to recognize words more quickly and accurately. This is because children feel emotionally supported in a system where their attempts are validated, which boosts their confidence and persistence in learning. The family, as a system, shapes a child's reading behaviors through consistent interaction and positive reinforcement (Tamis-LeMonda et al., 2020).

Parents who ask open-ended questions, discuss the meaning of paragraphs, and encourage their children to think critically about what they read contribute to deeper understanding. A study by Johnson and Smith (2022) emphasized how parents who engage in dialogues about the text help children not only to decode words but also to understand the structure and meaning of paragraphs.

Thus, Family Systems Theory suggests that the quality of family relationships and emotional support provided by parents is crucial in helping children grasp these higher-order aspects of reading. A study by Lee and Wang (2020) found that parents who participate in discussions about the characters, plot, and underlying messages of stories help their children develop empathy and perspective-taking skills.

II. METHODOLOGY

The current research used descriptive correlational with content analysis research design. This focused on providing a detailed account of characteristics or phenomena without manipulating variables. It aimed to systematically describe a population, situation, or behavior using methods like surveys, observations, and case studies (Saunders et al. 2019). While the data in this type

of study may be gathered qualitatively, statistical analysis is often used to identify relationships using measures such as frequencies, percentages, and averages. In this study, problems 1 to 3 required the use of descriptive research design.

Correlational research is a form of nonexperimental quantitative research that aims to investigate associations between variables (Kotronoulas & Papadopoulou, 2023). According to Ghasemi and Zahediasl (2019), correlational studies are valuable for generating hypotheses and understanding complex relationships within data. In this study problem 4 required to use correlational research design

On the other hand, content analysis was used on the responses or results from the Philippine Informal Reading Inventory (Phil-IRI) are systematically examined to identify patterns, trends, or specific types of information. In this approach, the researcher focused on analyzing what learners say or write in their responses especially in comprehension questions to draw conclusions about their reading skills.

The analysis of data involved a correlational method. The following statistical treatments were used to answer the research problems. For problems 1, 2, and 3, the researcher employed descriptive statistical analysis, such as Frequency, Percentage and distribution for the demographic profile and Mean and Standard Deviation to quantify the level of parental involvement and reading proficiency. For problem 4, Analysis of Variance or Anova was used to determine the significant differences between the demographic profile of the learners towards their reading proficiency. For problem 5, the researcher used Pearson's Product-Moment Correlation Coefficient to establish the relationship among the variables.

III. RESULTS AND DISCUSSION

Problem 1. What is the demographic profile of the respondents in terms of:

- **1.1. nutritional status;**
- **1.2. occupation; and**
- **1.3. educational background?**

Table 1. Learners Demographic Profile

Variables	Indicator	Frequency	Percentage
Nutritional Status	Severely Wasted	14	5.98
	Wasted	33	14.10
	Normal	180	76.93
	Overweight	7	2.99
	Total	**234**	**100**
Occupation (Father)	Daily	20	8.55
	Weekly	27	11.54
	Monthly	61	26.07
	Irregular	75	32.05
	No Work	51	21.80
	Total	**234**	**100**
Occupation (Mother)	Daily	35	14.76
	Weekly	59	25.21
	Monthly	43	18.38
	Irregular	21	8.97
	No Work	76	32.48
	Total	**234**	**100**
Educational Attainment (Father)	Elementary Level	19	8.12
	Elementary Graduate	29	12.39
	High School Level	40	17.09
	High School Graduate	52	22.22
	College Level	32	13.68
	College Graduate	44	18.80
	Postgraduate	18	7.69

	Total	**234**	**100**
Educational Attainment (Mother)	Elementary Level	13	5.56
	Elementary Graduate	22	9.40
	High School Level	33	14.10
	High School Graduate	57	24.36
	College Level	35	14.76
	College Graduate	47	20.09
	Postgraduate	27	11.54
	Total	**234**	**100**

Table 1 presents the demographic profile among learners in terms of nutritional status, occupation, and educational attainment of parents in three public schools. Based on their nutritional status, majority of learners at 76.93% belong to a normal nutritional status, while 5.98% were severely wasted, 14.10% were wasted, and 2.99% were overweight. This indicates that while most learners were in good health, a significant number 20.08% suffered from malnutrition, either due to being underweight or overweight. This may mean that most learners are receiving adequate nutrition. This is generally a positive indicator, as proper nutrition supports physical and cognitive development, which is essential for learning. Schools should continue to monitor and promote healthy eating habits to maintain this status.

