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PARENTAL INVOLVEMENT AND READING PERFORMANCE OF GRADE 6 LEARNERS IN CAN-AVID CENTRAL ELEMENTARY SCHOOL

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ABSTRACT

This study investigated the level of parental involvement in terms of communication and learning at home, the reading performance of Grade 6 learners, and the relationship between these variables. Using the descriptive-correlational research design, data were collected from parents of Grade 6 learners of Can-Avid Central Elementary School using a validated survey instrument. Moreover, the Philippine Informal Reading Inventory (Phil-IRI) test was further used to classify 50 randomly selected learners into non-readers, frustration, instructional, and independent reading levels. Results show a high overall level of parental involvement with communication scoring higher than learning at home. While parents were actively involved, most learners have been identified as frustrated readers, posing serious challenges in reading fluency and comprehension. Statistical analysis indicated weak positive relations between the variables of parental involvement – communication, learning at home, and overall – and reading performance. However, these relations are not statistically significant, meaning that other factors, such as socio-economic status, instructional quality, or intrinsic motivation, may significantly influence reading development. From these findings, the study gives several recommendations for interventions, including parental workshops on effective home-based learning strategies and school-initiated reading programs that are individually tailored to meet the learners' needs.

KEYWORDS: *Parental Involvement, Reading Performance, Home Learning, Communication, Phil-IRI*

INTRODUCTION

Reading level is a standard significant measure for the ability of a student to decode, comprehend, and analyse written texts; hence, it forms the common foundation of all subjects. Reading is a process of inferring, knowing the correct sounds, and comprehension [1]. Achieving an appropriate reading level at the student's grade is critical because it will directly impact their ability to read curriculum texts, problem-solve, and learn. Many factors contribute to establishing a student's reading level: intellectual development, exposure to reading text, instruction quality, etc. Of these, parental involvement has been cited as one of the most significant determinants [2]. It involves different aspects of participation, including communication with the teacher, homework help, and developing an encouraging learning culture at home [3]. Parental involvement is one of the strongest indicators of the academic achievement of students, specifically in reading ability. Reading out loud, reading aloud with discussions, and living in a rich-literacy household environment is vital in helping children become proficient in reading. Conversely, low parent involvement can lead to delayed literacy development, with students reading below grade level [4].

Studies indicate that children attain greater literacy when parents are involved in reading-related activities—such as assisting with homework, having books accessible, and creating an environment conducive to reading—throughout their development [3]. Some studies, such as that by [5], found a direct strong association between active parental involvement and literacy improvement. Others have found more complex relationships, where it was not quantity but quality that was seen to be important [6]. Although most of this research is based in the Western world, the dynamics may differ in other locations with varying cultural and linguistic backgrounds. Evidence also emerges from regional studies, showing that social concerns such as poverty and illiteracy among parents or lack of exposure to the English language at home may curtail parental involvement in children's education [7]. This, therefore, constitutes one big hurdle to individual success for students and the national goal of development since, first, a literate population is a precursor to a knowledge-based economy.

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In Can-avid District, Eastern Samar Division, achieving reading proficiency among intermediate learners is hindered by socio-economic challenges and limited resources. Literacy serves as a fundamental skill for academic success, significantly influencing future educational and economic opportunities. However, despite existing research on reading proficiency, there is a notable lack of studies examining the relationship between parental involvement and reading performance within the specific context of Can-avid District. This gap is critical, as the district's unique linguistic, cultural, and socio-economic factors may limit the applicability of findings from other regions. This study seeks to address this gap by assessing the level of parental involvement and its relationship with the reading performance of Grade 6 learners of Can-avid Central Elementary School, Can-avid District, Eastern Samar Division. By focusing on the local context and considering the distinct experiences and challenges of the community, the research aimed to inform the development of culturally relevant and effective educational strategies. Furthermore, the absence of empirical data on the nature and extent of parental involvement and its impact on learners' reading performance highlights the need for targeted interventions. Establishing whether a significant relationship exists between parental involvement and reading achievement will provide valuable insights for improving literacy education in the district and beyond, hence the study.

