

## Parental Involvement and Individual Reading Level of Grade 4 Students at Buhay na Tubig Elementary School (BNTES) S.Y. 2023-2024

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**Abstract:** In the Philippines, reading comprehension has been a challenge among young learners. An essential aspect of increasing the individual reading level of a student is parental involvement through their strategies, motivation, and engagement to aid in the process of their child's comprehension. This study was centered on achieving SDG4, or Sustainable Development Goal for Education, as it aimed to address the learning gap at Buhay na Tubig Elementary School (BNTES), which highly contributes to the broader discourse on educational challenges in the country as the research served as an avenue for the reading interventions for the learners. This study aimed to identify the relationship between parental involvement and individual reading levels among the sixteen (16) students and parents at Buhay Na Tubig Elementary School using an ex post facto design. The data was collected through adapted 5-point Likert scale survey questionnaires to determine parenting strategies, parental engagement, and parental motivation, which displayed that the parents were greatly involved when it came to their child. The data for the Individual Reading Level (IRL) of the students was obtained from the Instructional and Performance Assessment Office, which then suggests that the Grade 4 students were performing below expected reading levels. Consequently, results were then determined through pearson-r which showed that the relationship between the two variables was positive at a low or weak level of correlation, indicating that high parental motivation and engagement have no significant effect on the individual reading level of the students as it varies depending on the area, educational environment, and developmental level of a country.

**Key Words:** parenting involvement; individual reading level; grade 4 students and parents; parenting motivation; parenting engagement

### 1. INTRODUCTION

#### 1.1. Individual Reading Level

Reading comprehension remains a significant challenge among students in the Philippines, as highlighted by the statistics from the 2018 Program for International Student Assessment or also known as PISA (PISA, 2018). The average score of 340 points in the general literacy test fell considerably short of the Organization for Economic Co-operation and Development (OECD) average, indicating a lower level

of reading proficiency. Shockingly, only 19.4% of Filipino students reached the minimum proficiency level in Overall Reading Literacy. These statistics underscore the urgent need for targeted efforts to improve reading comprehension skills and bridge the educational disparities among Filipino students (PISA, 2018).

Consequently, one of the challenges that the students of Buhay Na Tubig Elementary School (BNTES) face is the struggle of young learners when it comes to reading and numeracy, especially during the pandemic, which caused learning gaps across the world.

## 1.2. Parental Involvement

Parental involvement varies on its diverse background and educational experiences. Once characterized as school reform initiatives such as information exchange, decision sharing, and home tutoring or teaching, parental involvement is significant in enhancing the educational achievement of all students (Klemenčič et al., 2011; Rutledge, 2013; Tarraga et. al., 2017).

Parental involvement in learning at home is how parents provide support, decisions, and togetherness in making plans as well as assistance and encouragement to children when they are at home in the learning process. It can be in the form of creating home conditions that support children's education, providing moral, vocabulary and emotional support, providing facilities for children to support the learning process, making a daily schedule that includes reading books together and discussions, making a special schedule to determine various activities that support the development of children's learning abilities (Purwandari et al., 2023).

## 1.3. Parental Involvement on Reading Level

Notably, the absence of parental support and monitoring significantly contributes to low reading proficiency among learners. Regardless of factors such as sex, age, or family background, pupils often lack awareness and aspiration for good reading performance due to parental neglect (Cabalo & Cabalo, 2019).

With that, this study attempted to present how parental involvement increased the individual reading level of Grade 4 students at Buhay na Tubig Elementary School (BNTES), as it has significant implications for education. Moreover, this study is an aid to the issues that our country is facing, especially for the Grade 4 students who are still starting to develop their reading comprehension skills, for the parents to engage more with their children to improve their productivity in reading, and for the educators to create more programs that involve parent-child reading.

The focus of this study is to determine the relationship between Parental Involvement and Individual Reading Level of Grade 4 students at Buhay na Tubig Elementary School (BNTES) S.Y. 2023-2024 as it may improve their literacy skills through parent engagement. This study conducted survey questionnaires about parental involvement on the

student's reading comprehension level and its correlation on the students individual reading level. It is important to note that the scope of this study is limited to Grade 4 students and parents in BNTES and may not directly represent the situation in other schools due to unique contextual factors. Other students who are not part of the Grade 4 students and parents in BNTES are not within the scope of this research.

