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**| RESEARCH ARTICLE**

## Parental Involvement in Reading Among Grade 1 Learners

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**| ABSTRACT**

Parental involvement in reading is crucial for learners. Active engagement helps develop early reading skills, boost self-esteem, and improve parent-child relationships that may grow their children's reading experiences by having frequent storytelling sessions, having book discussions, and setting up a family that values literacy. This study determined the nature of parental involvement in reading among Grade 1 learners in the three identified public elementary schools in Cebu, Philippines. The instruments used in the study included a researcher-made questionnaire administered to 174 parents. Quantitative data from the questionnaire were analyzed using statistical measures such as frequency, simple percentage, weighted mean, and the Chi-square test of independence. It was concluded that although parents were somewhat involved, parents were more active in learning at home. The parental involvement was often modest. The same empirical findings showed no correlation between the respondents' diversified profiles and parental reading engagement with Grade 1 learners. Aware of the results, the researchers politely suggested using the action plans explicitly created to help parents involve their children in reading.

**| KEYWORDS**

Education, parental involvement, reading, descriptive method, Philippines.

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### 1. Introduction

For most people today, reading is an ordinary task to which little thought is given. Yet, it is one of the most essential skills that learners acquire at school, as it forms the foundation for all further learning. Hence, reading is a significant tool for discovering basic knowledge about the world in a child's life. Reading is not just an innate thing that originates with the child. It is a set of skills that gradually develops as the child is subjected to formal education by the school, which is the responsible institution for the child's formal education. Parents are their children's first teachers. They are the role models for a child, and in the early days, a child is more influenced by parents. They know preschoolers need a lot of modeling and daily practice to learn and develop their reading skills. Parents play essential roles in developing young readers at home and school by supporting these children in reading. It is best accomplished when parents share the methods and basic understanding of the reading process.

This COVID-19 pandemic has brought changes in the formative years of grade schoolers, especially in reading. Schools around the globe continue to struggle with difficult decisions about whether to hold in-person classes, provide online instruction, or adopt a hybrid approach that affects the teaching and learning situation. In 2022, the Philippines' Department of Education (DepEd) started

to reopen its classes from online to blended learning. In this current situation, parents' involvement is even more critical. Yet, it is also more challenging as parents are more directly responsible for aspects of their children's education. Parents are now accountable for ensuring their children continue their education at home through blended learning. Some find the task difficult and wonder how they will work from home and find time to help teach reading to their children. Many also are worried that their children will not cooperate since some parents are working or they do not know teaching methods. Parents should be carefully attentive to scaffolding the child's learning in a way that provides support when needed so that they will become independent and, as possible, gain confidence in their abilities.

Parent involvement is the first predictor of a child's early literacy success and future academic achievement. Learners are more successful when their parents are involved in their education and can influence their children despite hectic schedules. Thus, parental involvement benefits children, which may result in higher test scores and grades, better attendance, increased completed homework and motivation, and a more positive attitude. As parents, they can do their part at home to reinforce meaningful family-school partnerships in helping a child prepare for school readiness and enhance reading skills. Set up a family routine and a quiet, special place in your home for a child to read. Keep books and other reading materials where a child can easily reach them. Help a child see that reading is critical by setting an excellent example through reading books, newspapers, and magazines. Limit and monitor television, games, and computer watching instead of spending more time reading books with your child. Parents promote literacy by reading to their children and by reading to them themselves. A child needs to be taught to hear sounds in words, and those words are made up of the most minor parts of sound or phonemes. To comprehend what is read, a child must learn to read words quickly and adequately. Additionally, they must be taught the sounds produced by individual printed letters and letter groupings. The Grade 1 learners must be actively taught comprehension tactics, the techniques proficient readers employ to ensure they get the material, and how words are utilized, both written and spoken. Learners who control their reading comprehension become purposeful and active readers. Parents are encouraged to attend parent-teacher conferences, communicate, volunteer, learn at home, and participate in decisions that could improve the learners' reading ability.

## **2. Literature Review**

This study is anchored on Vygotsky's Zone of Proximal Development (ZPD), Piaget's Preoperational Education Theory, and Epstein's Six Types of Parents Involvement. Also, this study is supported by the following legal bases, namely the DepEd Order No. 45, s. 2020, and DepEd Order No. 14, s. 2018, Republic Act No. 7743.