Problem Statement

This study sought to establish a relationship between the level of parental involvement and reading performance of Grade 6 learners in Can-avid Central Elementary School. Specifically, it aimed to answer the following questions:

1. What is the level of parental involvement, both overall and in terms of:
    a. Communication
    b. Learning at Home
2. What is the reading performance of the learners, both overall and categorized as:
    a. Non-reader
    b. Frustration
    c. Instructional
    d. Independent
3. Is there a significant relationship between parental involvement and learners' reading performance?

Hypothesis

There is no significant relationship between the level of parental involvement and the reading performance of Grade 6 learners.

LITERATURE REVIEW

Parental involvement has long been known to be one of the major determiners of students' learning, specifically reading ability. Recent research has strengthened the impact of active parental engagement in boosting students' reading ability.

Theoretical Frameworks on Parental Involvement

Parental involvement in school instruction is guided by various theoretical frameworks that support its influence on shaping student learning. Epstein's Six Types of Involvement model differentiates parental involvement into parenting, communication, volunteering, home learning, decision-making, and community collaboration, emphasizing its multi-dimensional nature [3]. Hoover-Dempsey and Sandler's Parental Involvement Model delves into the psychological origins of parental involvement, such as role construction, self-efficacy, and school invitations to be involved [8]. Vygotsky's Sociocultural Theory emphasizes the significance of social interaction while acquiring knowledge, where guided support from the parents is enabled within the Zone of Proximal Development [9]. Likewise, Bronfenbrenner's Ecological Systems Theory emphasizes family-school connections as a child's microsystem and mesosystem that affect their educational advancement [10]. Finally, Bourdieu's Cultural Capital Theory describes how parental resources, skills, and knowledge lead to educational benefits, which generally reflect socioeconomic differences in engagement [11]. The theories combined outline a general picture of how parental involvement affects learning, especially in reading development.

The Role of Parental Involvement in Education

Parental involvement is also generally accepted as a key determinant in the academic achievement of students, especially reading attainment: [3] identifies major areas of parental involvement, including communication and learning in the home, both directly related to student outcomes. Likewise, [8] highlights that actively involved parents are critical to motivating and offering necessary academic support.

Empirical research has repeatedly proven that parental involvement has a positive influence on students' literacy skills. [12] established that parent-child reading interactions have a significant role in increasing the reading comprehension, motivation, and reading attitude of primary school students. Through their quasi-experimental research, they established that students whose parents participated in reading activities made significant improvements in reading achievement. Similarly, [13] also recorded a positive association between parental engagement and Grade VI students' reading competence in the Philippines, which emphasized that the children whose parents were actively engaged were more accomplished in literacy exercises than those children who had lower parental involvement.

Parental involvement comes in numerous forms ranging from reading books aloud to discussion and the cultivation of a rich literacy home culture. [14] underscored that good parental communication promotes academic achievement, while [15] suggested that good parent-teacher relations create accountability and trust that reflect in greater educational outcomes. [16] also theorized parent involvement as an altruistic sacrifice of resources to aid the education of children. [17] linked that higher parental involvement increases the confidence and interest of students towards learning, hence having a positive contribution towards academic achievement. Besides, [18] posited that not only the frequency but also the quality of parental participation is even more important in enhancing reading performance regardless of socioeconomic status. [19] and [20] also testified that parental support of

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reading activity at home is associated with enhanced reading comprehension and fluency.

In the Philippines, studies have also explored how cultural and socioeconomic considerations affect parental involvement and literacy attainment. At the local level, [1] experienced a positive direct influence of parents' involvement on the development of students' literacy, affirming the involvement of home-based learning participation. The No Child Left Behind Act of 2001 stressed the significance of academic learning participation and parental contact with the school. Nonetheless, [21] found that parents in the country are still inconsistent in their participation, and more efforts need to be made to promote active participation in children's learning at home and school. Additionally, national, regional, and school-level home-school collaboration policies are still under development. Enhancing these policies and promoting increased parental participation can improve the reading performance and academic achievement of students.

Dimensions of Parental Involvement

Communication

Open communication between teachers and parents is an essential component of parental involvement. [14] discovered that frequent communication with teachers improves the academic performance of students by promoting accountability and addressing learning gaps. [15] also underscored the fact that consistent and significant interaction between parents and teachers builds trust and enhances the learning experience of students. This finding confirms existing studies on the significance of systematic communication strategies [22]. Yet, parents' involvement in online communication and co-planning of reading activities is still limited, highlighting the importance of schools increasing online engagement initiatives [8].