In contrast the lowest indicator belongs to overweight at 2.99 % which suggests that overnutrition and related health issues like obesity are not prevalent in this group. While the majority of learners are nutritionally healthy, the notable proportion of undernourished children calls for targeted nutritional interventions in these schools to ensure all learners have the physical capacity to engage fully in learning. According to Ballesteros-Arjona et al. (2021), malnourished learners, particularly those classified as wasted or severely wasted, tend to have lower academic achievement due to poor cognitive function, lack of focus, and increased absenteeism. The study emphasized that proper nutrition is essential for learning, as well-nourished learners are more likely to perform well in school compared to their undernourished peers. Idulog et al. (2023) also noted that children with poor nutritional status often exhibit lower reading comprehension and problem-solving skills, leading to difficulty in keeping up with their lessons. Additionally, results implied that strengthen feeding programs and promote proper nutrition awareness among parents to ensure learners have the energy and cognitive ability to succeed academically. schools must strengthen their feeding programs to ensure that all learners receive balanced and nutrient-rich meals.

Moreover, nutrition education for parents should be integrated into school activities to help families prepare healthy meals at home. Regular health monitoring and collaboration with local health agencies can also ensure that at-risk learners receive proper intervention before their nutritional status affects their academic performance. Based on occupation of fathers, results revealed that 32.05% of fathers had irregular jobs, followed by 26.07% with monthly income, and 21.80% were unemployed. Only a small percentage have daily 8.55% or weekly 11.54% occupations, which indicated that a large proportion of grade 6 learners come from financially unstable households. The highest indicator belongs to the highest percentage of fathers fall under the irregular employment category. Irregular employment can create financial instability, which may affect a child's access to resources like books, internet access, or extracurricular activities. This uncertainty could also hinder parental involvement in school-related activities due to time constraints and financial stress. In Contrast, only a small percentage of fathers are employed on a daily basis. This indicates that fewer fathers have stable, consistent employment. Daily employment is typically associated with a more reliable income, which could provide a better foundation for supporting children's educational needs.

These findings contribute to the claimed of Villanueva et al. (2023) that learners from families with unstable income sources tend to struggle academically due to financial constraints affecting school materials, transportation, and food security. The study found that learners with unemployed or irregularly employed fathers exhibited lower school performance and were more likely to miss classes due to financial hardships and impact their reading proficiency. Wiborg and Grätz (2022) also mentioned that children from families with steady income (monthly wage earners) generally performed better in reading proficiency assessments. The reason behind this is that stable household income allows for better learning support, such as access to books, tutoring, and a conducive home environment for studying. This implied that government and school-based financial assistance programs should be strengthened to support learners from low-income households. Initiatives such as livelihood programs for parents, scholarship opportunities, and free school materials can help mitigate financial constraints and improve learners' academic experiences.

In contrast, 32.48% of mothers were unemployed, making them the largest category in this demographic group, followed by those working weekly 25.21% and daily 14.76% jobs. This suggested that many mothers may either be full-time caregivers or

engaged in irregular work, affecting their involvement in their children's education. Mothers have an important role in children's learning development, particularly in fostering early literacy, assisting with schoolwork, and encouraging study habits.