Using Vygotsky's theory of the ZPD, it can be seen that learning happens best when people work on things they can do with help (Cong-Lem & Daneshfar, 2024). Vygotsky underscores the notion that children emulate adults, incrementally acquiring the proficiency to perform tasks autonomously. His conceptualization of the ZPD posits it as the disparity between a child's current developmental stage, as gauged through self-directed problem-solving, and the level of potential development, as ascertained through problem-solving endeavors guided by adults or facilitated by collaboration with more proficient peers (Srivastava & Misra, 2024). Fostering self-regulated learning through online peer assessment aligns closely with Vygotsky's ZPD. Vygotsky's theory emphasizes that learning is most effective when individuals engage in tasks beyond their current level of competence, which can be accomplished with assistance. This notion resonates with online peer assessment, where students are challenged to evaluate their peers' work and provide constructive feedback, thus operating within their ZPD as they collaborate with others to enhance their learning (Alido et al., 2023; Pagaran et al., 2022). The impact of peer collaboration on developing skills among primary school students, drawing from Vygotsky's theoretical framework (Sy et al., 2022). Mcpherson-Bester (2019) investigates how collaborative problem-solving activities enable students to operate within their ZPD, wherein they engage in tasks beyond their current level of competence with the support of peers.

In understanding the dynamics of parent involvement in reading, synthesizing theoretical frameworks such as Vygotsky's sociocultural theory, Piaget's Preoperational Education Theory, and Epstein's Six Types of Parent Involvement offers valuable insights. According to Vygotsky's theory, learning happens through cooperative processes within one's cultural environment. This highlights the importance of social interaction and cultural context in cognitive development (Bernard, 2024; Daramola et al., 2024). Studies (Formosa, 2024; Lajoie & Poitras, 2023; Lam, 2022) applying Vygotsky's theory in educational contexts highlight the importance of peer collaboration, reciprocal teaching, and online learning environments in fostering cognitive development and self-regulated learning skills. Moreover, Piaget's Preoperational Education Theory, focusing on cognitive development in children aged 2-7, underscores the role of imaginative play, language acquisition, and symbolic thinking—critical components of early literacy development (Alsultan, 2024; Gok, 2023).

Integrating Epstein's Six Types of Parent Involvement into this discourse elucidates how parents can support literacy development, from reading aloud and discussing books to engaging in literacy-related activities at home and collaborating with the community to promote reading initiatives (Cabell et al., 2019). By applying these theoretical perspectives, researchers can explore how parental involvement in reading activities influences children's language acquisition, cognitive skills, and literacy outcomes within the

sociocultural context. This interdisciplinary approach enhances our understanding of the factors contributing to children's reading success. It informs educational practices that foster literacy skills in young learners by leveraging the collaborative efforts of parents, teachers, and communities. Epstein's Six Types of Parent Involvement also provides a theoretical framework for examining the different dimensions of parental engagement in education (Nkosi, 2024). The study likely investigates how various forms of parental involvement, such as reading to children, discussing books, or providing literacy materials, influence children's reading habits and skills over time (Silinskas et al., 2020). By utilizing Epstein's framework, the researchers can explore the extent to which different types of parental involvement during early childhood contribute to children's reading proficiency (Nzuruba, 2024) and academic success in subsequent grades, highlighting the importance of fostering a supportive home environment that promotes literacy development (De Bondt et al., 2020; Yeo et al., 2014).

Moreover, DepEd Order 14, s. 2018 provides the legal foundation for this investigation. The guidelines is to raise all Filipino children to the grade level of readers. Therefore, starting with the 2018–2019 school year, DepEd will continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to students in public elementary schools across the country through the Bureau of Learning Delivery–Teaching and Learning Division (BLD–TLD) (Joe Lariosa & Quezada, 2023; Fernandez & Arriola, 2022). More importantly, Phil-IRI aims to master basic literacy skills at a grade level. To put it briefly, this DepEd Order 14 s. 2018 marks the update of DepEd Order 45, s. 2002 (The Elementary School Reading Literacy Program). By the conclusion of grade three, DepEd guarantees that students are proficient readers. The Every Child a Reader Program, which is supported by DepEd, attempts to develop reading and writing skills in every Filipino child by teaching them to distinguish between terms in their vocabulary and visual and aural cues appropriate for their grade level (Canoy & Loquias, 2022).

In addition, Republic Act No. 7743 elevates the literacy level of every Filipino to ensure that illiteracy is eradicated by the end of the century by establishing public libraries in every congressional district, city, and municipality and reading centers in every barangay throughout the Philippines. This helps the learners, especially public learners, learn and discover new words to develop their vocabulary and visual and audio discrimination (Alaya-ay Jr., 2013).