When reading development is considered, parent-teacher communication is also very important. Grade 6 students recognized their parents' active participation, particularly at parent-teacher conferences and going through teacher correspondence, according to [13]. Lower levels of digital communication and collaborative planning, however, could be an indicator of cultural tendencies toward formal, conventional interactions, as indicated by [22]. To overcome this, [8] recommended utilizing digital platforms to enhance communication and promote inclusiveness.

Learning at Home

Parental involvement in terms of learning at home is also critical in children's literacy acquisition. [23] discovered that parents' assistance in reading comprehension and discussion of school activities is positively related to literacy acquisition. Nonetheless, most parents find it challenging to participate in organized activities, including the preparation of reading materials and the setting of regular reading habits. In the same vein [12] pointed out that although parents acknowledge the significance of reading, sustaining regular literacy habits at home is still a challenge. [2] highlighted that regular parental engagement in the form of shared reading and retelling of stories has a great impact on literacy achievement. This is also corroborated by [25] who established that shared reading activity is a major factor in literacy acquisition. Although parents have identified the importance of reading, the lack of uniform implementation of organized reading habits implies that there is a requirement for focused interventions to help and direct parents in developing successful home-based learning practices.

Reading Performance Based on Phil-IRI

The Philippine Informal Reading Inventory (Phil-IRI) is a national level assessment instrument utilized to identify Filipino learners' reading proficiency. It is a significant function in the diagnosis of reading capacity, teaching strategy, and setting areas of strategic intervention. Reading performance is assessed through silent and oral reading for the specific purpose of quantifying comprehension and fluency—both skills necessary for academic success [26].

The Phil-IRI places reading proficiency in four levels: non-reader, frustration, instructional, and independent. These levels allow teachers to employ the correct interventions according to learners' individual needs. Non-readers have difficulty with basic decoding and need a lot of instruction in basic reading. Frustration-level students are able to read but have difficulty with comprehension and fluency, which is usually because of vocabulary constraints, as posited by [1]. The instructional level comprises learners that can read with the support of a teacher, as they have proper comprehension and fluency. Guided reading activities are mostly suitable for this level of learners, as stated by [27]. Lastly, the independent level comprises learners that read with proper fluency and understand texts independently, which signifies high reading ability. Although there are only a few learners that have reached this level, it demonstrates their proficiency in reading sophisticated texts [13]. This organized system of classification is a useful tool for teachers to use in developing effective literacy interventions to address students' reading levels.

Several variables affect students' reading performance as measured by the Phil-IRI. Cognitive development, exposure to reading text, instructional quality, and socio-economic status are some of them. Of these, parental involvement has been across-the-board accepted as a deciding factor. Evidence by [25] shows that home reading practices shared by family members play an important role in literacy learning. Likewise, [24] highlighted that frequent parental intervention, including retelling stories and developing a daily reading routine, improves reading skills. These findings highlight the importance of interagency collaboration between schools and families in improving students' reading performance.

The Relationship Between Parental Involvement and Reading Performance

Students' reading performance and parent involvement have been contentious in the literature. Whereas, as posited in [28], parental involvement and achievement correlations have ranged from moderate to high in certain research, others have indicated subtle effects. [18] pointed out that literacy-focused parental involvement had the strongest positive impact on students' reading ability.

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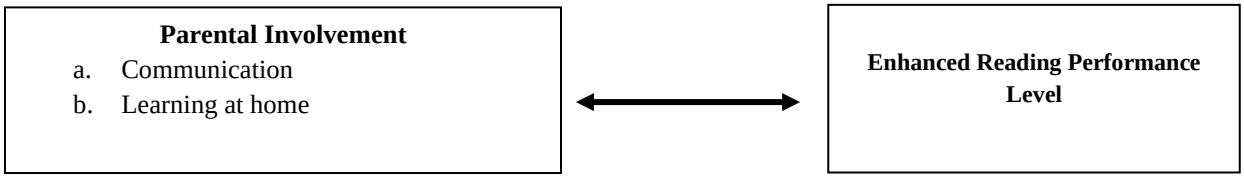
Reading ability is an important indicator of general academic achievement, and studies have shown that students with good reading ability tend to perform better in other areas such as mathematics and science [29]. Yet, many primary school children still regard reading as a problem as [1] discovered that most learners had disappointed reading levels with vocabulary gaps and poor comprehension skills. This trend aligns with research by [27] and [13], which report that lack of good reading exposure and limited parental supervision at home are some reasons behind chronic literacy problems.