A significant number of mothers are not working, which may be due to childcare duties or the lack of suitable job opportunities in the area. This high percentage indicates that many families might rely on a single income, which can limit resources for educational materials, extracurricular activities, and even healthcare. This situation could also reduce the opportunity for mothers to be involved in school activities, potentially affecting learners' academic support. The smallest group of mothers falls under the irregular employment category, which suggests job instability. Irregular employment can lead to unpredictable income and reduced financial security. This can have a direct impact on children's ability to access necessary educational resources and limit the overall support that mothers can provide at home in terms of educational assistance.

According to Naite (2021) learners with college-educated mothers were more likely to have strong literacy skills, as their parents provided academic support at home. The study also found that mothers with higher education levels actively participated in school meetings and reinforced reading habits at home. Schools should create flexible parent-engagement initiatives, such as online parent-teacher meetings, weekend literacy programs, and take-home learning modules that allow working parents to stay involved in their child's education despite their busy schedules.

Further, educational attainment of fathers revealed 22.22% were high school graduates, followed by 18.80% who completed college and 17.09% who only reached high school level. A smaller percentage has elementary-level education at 8.12% or pursued postgraduate studies 7.69%. The level of parental education is strongly linked to learners' academic success, as more educated parents are better equipped to provide learning support at home.

Moreover, a large portion of fathers have completed high school (22.22%), which suggests that they may be able to provide some academic support for their children. Having a high school education enables fathers to engage with basic academic concepts, but they may not have the resources or skills to assist with more complex schoolwork. This level of education is a positive indicator for fostering academic growth but highlights the need for more resources to further improve educational engagement. Only a small percentage of fathers (7.69%) have reached postgraduate level education. While these fathers may have better economic opportunities and a deeper understanding of academic success, their small proportion suggests that more fathers need access to higher education to support their children effectively. Educational attainment at this level could lead to higher family incomes, better job opportunities, and enhanced academic support for learners.

According to Nunes et al. (2023), learners whose fathers attained at least a high school education or higher perform better in literacy assessments. Fathers who had higher education levels were more likely to provide academic guidance, encourage reading habits, and emphasize the importance of education. This implied that children of fathers with only elementary-level education struggled more with reading comprehension, as low parental literacy levels can limit the ability of parents to assist their children with schoolwork.

Lastly, the data showed that the largest group of mothers are high school graduates 24.36%, followed by college graduates 20.09%. This suggests that most mothers have formal education, which may contribute positively to their children's learning development. The highest percentage of mothers have completed high school (24.36%), which suggests that they may have the ability to assist with basic academic tasks. Mothers with this level of education can help their children with daily schoolwork, but they may not have the qualifications or resources to support higher-level academic needs. While this is a positive factor, it shows there is room for further improvement in parental education to enhance educational support. However, A small percentage of mothers (5.56%) have only completed elementary level education. This limit educational background that may affect the mothers' ability to assist with schoolwork and actively engage in their child's education. In many cases, mothers in this category may lack the knowledge or skills to support their children academically. This highlights the importance of community programs aimed at increasing educational opportunities for parents to better support their children's learning.

This result is in consonance with the study of Kovács et al. (2024) that learners whose mothers have lower educational attainment faced greater academic challenges, as their parents are less confident in helping with schoolwork. This suggests that schools should provide workshops for parents to help them develop strategies to support their children's education effectively. This implied that learners with college-educated mothers have stronger literacy skills because their parents actively encouraged reading and academic discussions at home. Additionally, these mothers participated more in school-related activities, reinforcing positive study habits in their children. offering parental involvement programs and accessible educational resources, schools can empower parents to take a more active role in their children's learning, regardless of their educational background.

Problem 2. What is the level of parental involvement-?

1.1 at home and

1.2 in school?