Learning at home acknowledges the importance of children and parents communicating about values, educational aspirations, and connections between academic and everyday life. Involving families and their children in decisions about academic and career goals and discussing school subjects together is a critical aspect of learning at home (Josep et al., 2020; Andrin et al., 2017). Decision-making involves decision-making and emphasizes developing partnerships (Etcuban et al., 2016). Warnasuriya (2018) believes meaningful communication is student-specific, born out of trust, and the primary way to align home and school for student success. Lastly, collaboration with the community refers to anyone interested in and affected by the quality of education in a region. Epstein's model highlights that we are all impacted by the quality of education in our communities, whether we have children of our own (Charamba & Aloka, 2024; Etcuban, 2013).

There are still some questions about children's academic, developmental, and behavioral connections at school and home. Numerous solutions can improve parental involvement, including stakeholder collaboration (Samson et al., 2021). The school's administration and instructors' dedication to the child's education is the most critical component in this equation. When parents believe the schools guarantee help, perhaps parental involvement will rise again by implementing these solutions. Parental beliefs and perceptions have also been shown to predict parental involvement strongly (Bubić & Tošić, 2016; Froiland et al., 2013). It has been demonstrated that parental engagement levels are expected by their educational goals and comfort level with the personnel and school. Furthermore, it has been demonstrated that parental involvement at home and at school is predicted by their views about their parental obligations, their capacity to influence their kids' education, and their assessments of their children's interests in academic topics (Chen et al., 2024).

Kame et al. (2024) focused on early literacy development and educational interventions for young learners. They emphasize the vital importance of reading in the education of young children. Azevedo et al. (2021) argued that reading is a foundational skill and a gateway to academic achievement and lifelong learning. Cordova Jr. et al. (2024) assert that early literacy skills lay the groundwork for children's success in school and beyond, shaping their cognitive development, language proficiency, and overall academic trajectory. William (2024) stressed that without proficient reading abilities, children may face significant challenges in accessing educational opportunities, achieving personal fulfillment, and realizing their potential in the workforce. The sentiment expressed about the critical importance of reading in education, particularly for young children, resonates deeply with contemporary educational research and literacy advocacy. It underscores the fundamental role that reading plays in shaping children's academic success, cognitive development, and future opportunities. When considering the role of parents' involvement in reading, this sentiment becomes even more significant.

Children need their parents to read to them to develop early literacy abilities and a love of reading from an early age. Research (Nation et al., 2022; Sénéchal & LeFevre, 2014; Dickinson et al., 2012) consistently demonstrates that children read to regularly by

their parents tend to develop more vital language skills, a broader vocabulary, and better comprehension abilities. Moreover, parental involvement in reading cultivates positive attitudes toward reading and learning, essential for academic achievement and lifelong literacy.

By participating in shared reading activities and providing models for comprehension, critical thinking, and fluent reading, parents may introduce their children to a wide variety of vocabulary and literary topics (Anggapati, 2024). Through these interactions, children have essential chances to practice their reading skills in a caring and supportive setting. Furthermore, parental involvement in reading extends beyond reading aloud to children. It involves creating a literacy-rich home environment where books are readily accessible and reading is valued and celebrated. Parents can encourage independent reading, facilitate discussions about books, and integrate literacy activities into daily routines to reinforce learning and foster a lifelong passion for reading (Hendarto & Mulyadi, 2024; Rinzin, 2024).

Relevant research and literature are essential for comprehending parents' reading engagement with Grade 1 learners. They offer a foundation of information that enables parents and teachers to recognize successful tactics for developing young children's reading habits. By analyzing prior studies, teachers and school administrators may better understand parental involvement's effects on a child's reading development, including increases in motivation and literacy abilities.

### **3. Methodology**

This section presents the design, environment, respondents, instruments, data analysis, and the gathering procedures.

#### **3.1 Design**

This study employed the descriptive-correlational research method in determining the parent's involvement in reading among Grade 1 learners in the three identified public elementary schools in Cebu, Philippines. The data collection included a survey among the parents of the Grade 1 learners regarding their age and gender, number of children in the family, combined family income, and educational background. It also included the nature of parent's involvement based on parenting, communicating, volunteering, learning at home, and decision-making.

#### **3.2 Environment**

This study was conducted in the identified public elementary schools [Bacayan Elementary School, Tiltilon Elementary School, and Tingub Elementary School] in Cebu, Philippines.

#### **3.3 Respondents**

The study used 174 parents of Grade 1 learners in the three identified schools: 68 parents [39.08%] from Bacayan Elementary School, 51 parents [29.31%] from Tiltilon Elementary School, and 55 parents [31.61%] from Tingub Elementary School. They were chosen using the universal sampling method.