However, it is also shown in the research that parental involvement does not always yield quantifiable improvement in reading skills. [1] and [30] documented poor or non-significant correlations between parental involvement and students' reading performance, which implied that the quality of instruction, socio-economic status, and students' intrinsic motivation could be more important influences on literacy.

Conceptual Framework

Figure 1 presents the study's conceptual framework, illustrating the relationship between parental involvement and learners' reading performance. The framework assumes that the quality and extent of parental involvement directly influence reading performance. Parental involvement is measured through two sub-variables: (a) communication and (b) learning at home. The two-headed arrow between the variables indicates a hypothesized causal relationship, suggesting that increased parental involvement leads to improved reading performance. This model will guide data collection and analysis, focusing on how specific aspects of parental involvement affect students' reading outcomes.

Figure 1: Conceptual Framework of Parent-Teacher Collaboration and Student Outcomes



METHODOLOGY

Research Design

The study made use of a descriptive-correlational research design to establish the nature of the relationship between parental involvement and reading performance of Grade 6 learners in Can-Avid Central Elementary School. The descriptive part of the study established the levels of parental involvement about communication and learning at home, as well as the learners reading performance. The correlational part of the study explored the relationship between these two variables [31].

Population and Sampling

The target population was made up of 250 Grade 6 learners in the six sections and their parents. The research randomly picked a sample size of 50 parent-student pairs. This satisfies the minimum sample size recommended in correlational studies [31].

Data Collection Instruments

The study had two data sources. First, the reading performance of the learners was scrutinised using the Phil-IRI Reading Assessment Results. This is secondary data that the researcher got from the teachers of Grade 6 students. This data classified learners into four levels, namely: Non-reader, Frustration, Instructional, and Independent. The second aspect, parental involvement, was measured by a modified 4-point Likert Scale questionnaire based on [3], as cited by [32]. This instrument evaluated the two domains of parental involvement: communication with school and learning at home. It contained 20 statements with 10 items for each domain, all designed to represent parents' perspectives.

Data Collection Procedures

The necessary approval to conduct the study was obtained from the Dean of the Graduate School and the School Principal of the Can-Avid Central Elementary School. The purpose of the study was explained to the participants, and informed consent was obtained. Parents answered the questionnaire on parental involvement while learners' reading performance was based on the results of Phil-IRI. Ethical standards particularly confidentiality and voluntary participation were strictly followed.

Data Analysis

Quantitative data was analyzed using SPSS. Descriptive statistics were used to profile parental involvement and reading performance while Pearson's correlation was employed to ascertain the relationship between the variables.

Ethical Considerations

The study conformed to ethical considerations which include informed consent, confidentiality, and voluntary participation. Identifying information was removed from published data to secure participants' privacy.

RESULTS AND DISCUSSION

Level of Parental Involvement in terms of Communication

Results in Table 1 reveal the level of parental involvement as far as communication is concerned. The average score for parental involvement in communication is 3.08 with SD = 0.60, which falls in the "High" category; therefore, parents are involved in matters concerning their children's education as far as communication is concerned. The highest level of involvement is reflected in the statement, *"Meet my child's teacher in school during a parent-teacher conference"* (mean = 3.42, SD = 0.54), which indicates strong parental engagement in such events. Similarly, the statement *"Read the letter given by the teacher about my child's reading progress"* (mean = 3.38, SD = 0.53) also depicts a high level of involvement, showing that parents are responsive to written communication from teachers.

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This result is in line with the study of [13] which revealed a significant consensus among Grade 6 students that their parents are actively involved in communication, especially in attending parent-teacher conferences and reviewing correspondence from teachers about their reading performance. According to [14] parental involvement, particularly through communication, significantly affects improvement in children's academic performance. Similarly, [15] stressed the direct interaction of parents and teachers as a factor in promoting accountability and trust.