Table 2. Overall Parental Involvement

Variables	Mean	SD	Description	Interpretation
At home	3.65	1.12	Agree	Highly Involved
It school	3.29	1.22	Neutral	Moderately Involved
Overall	**3.49**	**1.17**	**Neutral**	**Moderately Involved**

Note**:** 4.51-5.00 Very Highly Involved; 3.51-4.50 Highly Involved; 2.51-3.50 Moderately Involved;1.51-2.50 Less Involved; 1.00-1.50 Least Involved

Table 2 shows the overall level of parental involvement among grade 6 learners. It has an overall Mean of 3.49 with SD= 1.17, described as neutral and interpreted as Moderately Involved. A closer analysis of the sub-variables revealed differences in parental involvement at home and school. parental involvement was generally moderate, meaning parents were engaged but not at an optimal level. This suggested that while parents recognized the importance of supporting their child's education, they were more comfortable engaging at home rather than within school settings.

According to Ahmed et al. (2024) parents often feel more capable of assisting their children at home but may lack the confidence, time, or resources to actively engage in school-related activities. In the study of Cranston et al. (2021), they pointed out the challenges that parents face in engaging in their children's education, especially for ethnic minority and refugee families. Typical challenges consist of difficulties with language skills, insufficient time and resources, and a limited grasp of the curriculum or the complexity of subjects.

Furthermore, schools should consider implementing targeted interventions such as encouraging home-school collaboration by offering workshops and digital resources for parents, providing flexible school engagement opportunities, such as online parent meetings or after-work school events, enhancing communication between schools and parents to ensure they feel welcomed and valued in school-related activities.

At the same table, Parental Involvement at Home has the highest Mean of 3.65 with SD=1.12, described as Agree and interpreted as Highly Involved. This suggests that parents actively support their children's learning through various home-based activities, such as helping with homework, providing necessary study materials, and encouraging a positive attitude toward education. This also indicates that while most parents were highly involved, some learners experienced less consistent parental support at home. Factors such as parental workload, educational background, and family structure may have contributed to these differences in involvement. According to Kantova (2024) high parental engagement at home, especially in activities like reading support and academic discussions, significantly improve learners' learning outcomes. Public schools could build on this strong home-based engagement by providing parents with additional strategies to reinforce learning at home, such as structured study schedules, digital learning tools, and workshops on effective parental guidance. Eden et al. (2024) added that fostering strong partnerships between schools, parents, and communities serves as a catalyst for social improvement. By promoting inclusivity, diversity, and mutual respect, these partnerships contribute to the creation of cohesive and resilient communities.

On the other hand, Parental Involvement in School has a lower Mean of 3.29 with SD=1.22, described as Somewhat Agree and interpreted as Moderately Involved. This indicates that while parents participated in school-related activities, such as attending meetings, monitoring academic progress, and collaborating with teachers, their engagement was less consistent compared to their home involvement. The standard deviation suggests greater variability in responses, meaning some parents were actively engaged in school activities, while others had minimal involvement. This result could be attributed to factors such as limited availability, unfamiliarity with school engagement opportunities, or perceived lack of influence in decision-making processes. According to Oranga et al. (2022) many parents wanted to be more involved in school activities but face barriers such as time constraints, work commitments, or lack of communication from schools. Offering more flexible engagement opportunities, strengthening parent-school communication, and creating programs that encourage parental participation in school governance and learners' support initiatives. Research indicates that parental involvement contributes to learners' academic achievement, social development, and classroom behavior (Schnekloth, 2021).

Problem 3. What is the reading proficiency level of the learners in terms of:

- **3.1. frustration,**
- **3.2. instructional and**
- **3.3. independent?**

Table 3. Reading Proficiency of Learners

Indicator	Frequency	Percentage	Mean	SD
Frustration	33	14.10	73.21	15.13
Instructional	86	36.75	93.42	1.46
Independent	115	49.15	98.01	0.59
Total	**234**	**100**	**88.21**	**5.73**

Table 3 presents the reading proficiency levels of 234 learners from three public schools. The data are categorized according to three recognized reading proficiency levels: frustration, instructional, and independent. These levels serve as standard indicators in reading assessments and provided insights into the learners' ability to decode, comprehend, and independently engage with grade-level texts.