#### **3.4 Instrument**

An adapted questionnaire from the Framework of Six Types of Involvement Epstein (2002) contains two parts. Part 1 was the demographic profiling of the parent respondents, which included their age and gender, number of children, combined monthly family income, and educational background. Part 2 dealt with information on the nature of parents' involvement in parenting, communicating, volunteering, learning at home, and decision-making. In the first part, the respondents were advised to fill in or tick a check mark on the appropriate answers. In the parental involvement part of the questionnaire, the respondents replied to the answers using the 4-Likert scale: 4 points for Always, 3 points for Often, 2 points for Rarely, and 1 point for Never.

#### **3.5 Data Analysis**

After receiving the completed questionnaire, the researchers reviewed its completeness, ensuring that all data entries were accurate. Then, they encoded the data using a Data Matrix file and conducted data hygiene procedures before importing the files into statistical software. Frequency, simple percentage, mean, standard deviation, weighted mean, and Chi-square test of independence were used to analyze the gathered data.

#### **3.6 Credibility and Reliability**

The researchers wrote transmittal letters to the school administrators and informed consent to parents of Grade 1 learners asking for approval to conduct the study before administering the survey questionnaires. The respondents were guaranteed the confidentiality of the information, assuring them that the data collected strictly adheres to the Philippines' Data Privacy Act of 2012. Also, to ensure compliance with the data protection law and adopt international principles and standards for personal data protection. It safeguards every individual's right to privacy and ensures the free flow of information to innovation, growth, and

national development. It also provides security of all personal information and communications in the government and the private sectors involved in the study.

### 3.7 Ethical Considerations

All data gathered were treated with the utmost confidentiality. The respondents have assured us they will never be identified in any report once the results are available. Participation in this study was voluntary, and each respondent could withdraw. The issue of validity and reliability was necessary for researchers to collect the accurate data presented and interpretations derived from it. Parental engagement in reading must consider ethics to protect the child's autonomy, privacy, and developmental requirements. Parents should let their children investigate books without any constraints or preferences. It is critical to cultivate a love of reading without using it as a means of control or social comparison. Involving yourself ethically also entails encouraging a balanced approach to learning, keeping an eye out for age-appropriate information, and honoring the child's uniqueness and speed.

## 4. Results and Discussion

### 4.1 Profile of the Respondents

This section revealed the parents' profiles, including their ages, genders, number of children, combined family income, and educational backgrounds. Table 1 shows the results.

**Table 1**  
**Profile of the Respondents**  
(n = 174)

	Frequency	Percentage
<b>A. Age (in years)</b>		
More than 50	3	1.72
41 - 50	19	10.92
31 - 40	86	49.43
21 - 30	66	37.93
	Mean :33.76	
	StDev : 6.71	
<b>B. Gender</b>		
Female	132	75.86
Male	42	24.14
<b>C. Number of Children</b>		
7 and above	9	5.17
4 - 6	34	19.54
1 - 3	131	75.29
	Mean: 2.92	
	StDev: 1.60	
<b>D. Combined Family Income [in PHP]</b>		
More than 40k	4	2.30
21 - 40k	9	5.17
10 - 20k	43	24.71
Less than 10k	118	67.82
<b>E. Educational Background</b>		
College Graduate	23	13.22
High School Graduate	112	64.37
Elementary Graduate	39	22.41

**Age and Gender.** The table shows that most respondents are aged 31 to 40 (49.43%) and female, with 132 respondents (75.86%). The data imply that female parents of Grade 1 learners between the ages of 31 and 40 are probably at a stable stage of their employment, which may indicate that they are more involved in their children's education since they have a better work-life balance. This age group may prioritize educational materials and tools as they know how they may affect their child's development. They may also use online learning environments and platforms to communicate with teachers, demonstrating greater digital

literacy. Their personal experiences could cause them to prioritize establishing moral principles and giving their children an excellent educational foundation.

**Number of Children.** It shows that most respondents have 1 to 3 children, with 131 respondents (75.29%). The data imply that parents of first-graders with one to three children struggle to support their child's education while maintaining order in the home. If they had fewer children, they could devote more time and resources to each child, encouraging their participation in extracurricular activities and academic progress. This group can emphasize high-quality teaching resources to give each youngster a solid foundation. Should they have several children in various grades, they may develop effective ways to handle their children's distinct learning requirements. Their engagement in and expectations for their younger child's Grade 1 experience may also be influenced by their experiences with older siblings. Smaller family sizes allow parents to allocate more time and attention to each child's educational needs, potentially including reading instruction at home (Kalil, 2014).