Table 1. Level of parental involvement in terms of communication

Statements	Mean	SD	Description	Interpretation
1. Meet my child's teacher in school during a parent-teacher conference.	3.42	0.54	Strongly Agree	Very High
2. Read the letter given by the teacher about my child's reading progress	3.38	0.53	Strongly Agree	Very High
3. Communicate with my child's teacher about his/her reading	3.18	0.72	Agree	High
4. Receive information regarding my child's reading performance through	3.06	0.65	Agree	High
5. Talk to my child's teacher about his/her reading progress	3.16	0.55	Agree	High
6. Know my child's class schedule.	3.20	0.49	Agree	High
7. Talk to my child's teacher about his/her daily reading routine or	3.04	0.60	Agree	High
8. Participate in parent and family activities in the classroom like reading	3.04	0.49	Agree	High
9. Cooperate in planning school activities related to reading.	2.76	0.72	Agree	High
10. Spend time reading updates on the school's official Facebook page.	2.58	0.73	Agree	High
Overall	**3.08**	**0.60**	Agree	**High**

Some areas of moderate involvement were found for the statements: *"Cooperate in planning school activities related to reading"* (mean = 2.76, SD = 0.72) and *"Spend time reading updates on the school's official Facebook page"* (mean = 2.58, SD = 0.73). While these activities are still in the "High" category, they are relatively lower in collaborative planning and using online updates. A study by [22] reminds us of the influence of cultural expectations on parental involvement. In cultures where formal communication is highly valued, parents may find direct contact with teachers more significant than collaborative planning or informal updates. Moreover, [8] state that digital platforms can be used to improve communication and inclusiveness. However, the low score for social media engagement in the table suggests that schools may need to promote these tools more or reduce barriers to their use.

This result brings out the parental strengths in the traditional methods of communication, like attending parent-teacher conferences and responding to the teachers' letters, very vital in building a strong partnership between teachers and parents. However, the lower levels of engagement in reading online updates and participating in planning school activities hint at areas to improve. Schools can fill this gap in three ways: by providing digital literacy training for parents to increase their familiarity with online platforms and by valuing collaborative planning as a means of promoting student literacy. The school can increase parental involvement by capitalizing on the interest in traditional forms of communication by introducing new initiatives such as online engagement, allowing flexible schedules for working parents in collaborative activities. These practices can enhance the collaboration between schools and parents further in fostering students' educational growth.

Parental Involvement in terms of Learning at Home

The outcomes in Table 2 indicate the extent of parental involvement in terms of learning at home. The overall weighted mean of 2.58 (SD = 0.82) indicates a "High" level of parental involvement, reflecting active engagement in home-based reading activities but with identifiable gaps in structured practices that could further enhance children's reading development. The highest level of involvement was noted in the statement, *"Talk with my child about the reading activities he/she did inside the class,"* with a mean of 3.06 and SD = 0.51, which means parents take an active part in discussing with their children the reading activities in class. Similarly, the following statement *"Help my child how to read and understand what he/she is reading"* (mean = 3.04, SD = 0.64), reflects parents' strong interest in helping reading comprehension and decoding. These results also support the previous study by [23] who found that active parental participation in discussing school activities as well as parental support in comprehending reading activities is positively related to children's acquisition of literacy.

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Table 2. Level of parental involvement in terms of learning at home

Statements	Mean	SD	Description	Interpretation
1. Join my child while reading short stories in textbooks.	2.86	0.73	Agree	High
2. Talk with my child about the reading activities he/she did inside the	3.06	0.51	Agree	High
3. Read aloud to my child stories and then ask him/her questions.	2.50	0.71	Agree	High
4. Read Help my child how to read and understand what he/she is	3.04	0.64	Agree	High
5. Read books and hold a discussion about the text we are reading.	2.48	0.91	Disagree	Low
6. Encourage my child to read at least one story every night.	2.52	0.89	Agree	High
7. Prepare my reading materials for our home reading session.	2.34	0.96	Disagree	Low
8. Practice my child to use at least a word from a book and use it in a	2.30	0.91	Disagree	Low
9. Motivate my child to retell the story we have read every night.	2.38	0.90	Disagree	Low
10. Spend time to read beside him/her.	2.28	1.01	Disagree	Low
Weighted Mean	**2.58**	**0.82**	**Agree**	**High**