Out of the total number of learners assessed, 115 learners (49.15%) demonstrate reading proficiency at the independent level, signifying that nearly half of the cohort could read and comprehend text on their own without external help. These learners are more likely to succeed academically, as they possessed the necessary literacy skills to engage with content across subject areas. According to Jian et al. (2020) learners at the instructional level typically read with 93–96% accuracy, allowing them to comprehend text with some support Instructional-level readers benefit from differentiated instruction and guided reading practices that scaffold their learning. Moreover, incorporating Science reading strategies can enhance comprehension and engagement among sixth graders. Research by Haw et al. (2021) supports the notion that need-supportive teaching practices contribute to higher reading achievement, enabling more learners to reach the independent level. Additionally, the importance of various factors, including teacher support and home environment, in enhancing learners' reading comprehension skills, facilitating their progression to the independent level.

Meanwhile, 86 learners (36.75%) fell under the instructional level, indicating that they were able to read and understand text but still needed some degree of

guidance and support, typically in the form of teacher assistance or structured reading strategies. This level was considered transitional, where learners could move toward independence with appropriate instructional scaffolding. According to Mabborang and Balero (2023) factors affecting reading comprehension among Grade VI pupils, difficulties in fluency can impact a learner's ability to understand texts in meaningful way. This finding implied that teachers may need to focus on comprehension strategies, such as contextual analysis, summarization, and guided reading practices, to help learners transition from basic word recognition to deeper understanding.

Lastly, notably, 33 learners (14.10%) were identified at the frustration level. These learners exhibited significant difficulty in reading and likely struggled with comprehension and fluency when engaging with text independently. They required intensive intervention and support to progress to higher levels of reading proficiency.

These findings are aligned to the result of Novak et al. (2023) that learners at the frustration level often read with less than 93% accuracy, which hampers comprehension and leads to disengagement. Such learners benefit from targeted interventions focusing on decoding skills and reading fluency. Additionally, factors such as digital learning environments can exacerbate frustration, highlighting the need for supportive instructional strategies.

Furthermore, the findings suggest that while the overall reading proficiency of the cohort was relatively strong with a majority (85.90%) reading at either the instructional or independent levels there remained a notable minority of learners who were struggling. The 14.10% of learners at the frustration level warranted targeted interventions. These learners could have benefited from structured phonics programs, individualized reading instruction, or literacy remediation strategies designed to improve decoding skills and reading comprehension.

The high percentage of learners at the independent level have positive implications for curriculum implementation and classroom instruction, as these learners were likely able to access grade-level materials with ease. However, the substantial number of learners at the instructional level indicated a continued need for differentiated teaching strategies to ensure that all learners made consistent progress (Lapuhapu & Oco, 2024).

Reading proficiency levels of learners based on their word reading fluency scores. The results show that 49.15% of the learners are classified as Independent readers, with a high Mean score of 98.01% and a very low standard deviation of 0.59, indicating highly consistent reading performance among this group. Meanwhile, 36.75% of the learners fell within the Instructional level, with a Mean score of 93.42% and a standard deviation of 1.46, suggesting that their performance is also relatively stable but with some room for improvement. Notably, 14.10% of the learners were identified under the Frustration level, having the lowest Mean score of 73.21% and the highest standard deviation of 15.13. This wide spread indicates substantial variability in reading

ability within this group and highlights the need for focused intervention. The overall Mean score of all learners is 88.21%, with a standard deviation of 5.73, reflecting moderate variability across the sample. These findings suggest that while nearly half of the learners have already achieved reading independence, a significant portion still requires instructional support, and a smaller subset needs urgent remediation.

These results underscored the importance of ongoing reading assessment and support programs in public elementary schools. Teachers and school administrators are encouraged to design and implement reading interventions that are responsive to learners' individual needs. Furthermore, parental involvement and access to reading materials outside the classroom could have further supported learners' development, especially those who are still building their reading skills.