**Combined Monthly Family Income.** The study shows that most respondents have a combined monthly family income of less than ten thousand pesos, with 118 respondents (67.82%). It may be extremely difficult for parents of Grader 1 learners whose total monthly family income is deemed to be below the poverty line to provide extracurricular activities, tutoring, or books. Financial limitations may prevent their child from accessing technology, affecting their participation in educational applications or online learning. These parents could put their children's fundamental necessities ahead of academic enrichment, and their employment obligations might impact their participation in school activities. Despite these obstacles, parents may place a high value on education and look for community support, free or inexpensive resources, and ways to improve their child's learning, focusing on resourcefulness and resilience. Ren et al. (2021) state that family income disparities contribute to the achievement gap and discuss the role of parental expectations in mediating this relationship.

**Educational Background.** The table shows that most respondents were high school graduates (112, 64.37%). The data imply that parents of Grader 1 learners who are high school graduates may have a basic grasp of education but may not be able to meet their children's advanced academic needs at home. Given their personal experiences, they will appreciate education and stress the significance of finishing school. For their child's educational growth, these parents may place a high value on teachers and schools, and they may even look for extra help in the form of tutoring (Oo, 2024). Gupta (2021) added that their educational background, which emphasizes transferable skills and life lessons to supplement formal schooling, may impact their involvement in their child's school activities and how they communicate with teachers.

**4.2 Nature of Parental Involvement**

This study categorizes parental involvement in parenting, communicating, volunteering, learning at home, and decision-making. The results are presented in Tables 2 to 7.

**Table 2  
Parental Involvement as to Parenting**

#	Indicators	Mean	Interpretation
1.	I receive information on what I can do at home to help my child improve or advance his or her reading.	3.52	Highly involved
2.	I receive information on health and nutrition.	3.41	Highly involved
3.	I receive information on child development in his/her reading improvement.	3.15	Moderately involved
4.	I attend workshops on parenting and child development in reading.	2.40	Less involved
5.	I attend parent training programs on family literacy, financial literacy or other programs that concern planning for my children's reading development.	2.30	Less involved
6.	I welcome and encourage my child's teacher to do home visitation to check his/her reading development.	2.96	Moderately involved
<b>Aggregate Mean :</b>		<b>2.96</b>	<b>Moderately Involved</b>

The table showed that the indicator, which I received information on what I could do at home to help my child improve or advance their reading, got the highest mean of 3.52(Highly involved). During the indicators, I attended parent training programs on family literacy, financial literacy, or other programs concerned with planning for my children's reading development, and I got the lowest mean of 2.30 (Less involved). The data imply that when parents of Grade 1 learners are advised to encourage reading at home, they will probably take a greater interest in their child's literacy growth. With this knowledge, they can establish a nurturing learning atmosphere reinforcing academic concepts. These parents may help their children develop reading confidence by practicing reading exercises regularly and keeping track of their development. Their participation can result in better reading results and early

reading enthusiasm. These parents may also look for additional tools or resources, actively participating in their child's educational process and fostering a more cooperative relationship with teachers. Walter (2024) said that parents should be involved in teaching reading at home. They should reasonably be engaged in homeschooling, where they can supervise their child's learning development in their own homes and communicate with the school regarding the child's performance (Sharer, 2022).

**Table 3**  
**Parental Involvement as to Communicating**

#	Indicators	Mean	Interpretation
1.	If I have questions, concerns, or comments about my child reading ability, I inform my child's teacher or school through Facebook messenger or text right away.	2.97	Moderately involved
2.	When my child's school communicates with me through Facebook messenger, it is easy for me to read and understand.	3.25	Highly involved
3.	When the folder of the student works sent home, I review and give comments to my child's schoolwork.	3.37	Highly involved
4.	I pick up the works of my child and confer with the teacher on how to improve his reading performance.	3.03	Moderately involved
5.	I receive and respond to useful notices, phone calls, and other communications from the school.	3.26	Highly involved
6.	I attended online meetings via google meet and messenger to be aware of different school policies, programs, reforms, and activities.	2.55	Moderately involved
<b>Aggregate Mean :</b>		<b>3.07</b>	<b>Moderately Involved</b>

The table shows that the indicator, "When the folder of the student works sent home, I review and give comments to my child's schoolwork," got the highest mean of 3.37 (Highly involved). The indicator, "I attended online meetings via Google Meet and Messenger to be aware of different school policies, programs, reforms, and activities." got the lowest mean of 2.55 (Moderately involved). The data imply that parents of first-graders show a high level of interest in their children's education when they actively check and remark on their work. When been actively engaged in the process, the children feel encouraged to learn in a supportive setting. By offering comments, these parents may pinpoint their strengths and areas for development, enabling customized help at home. Apart from fortifying the relationship between educators and parents, this ongoing engagement with the classroom encourages more productive discussions on the child's growth (Kaur, 2024; Ray & Smith, 2010). This participation can result in improved academic performance and a solid basis for further learning. With this profile, the nature of parents' communication with the teachers and the school significantly affects their children's reading performance (Ebele, 2024; Masudi & Silaji, 2024).