Activities such as *"Join my child while reading short stories in textbooks"* showed moderate levels of involvement (mean = 2.86, SD = 0.73) and *"Encourage my child to read at least one story every night"* (mean = 2.52, SD = 0.89). Involvement in these activities is, of course, an active kind of parental participation but less frequent than the highest-rated activities. This trend is in line with studies suggesting that while parents highly value reading, the consistent implementation of structured reading routines seems to be a difficult task [12].

In contrast, low levels of engagement were found for statements such as *"Spend time to read beside him/her"* with a mean of 2.28 and SD of 1.01, *"Motivate my child to retell the story we have read every night"* with a mean of 2.38 and SD of 0.90, *and "Prepare my reading materials for our home reading session"* with a mean of 2.34 and SD of 0.96. These activities, rated as "Low," would suggest that there is a problem in establishing a systematic reading routine, probably due to lack of time, resources, or knowledge about their importance. Systematic parental involvement, especially shared reading and story retelling, has very positive effects on children's literacy [24]. The study by [25] showed that shared reading experiences contribute much to better literacy outcomes. Moderate scores in reading aloud and retelling stories are suggestive of more latent potential to develop the children's narrative and vocabulary skills. [8] point out that the main hindrances in fully engaging parents are usually related to time limitations and resources available for at-home learning.

Results have revealed parental involvement strengths, particularly through discussing classroom activities and supporting reading comprehension at home, thereby reinforcing classroom instruction. However, there are still some difficulties with those activities requiring more structured efforts on the parents' part, such as preparing reading materials and facilitating regular reading routines. Gaps can be explained by lack of time, information about their importance, or insufficient resources. This emphasizes the requirement of targeted interventions to help parents develop more structured reading habits. Schools and teachers can assist by offering workshops on successful home reading strategies and access to reading materials, as well as stress the significance of daily reading and story retelling. Other activities at fostering parent-teacher collaboration through varied, accessible chances of involvement are likely to increase parental participation [23].

Overall Parental Involvement

The findings in Table 3 portray a high level of general parental involvement, wherein communication is scored higher (Mean = 3.08, SD = 0.60) compared to learning at home (Mean = 2.58, SD = 0.82). Both dimensions were interpreted as "High," although the spread in learning at home points to differences in the level of parental engagement, similar to the study conducted by [13]. These results are in agreement with the literature that has pointed out the significance of parental involvement in increasing academic achievement. For example, [3] stresses the role of communication and home-based learning in increasing students' achievement. In addition, a study by [8] also point out that frequent parental communication has a positive effect on students' achievement and social performance.

Table 3. Overall parental involvement

Parental Involvement	Mean	SD	Description	Interpretation
Communication	3.08	0.60	Agree	High
Learning at Home	2.58	0.82	Agree	High
Overall	**2.83**	**0.71**	**Agree**	**High**

Learners' Reading Performance

Overview of the reading performance level of learners as assessed by Phil-IRI is shown in Table 4. The majority of the respondents (66%) belonged to the category of frustrated readers with an overall mean score of 2.36 (SD = 0.53), which indicates that the majority of the learners are slow readers with poor comprehension; thus, more guidance and support from both parents and teachers are needed for improvement in

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reading skills and time management. Moreover, 32% of the students are at the instructional level and can improve their reading with guided practice, while only 2% are independent readers. These results are close to those of [1], who recorded that most Grade 7 students were at the frustrated level, mainly because of the limitation in vocabulary, which caused poor comprehension, especially in reading materials in English. On the other hand, studies by [27] and [13] have revealed that Grade 4 and 6 learners, respectively, manifested instructional level reading performance with a stronger foundation in reading skills and more potential to grow provided the right instructional support. This is a contradiction where the reading challenges become more pronounced at higher grade levels, possibly due to increasing academic demands. Besides, [5] and [29], as cited by [27] had emphasized the fact that students with higher reading proficiency, based on their Phil-IRI scores, score better in other subjects like math and science. This, therefore, shows how critical the role of reading proficiency is for general academic success.