Problem 4. Is there a significant difference of the reading proficiency of the learners when group according to demographic profile?

Table 4. Test of Difference Between Respondents' Demographic Profile and Reading Proficiency

Variable	N	f-value	p-value	Interpretation
Nutritional Status	234	35.196	<.001	Significant
Occupation (Father)	234	2.734	0.030	Significant
Occupation (Mother)	234	0.602	0.661	Not Significant
Educational Attainment (Father)	234	1.786	0.103	Not Significant
Educational Attainment (Mother)	234	1.746	0.111	Not Significant

Note: P< 0.05 (significant) and p > 0.05 (not significant)

Table 4 presents the results of the test of difference between the respondents' demographic profiles and their reading proficiency levels. The analysis aimed to determine whether variables such as nutritional status, parents' occupation, and educational attainment had statistically significant influences on learners' reading performance.

Nutritional status showed a significant difference (f= 35.196, p <.001) towards reading proficiency based on Grade 6 pupils' nutritional conditions. This finding suggests that learners with better nutritional status tended to perform better in reading tasks. Supporting this, a study by Akubuilo et al. (2020) found that over-nutrition is significantly associated with optimal IQ and good academic performance among primary school children. However, the relationship between over-nutrition, IQ, and academic performance disappeared when socio-economic status was controlled for, highlighting the complex interplay between nutrition and academic outcomes.

Fathers' occupation also shows a significant difference (f= 2.734, p= 0.030) towards reading proficiency. This implies that the type of employment or income-generating activities of fathers might have influenced the availability of educational support or resources that contribute to reading development. McGinnity et al. (2022) found that family social class, which encompasses parental occupation, influence children's cognitive development, including reading ability. The study highlighted that parental reading practices and early educational exposure play roles in mediating these effects.

However, mothers' occupation shows a not significant result (f= 0.602, p= 0.661) towards reading proficiency. This suggests that the mother's type of work do not have a measurable impact on learners' reading performance, possibly due to varying socio-cultural or caregiving roles that were not directly tied to reading support. However, it is important to note that parental involvement, regardless of occupation, can influence children's reading outcomes. According to Hu et al. (2025) parental emotional involvement positively impact with adolescents' digital reading performance, emphasizing the role of parental support in literacy development.

Moreover, fathers' educational attainment shows a not significant result (f= 1.786, p= 0.103) towards reading proficiency. This indicates that the level of formal education attained by the father do not significantly influence the child's reading ability. Nevertheless, McCoy et al. (2022) suggested that fathers with higher education levels often engage more in educational activities with their children, which can indirectly affect reading outcomes, though this may vary based on cultural or socioeconomic contexts.

Lastly, mothers' educational attainment shows a not significant result (f = 1.746, p = 0.111) towards reading proficiency. However, research by Luo et al. (2022) found that mothers with higher education are more likely to participate in shared book reading, which mediated the impact of socioeconomic status on children's emergent literacy. This implies that while statistical significance is not observed, maternal education could still play a role through mediated literacy behaviors.

Problem 5. Is there a significant relationship between the respondent's parental involvement and reading proficiency?

Table 5 shows the correlation test between parental involvement and reading proficiency among learners. The test reveals that all forms of parental involvement at home, and in school have no significant correlation with reading proficiency. Each correlation coefficient r-value falls within a very low correlation range, and the p-values are all greater than 0.05, leading to the acceptance of the null hypothesis (Ho). This means that no statistically significant relationship exists between parental involvement and reading proficiency in this study.

Table 5. Test of Correlation Between Parental Involvement and Reading Proficiency Among Learners.