The study's limitations include its localized nature, as it centers on a specific school, which may restrict the projection of findings to a broader educational context in the Philippines.

Moreover, constraints related to time and resources may impact the extent and depth of data collection and analysis. Despite these limitations, the study aims to yield valuable insights that can guide the development of targeted interventions to enhance reading comprehension within BNTES. It also aspires to contribute to the broader educational discourse in the Philippines, offering a potential foundation for more extensive research endeavors on reading comprehension challenges in the country.

## 1.4. Statement of the Problem

The general purpose of this study is to determine the impact of the parental involvement types and strategies of the parents at Buhay na Tubig Elementary School (BNTES) on the individual reading level of the selected Grade 4 students. Specifically, this study shall be conducted to answer the following questions:

1. What is the individual reading level of Grade 4 students at Buhay Na Tubig Elementary School (BNTES) in terms of their Individual Reading Scores?
2. To what extent do parents involve themselves in the improvement of their child's individual reading level in terms of:
  - 2.1. parenting strategies;
  - 2.2. parental engagement; and
  - 2.3. parental motivation?.
3. Is there a significant relationship between the parental involvement and the individual reading level of Grade 4 students at Buhay Na Tubig Elementary School (BNTES)?

## 2. METHODOLOGY

The ex post facto research design was used to determine the impact of parental involvement on the individual reading level of the students. It is a quantitative research approach that attempts to determine the causes of, or consequences of, differences that already exist within groups of individuals as well as variables that do not allow manipulation (Muhamad et al., 2019).

The researchers administered an adapted 5-point Likert survey questionnaire for sixteen (16) parents of the sixteen (16) students at Buhay na Tubig Elementary School (BNTES) to determine the parental involvement that they have when it comes to conducting reading activities with their child.

Meanwhile, the data for the Individual Reading Level of the Grade 4 students were obtained from the Instructional and Performance Assessment Office (IPA). This target number of samples allowed the researchers to have a comprehensive understanding of the respondents' current standing in their reading comprehension and how their parents got involved in their development and advancement in reading.

The target respondents were selected through convenience sampling, as the research locale selected and provided the respondents for the study. Thus, in analyzing and interpreting the collected data, the researchers used Pearson-r, as it allowed the researchers to test if there is a significant relationship/correlation between the two variables, or none at all depending on its value.

## 3. RESULTS AND DISCUSSION

The results of the gathered data are hereby presented.

Table 1. Grade 4 Students Individual Reading Level

Student	Stanine	Stanine Interpretation	Individual Reading Level
A	5	Average	4
B	3	Below Average	2
C	1	Below Average	2
D	2	Below Average	2
E	2	Below Average	2
F	4	Average	3
G	4	Average	3
H	3	Below Average	2
I	2	Below Average	2
J	5	Average	3
K	2	Below Average	2
L	2	Below Average	2
M	6	Average	4
N	4	Average	3
O	5	Average	4
P	4	Average	3

Table 1 indicates that eight (8) out of sixteen (16) Grade 4 students had 1 - 3 stanine scores and a reading level between 1 - 3 which tells us that they are below average and performing below expectations of reading. While eight (8) Grade 4 students had 4 - 6 stanine scores and a reading level between 4 - 6 which tells us that their individual reading level is average and performing below-standard expectations of reading. It implies that the majority of the students scored lower than the required grade level, which could affect their reading performance and learning experience.

Consequently, a study asserted that when pupils lack the reading skills and are unable to comprehend the important details presented in key materials, their ability to learn new information is severely hampered (Rivera et al., 2020). Implying that a solid foundation in reading skills and comprehension is valuable for effective learning and in acquiring knowledge. With that there is an imperative need for additional support to those students who may require it, especially programs or interventions that will help enhance their performance and efficiency in reading. Ensuring that the gap between them and their grade level can be aided immediately.