**Table 4**  
**Parental Involvement as to Volunteering**

#	Indicators	Mean	Interpretation
1.	I volunteer in the classroom to help the teachers or in the school's health and safety protocols against pandemic.	2.12	Less involved
2.	I avail reading resources for families provided by the school such as reading charts, reading booklet, and other reading materials.	3.06	Moderately involved
3.	I provided information about my interests or availability for volunteering at school.	2.18	Less involved
4.	When I volunteer at home, I need assistance or instructions from the teachers on how to assess my child's reading development.	2.87	Moderately involved
5.	I am available to teach at home for my child's reading activities.	3.43	Highly involved
6.	I receive information about the role of the parent and the process on how to teach my child in reading.	3.34	Highly involved
<b>Aggregate Mean :</b>		<b>2.83</b>	<b>Moderately Involved</b>

The study shows that the indicator, "I am available to teach at home for my child's reading activities," got the highest mean of 3.43 (Highly involved). The indicator, "I volunteer in the classroom to help the teachers or in the school's health and safety protocols against the pandemic," got the lowest mean of 2.12 (Less involved). The data imply that literacy development in children is greatly aided by parents who can teach reading at home to first-graders. Their accessibility enables regular practice, strengthening the concepts taught in the classroom and perhaps producing notable gains in reading comprehension. By customizing reading activities to their child's interests and requirements, these parents may encourage a love of reading and build self-confidence.

They can also closely monitor progress and quickly address obstacles because of their active engagement. This active learning environment improves the child's general academic performance and excitement for learning and strengthens the parent-child relationship (Johnson, 2024; Bierman et al., 2015).

**Table 5**  
**Parental Involvement as to Learning at Home**

#	Indicators	Mean	Interpretation
1.	I have the full knowledge on what my child should learn in reading and be able to do at home.	3.58	Highly involved
2.	I inform the school what my goals are for my child's learning in reading or what interventions for my child's need.	3.08	Moderately involved
3.	I know the reading policy of the school, and I know confidently how to monitor and discuss reading activities at home.	3.39	Highly involved
4.	I monitor my child's reading activities and provide additional input to enrich his/her reading development in school.	3.40	Highly involved
5.	I set calendar of reading activities for my child at home or schedule advance reading.	2.95	Moderately involved
6.	I participated the distance learning given by the school for my child's reading development despite the pandemic.	3.22	Moderately involved
<b>Aggregate Mean :</b>		<b>3.27</b>	<b>Highly Involved</b>

The table shows that the indicator, "I have the full knowledge on what my child should learn in reading and be able to do at home," got the highest mean of 3.58 (Highly involved). The indicator, "I set calendar of reading activities for my child at home or schedule an advance reading," got the lowest mean of 2.95 (Moderately involved). Parents of Grade 1 learners who understand precisely what their child needs to learn to read and can do at home are in an excellent position to assist their child in developing literacy skills. Thanks to this understanding, they may reinforce essential reading skills at home by matching activities with school goals. These parents will provide child-focused assistance, such as phonics, vocabulary, and comprehension drills, to speed up their reading growth. Their knowledgeable participation may also result in the early detection of learning gaps, allowing for prompt remediation. In the end, having such informed assistance builds a solid reading foundation, which raises the chances of both academic achievement and a lifetime enjoyment of reading. Parental involvement and student academic performance may not explicitly state that parent engagement in their child's school is positive but does not necessarily result in improved student learning and achievement (Green, 2021; O'Toole et al., 2019). It likely examines the effectiveness of parent involvement in fostering academic outcomes. The study's findings by Horton (2024) may illuminate the relationship between parent engagement and student learning and achievement. The combined influence of home and school contexts is particularly notable in reading.