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Parental Involvement at home	0.107	0.103	No Correlation	Accept Ho	Not Significant
Parental Involvement at school	0.115	0.079	No Correlation	Accept Ho	Not Significant
Parental Involvement	0.123	0.060	No Correlation	Accept Ho	Not Significant

Note: 0.00-0.19 = Very Low Positive Correlation 0.20-0.30= Low Positive Correlation 0.40-0.59= Moderate Positive Correlation
0.60-0.79= Strong Positive Correlation 0.80-1.00= Very Strong Positive Correlation

In this study, parental involvement at home does not show a significant correlation towards reading proficiency among Grade 6 learners (r= 0.107, p= 0.103) These results suggested that while parental involvement at home such as helping with homework, providing learning materials, and encouraging reading may seem beneficial, it does not directly influence reading proficiency. Other factors, such as learner motivation, independent reading habits, and classroom instruction, may play a more significant role in literacy development. This study is aligned with the claimed of Graham and Mtsweni (2024) that parental involvement at home is only effective when paired with structured reading programs and learner engagement. Simply supervising homework or encouraging reading is not enough; children need active literacy development strategies, such as guided reading sessions, discussion-based learning, and vocabulary-building exercises.

Furthermore, parental involvement at school does not show a significant relationship towards reading proficiency among Grade 6 learners (r= 0.115, p= 0.079) This means that participation in school-related activities such as parent-teacher conferences, school programs, or volunteering does not have a measurable impact on a child's reading proficiency. While parental presence in school activities is important for fostering a positive school-home partnership, it does not necessarily improve reading comprehension, fluency, or vocabulary development.

According to Allen and Anderson (2020) many parents actively participate in school programs but lack direct engagement in their child's reading development at home, which may explain why school-based involvement does not significantly impact literacy skills. This suggests that merely attending school meetings or events does not translate into improved academic performance unless complemented by direct academic support at home.

Lastly, the overall parental involvement also has no significant relationship with reading proficiency among grade 6 learners (r= 0.123, p= 0.060). This suggested that parental involvement, in general, does not directly determine reading proficiency. While parents play a supportive role in their child's education, other factors such as teaching quality, classroom instruction, reading materials, and learner motivation may be more influential in developing literacy skills.

According to Wanzek et al. (2020) structured reading interventions, such as guided reading programs, phonics instruction, and reading comprehension exercises, have a greater impact on literacy development than parental involvement alone. This highlights that effective literacy strategies must go beyond parental encouragement and should include direct instructional support from teachers and structured learning programs.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Demographic profile of learners is good to investigate for consideration in class activities and performance.
2. Parents can attend more to their children while at home than in school. Parents might have other children to attend to as reasons for not coming to school when called by their children's teachers or on other activities.
3. Teachers do their best to help improve the reading proficiency of the learners.
4. Good nutrition is important that fathers can provide which is helpful in the learning development such as reading proficiency of a child.

5. Parental involvement alone does not significantly influence reading proficiency. Literacy outcomes may improve more through teacher-led strategies, research-based reading programs, and student-centered learning initiatives.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are put forward:

1. Educational institutions and policymakers can reduce the academic impact of malnutrition and financial hardship by expanding nutrition initiatives, providing financial support and livelihood programs to low-income families, and improving access to learning materials-together fostering economic stability and better educational outcomes for disadvantaged learners.
2. Schools may develop more flexible and inclusive avenues for parents to increase involvement in school-based learning activities. Encouraging school-based participation can lead to a more balanced support system for learners.
3. Strengthening literacy instruction through targeted comprehension strategies, vocabulary enhancement, and guided reading programs is essential to help learners manage the challenges of more complex texts.
4. Schools may focus on improving learners' nutrition and encourage family involvement, especially parents, to support reading development. Additionally, targeted educational programs should be implemented to address the needs of all learners, regardless of parental education or occupation.
5. Likewise, schools must invest in evidence-based teaching practices, including teacher-led phonics instruction, reading comprehension sessions, and interactive learning approaches to improve literacy outcomes independent of parental involvement.
6. In this study, the researcher would like to recommend that other factors-such as learner motivation, reading strategies, family socioeconomic status, home literacy environment, and school quality to include these variables to better understand and improve reading outcomes.

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