Table 4. Learners' level of reading performance based on Phil IRI result

	Weighted Mean	**SD**	**Description**
Overall	2.36	0.53	Frustration
	F	*%*	
Non-reader	0	0%	
Frustration	33	66%	
Instructional	16	32%	
Independent	1	2%	

Analysis of Parental Involvement and Reading Performance

Table 5 presents a Pearson correlation analysis of the potential relationship between parental involvement in terms of communication, learning at home, and overall parental involvement with learners' reading performance levels. The analysis yields weak positive correlations for all of them, none of which are statistically significant. For communication, the Pearson correlation coefficient is 0.240, which is a weak positive association with reading performance; however, the p-value of 0.093 is higher than the conventional 0.05 threshold hence the null hypothesis is accepted. Learning at home has an even weaker correlation to reading performance (r = 0.097) with a non-significant p-value of 0.505. Overall parental involvement gives a Pearson correlation of 0.163 with a p-value of 0.259, which also shows no significant relationship.

Table 5. Relationship between (areas of and overall) parental invovement and reading performance level

	Reading Level		**Interpretation**	**Decision**
Communication	Pearson Correlation	0.240		
	Sig. (2-tailed)	0.093	not significant	Accept Ho
	N	50		
Learning at Home	Pearson Correlation	0.097		
	Sig. (2-tailed)	0.505	not significant	Accept Ho
	N	50		
Overall Parental Involvement	Pearson Correlation	0.163		
	Sig. (2-tailed)	0.259	not significant	Accept Ho
	N	50		

These results imply that even though there are positive weak relationships between some aspects of parental involvement and students' reading performance, they are not statistically significant. These findings support previous research by [1] who found that parental support does not lead to any significant improvement in learners' performances in reading development. [30] found that most forms of parental involvement have little to no effect on academic achievement. However, some other studies indicate contrary findings. For instance, [27] emphasized the critical importance of parental involvement in enhancing reading performance among Grade 4 learners by highlighting active participation by parents, good communication, and responsibility for reading instruction. Conversely, research, such as that by [18] shows very positive effects of parental communication and literacy activities on reading performance. A meta-analysis by [28] further indicates moderate to large correlations between parental involvement

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and academic success, naming reading as one of the principal areas of influence.

CONCLUSIONS AND RECOMMENDATIONS

Based on these findings, the following conclusions were drawn:

1. The level of parental involvement was generally high, with communication scoring higher than learning at home. These results show that parents are involved in their children's education, mostly through communication, though there is still much room for improvement in supporting learning activities at home.
2. Majorities of Grade 6 pupils in the Can-avid Central Elementary School were considered to be frustrated readers; the general reading performance, according to the result of the Phil-IRI, is at frustration level—that means big problems lie in reading fluency and comprehension among pupils.
3. Analyses revealed weak positive associations between the parental involvement variables—communication, learning at home, and overall involvement—and reading performance, none of which reached statistical significance. This suggests that although parental involvement may have some influence on reading performance, it is not a determinant in this study and is likely to be overridden by other strong influences, such as socioeconomic status, instructional quality, or intrinsic student motivation.

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

1. The schools should develop programs and workshops that will equip parents with strategies on how to support their children's learning effectively at home, especially in fostering good reading habits and providing meaningful educational activities.
2. To address the enormous number of dissatisfied readers, schools should espouse targeted reading intervention programs involving guided reading sessions, explicit vocabulary instruction, and comprehension strategies which have been tailored based on the needs of the learners.
3. Teachers and school administrators should establish stronger collaborations with parents in an effort to create a cohesive approach to improving learners' reading performance. Holding regular parent-teacher meetings is one avenue to discuss individual student progress and pinpoint areas where parents can contribute more effectively.
4. Future research should explore other variables that affect reading achievement. These include socio-economic backgrounds, teacher quality, teaching aids, and inherent motivation of students. Additionally, longitudinal studies will avail vistas of the long-run implications of parental involvement on educational outcomes.
5. The school can institute district-wide reading schemes in which parents, teachers, and the community at large participate. Some of the activities that will help motivate students to read and, hence improve their reading skills, include reading camps, story telling, and literacy fairs.

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