**Table 6**  
**Parental Involvement as to Decision Making**

#	Indicators	Mean	Interpretation
1.	I am actively participating in Online Parent- Teacher Conference and safety planning for my child's reading performance.	2.48	Less involved
2.	I am actively working with the other parents for more assistance and collaboration in teaching reading at home.	2.71	Moderately involved
3.	I am involved in school- decision making at my child's school.	2.65	Moderately involved
4.	I help in planning family involvement activities.	3.14	Moderately involved
5.	I receive information and participated in the election for homeroom and general PTA board via Google meet or Facebook Messenger.	2.56	Moderately involved
6.	I am included in the group chat to keep updated whatever reading materials/resources send by the teacher for my child's reading development.	2.97	Moderately involved
<b>Aggregate Mean :</b>		<b>2.75</b>	<b>Moderately Involved</b>

The table shows that the indicator, "I help in planning family involvement activities," got the highest mean of 3.14 (Moderately involved). The indicator, "I am actively participating in Online Parent- Teacher Conference and safety planning for my child's reading performance," got the lowest mean of 2.48 (Less involved). The data imply that parents of Grade 1 learners who assist in organizing family engagement events at school show a great dedication to their child's education and the school community. Their participation in planning these activities encourages communication and cooperation between teachers and parents, improving the quality of education. The involvement level in the school is likely to rise due to these parents' influence and encouragement of more families to join. These events may enhance the home and school bond, foster a support network among parents, and



exchange best practices for promoting children's education. In addition to helping their children, this proactive participation fosters a more engaged and cohesive school community. It can be said that the parents were highly involved in learning at home, which provides better facilities and support for the children's education. It could be better observed how critically these young learners think and act inside and outside the house. Parents were reasonably engaged in homeschooling, where they could supervise their child's learning development in their own homes and communicate with the school regarding the child's performance.

Table 7 presents the summary table of the respondents' nature of parental involvement.

**Table 7**  
**Summary Table on the Nature of Parental Involvement**

	<b>Nature</b>	<b>Mean</b>	<b>Interpretation</b>
A.	Parenting	2.96	Moderately involved
B.	Communicating	3.07	Moderately involved
C.	Volunteering	2.83	Moderately involved
D.	Learning at Home	3.27	Highly involved
E.	Decision Making	2.75	Moderately involved
	<b>Overall Aggregate Mean:</b>	<b>2.98</b>	<b>Moderately Involved</b>

The table shows that parents scored the highest mean of 3.27 (Highly involved) in learning at home. At the same time, parental involvement in decision-making got the lowest mean of 2.75 (Moderately involved). The data imply that parents of Grade 1 students who achieved the highest mean in at-home learning are probably very good at assisting their child's academic growth. These parents often engage in frequent educational activities, give their children stimulating learning materials, and enforce rigid routines—all of which help their children succeed academically. Their active participation demonstrates a thorough comprehension of their child's educational requirements and their capacity to establish a supportive home learning environment.

Consequently, their offspring could demonstrate improved academic performance, heightened self-assurance in their assignments, and an optimistic outlook on education, laying the groundwork for future academic successes. Establishing a positive learning environment at home is one of the most important things parents can do to help their first-grader's education. Their participation fosters a passion for learning, strengthens core abilities, and reinforces the classroom curriculum. Their child's academic development is strengthened when they read aloud, practice math concepts through daily tasks, and foster curiosity. Strong relationships with instructors are cultivated when parents provide consistent support and encouragement, which increases drive and self-assurance. Through this partnership, learning happens even when schools are not in session, assisting kids in gaining lifelong knowledge and a good outlook on learning.

#### **4.3 Performance of Grade 1 Learners in Reading**

The table presents the results of the performance of the Grade 1 learners in reading.

**Table 8**  
**Performance of Grade 1 Learners in Reading**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Independent	26	14.94
Instructional	79	45.50
Frustration	50	28.74
Struggling	19	10.92
<b>Total:</b>	<b>174</b>	<b>100.00</b>

Most Grade 1 learners are categorized as Instructional, with 79 learners (45.50%). This is followed by Frustration with 50 Grade 1 learners (28.74%). Grade 1 learners categorized as instructional readers are in a critical phase of their literacy growth. According to the data, these learners may have trouble reading independently but can read with assistance. Guided practice helps instructional readers improve their fluency, understanding, and self-assurance with the aid of their parents. By analyzing students' progress, teachers can better adapt their lessons to meet individual requirements, such as vocabulary expansion and decoding techniques. Frequent evaluations and tailored comments guarantee these learners get the assistance they need to progress to independent reading levels. Good tactics and tools influence their development and provide the groundwork for future academic achievement.

#### **4.4 Test of Significance of the Relationship**

The study hypothesized that the respondents' profiles were significantly related to the nature of parental involvement. Table 9 shows the results.