Table 2. Frequencies of Parenting Strategies of the Grade 4 Parents

Parenting Strategies	Frequency
Shared Reading	3
Vocabulary Support	5
Oral Reading	3
Creating a Reading Routine	1
Monitoring Reading Progress	4

Table 2 results showed that among the sixteen (16) Grade 4 Parents of Buhay na Tubig Elementary School, five (5) of these parents used vocabulary support such as explaining difficult words, the use of synonyms, aiding children with pronunciations, etc. By providing vocabulary support, parents are helping their child expand their vocabulary and improve their comprehension skills. Meanwhile, four (4) parents use monitoring reading progress (tracking improvements), three (3) used shared reading strategies (reading with child), another three (3) used oral reading (reading aloud), and only one (1) parent used creating a reading routine (having reading schedule) as a strategy to motivate their child, which shows that the parents recognize the importance of actively participating in their child's reading development.

In line with a study done by Çalışkan and Ulaş (2020), specific parenting characteristics, such as listening to children's reading, reading together, and providing support, have been identified as crucial factors contributing to literacy gains, which aligns with the current study's observation that parents who actively engage in vocabulary support, monitoring reading progress, shared reading strategies, and oral reading with their children exhibit a positive influence on their reading development.

Moreover, the positive outcomes reported in terms of reading speed, accuracy, and fluency resonate with the diverse strategies employed by the Grade 4 parents in the current study. Additionally, based on a study by Kalaycı and Öz (2018), parents often give vocabulary support to their children because they recognize the importance of vocabulary in language development. They may also find it easier to provide vocabulary support compared to other strategies, such as grammar or pronunciation, as vocabulary can be easily reinforced through everyday activities. The emphasis on creating a reading routine also aligns with the notion that consistent parental support contributes to independent reading, reinforcing the positive effects observed in the literature. However, the current study

finds that parents have a hard time creating a reading routine for their children. In the study of Pepito and Sambo (2023), they explained that when parents take the responsibility of making sure that their children's learning progress continues with no apparent gaps, they have a hard time depending on their ability to assume responsibility as teachers for their children.

Table 3. Parental Engagement of the Parents of the Grade 4 Students

Question	Mean	SD	Interpretation
1. To what extent do you speak English at home?	3.18	0.91	Moderate Extent
2. To what extent do you read together with your child at home?	3.93	0.57	Great Extent
3. To what extent do you monitor your child's progress in reading comprehension?	4.37	0.71	Very Great Extent
4. To what extent do you dedicate your time to reading with your child?	4.06	0.85	Great Extent
5. To what extent do you consider parental involvement a very important component in the education of your child?	4.93	0.25	Very Great Extent
Grand Mean	4.094		Great Extent

Table 3 results show that parents demonstrate a great extent in which they engage with their child in improving their literacy skills, as shown by its grand mean of 4.094. They have also shown a moderate extent of speaking English at home, with a mean score of 3.18 suggesting that while English is spoken, it may not be the primary language used in the household. The parents also spend a considerable amount of their time reading with their child at home, with a mean score of 3.93, indicating their great extent of involvement in reading activities with their child. Considering this, their high mean score of 4.06 in dedicating their time to engage in this activity with their child suggests that they are committed to fostering a positive attitude towards reading.

Additionally, parents demonstrate a very great extent of involvement in monitoring their child's reading

progress in reading comprehension, which has a mean score of 4.37, and considers parental involvement as a crucial component in their child's education with a high mean score of 4.93. This indicates that generally, the parents actively track their child's development and recognize the importance of their involvement in their child's learning process.

In a similar study, it states that when parents do not understand this role, they do not fully contribute to their children's academic achievement. In fact, these parents may confuse their children and create tension and frustration for themselves and their children. Teachers should not take it for granted that all parents are aware of this very important role and that parents know how to perform this role successfully (Gomez, 2012). In this study, it can be concluded that the parents contribute to their academic achievement as they understand their role in the development of their children's comprehension.

Table 4. Sample table format

Question	Mean	SD	Interpretation
1. To what extent do you motivate your child to read?	4.62	0.61	Very Great Extent
2. To what extent do you help your child understand difficult words when they are reading?	4.62	0.61	Very Great Extent
3. To what extent do you discuss and ask your child questions about what they read?	4.31	0.60	Very Great Extent
4. To what extent do you praise and reward your child when they understand what they read?	4.18	0.98	Great Extent
5. To what extent do you set a limit on your child's screen time because you believe it influences their reading habits?	3.93	0.99	Great Extent
Grand Mean	4.33		Very Great Extent

For Table 4, the data indicates that, the grand mean of 4.33 suggests that, overall, parents are motivated to encourage their children in various aspects

related to reading. The fact that this value falls between the mean scores for encouraging reading (4.62) and talking about what their children read (4.31) indicates a balanced level of motivation across these different activities. This revealed that parents are consistently dedicated to fostering a reading culture at home, as reflected by the low standard deviation (0.61) in their willingness to motivate their child. While the mean for talking and inquiring about what their children read (4.31) is slightly lower compared to other activities, indicating that, on average, parents are reasonably engaged in conversations about their children's reading materials.

The study conducted by Xia et al. (2019) aligns with this research, in which the previous research explored the direct association between parents' encouragement and children's reading motivation, highlighting the positive impact of parental involvement in fostering a reading culture. Based on the related study, when parents actively encourage their children to read, it is likely that they spend more time interacting with them in the context of reading, creating positive experiences and emotions about reading activation. The consistent parental support in helping children understand challenging words also further supports the positive impact of parental involvement on reading self-concept, as suggested by the researchers.

Table 5. Relationship of Parental Involvement and Individual Reading Level

Individual Reading Level	Pearson's r	Parental Involvement
		0.078
	df	14
	p-value	0.773

Note. \* $p < 0.5$ , \*\* $p < 0.1$ , \*\*\* $p < 0.001$

This table presents the relationship between the research variables. As shown, the variables have no correlation or positive with low/weak correlation between each other as  $r(16) = 0.078$ . This result indicated that parental involvement has no significant effect on the individual reading level of the respondents. Similarly, a study conducted by Erden and Kaya (2020) showed that parental involvement and reading achievement are positive at low or weak levels among pre-school, elementary, and secondary students. It is stated that academic achievement when it comes to

reading may differ in terms of the area, educational environment, and developmental level of a country.

In contrast, a study asserted a significant relationship between parents' involvement in reading activities and students' reading performance, implying that an increase in parental attitude enhances students' reading performance, contradicting our study's findings. Despite active encouragement from parents, our research demonstrates that students' individual reading levels and stanine scores indicate below average and average comprehension (Naranjo, 2019).

#### 4. CONCLUSIONS

It was identified by this study that parents exhibit involvement in their child's education through their strategies, engagement, and motivation. Indicating that parents are greatly involved with their children in reading. Although the limited time was a challenge in this study, which resulted in a small sample size, the researchers suggest conducting longer studies with a larger sample size to make the study more comprehensive. This will increase the likelihood of finding a significant relationship between the Individual Reading Level (IRL) of students and parental involvement in reading.

On the contrary, based upon the Individual Reading Level (IRL) of the respondents, students had average and below average reading comprehension, which suggests that the majority of the Grade 4 students scored lower than the required grade level. This shows that parental involvement has no significant relationship with the individual reading level of the respondents. It is identified in the study that the relationship between parental involvement and reading comprehension varies depending on the location, education level, and environment of a student.

Therefore, additional support and assistance are crucial for individuals who struggle with reading and are below the expected level of proficiency. Results from the study also suggest that specific interventions can enhance these areas of weakness and bridge the gap in their difficulties in reading. Based on their individual reading level (IRL), we can focus on the specific areas of weakness of the students and implement interventions such as a remedial reading program. Considering that, it is important to recognize that students who struggle with learning basic skills may face additional challenges when acquiring more advanced skills, leading to a fall and widening the gap

between their reading comprehension and grade level as they age. Providing remedial reading programs can enhance their reading fluency and comprehension, particularly for elementary school students.

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