**Table 9**  
**Relationship Between the Profile of the Respondents and the**  
**Nature of Parental Involvement**

Variables	Chi-Square	df	Critical Value	Significance	Result
<b>A. Age</b>					
Parenting	17.263	9	16.919	Significant	Ho rejected
Communicating	10.824	9	16.919	Not significant	Ho accepted
Volunteering	8.278	9	16.919	Not significant	Ho accepted
Learning at Home	4.333	9	16.919	Not significant	Ho accepted
Decision Making	9.100	9	16.919	Not significant	Ho accepted
Overall Parent Involvement	7.619	9	16.919	Not significant	Ho accepted
<b>B. Gender</b>					
Parenting	4.303	3	7.815	Not significant	Ho accepted
Communicating	3.467	3	7.815	Not significant	Ho accepted
Volunteering	1.161	3	7.815	Not significant	Ho accepted
Learning at Home	2.032	3	7.815	Not significant	Ho accepted
Decision Making	0.191	3	7.815	Not significant	Ho accepted
Overall Parent Involvement	2.725	3	7.815	Not significant	Ho accepted
<b>C. Number of Children</b>					
Parenting	6.333	6	12.592	Not significant	Ho accepted
Communicating	12.824	6	12.592	Significant	Ho rejected
Volunteering	6.363	6	12.592	Not significant	Ho accepted
Learning at Home	6.167	6	12.592	Not significant	Ho accepted
Decision Making	18.468	6	12.592	Significant	Ho rejected
Overall Parent Involvement	5.026	6	12.592	Not significant	Ho accepted
<b>D. Combined Monthly Family Income</b>					
Parenting	6.079	9	16.919	Not significant	Ho accepted
Communicating	6.336	9	16.919	Not significant	Ho accepted
Volunteering	5.723	9	16.919	Not significant	Ho accepted
Learning at Home	10.200	9	16.919	Not significant	Ho accepted
Decision Making	13.757	9	16.919	Not significant	Ho accepted
Overall Parent Involvement	15.864	9	16.919	Not significant	Ho accepted
<b>E. Educational Background</b>					
Parenting	2.842	6	12.592	Not significant	Ho accepted
Communicating	0.065	6	12.592	Not significant	Ho accepted
Volunteering	2.521	6	12.592	Not significant	Ho accepted
Learning at Home	6.855	6	12.592	Not significant	Ho accepted
Decision Making	5.883	6	12.592	Not significant	Ho accepted
Overall Parent Involvement	2.788	6	12.592	Not significant	Ho accepted

The table shows that parents' ages have a significant relationship with parental involvement in parenting. The computed Chi-square value of 17.263 is higher than its critical value of 16.919 at a df of 9. This implies a significant relationship between the parents' ages and their level of involvement in parenting. Younger parents often exhibit different engagement patterns than older parents, with factors such as life experience, stability, and educational background influencing their approaches. Also, younger parents might have more time and energy to devote to active involvement but could face challenges like balancing work and study. Older parents, with potentially more incredible life experience, may offer more stability and long-term planning but might need more flexibility. Understanding these dynamics helps teachers tailor support programs to meet diverse parenting needs nationwide in Philippine public elementary schools.

The study also reveals that the number of children in the family is significantly related to parental involvement in communication and decision-making. The data imply that the number of children in a household and parental participation in communication and

decision-making are significantly correlated, according to the data. Parents in smaller families are typically more engaged with their children because they can spend more time and energy on each child. Larger families, on the other hand, would find it challenging to share their time and resources, which could result in less frequent or thorough communication as well as less participation in decision-making. This link clarifies that families with many children need specific resources and assistance to ensure every child gets the care and attention they require for their educational and developmental needs. Understanding this dynamic is crucial to creating plans of action that assist households of all sizes and guarantee that every youngster gets the direction and assistance they require for development and well-being.

The study also hypothesized that the respondents' profiles had significant relationships with the reading performance of Grade 1 learners. Table 10 shows the results.

**Table 10**  
**Relationship Between the Profile of the Respondents and the Performance of the Grade 1 Learners in Reading**

Variables	Chi-Square	df	Critical Value	Significance	Result
<b>Performance of Grade 1 Learners in Reading and</b>					
Age	4.641	9	16.919	Not significant	Ho accepted
Gender	6.453	3	7.815	Not significant	Ho accepted
Number of Children	6.855	6	12.592	Not significant	Ho accepted
Combined Monthly Family Income	9.515	9	16.919	Not significant	Ho accepted
Educational Background	11.917	6	12.592	Not significant	Ho accepted

It shows that the computed Chi-square values were lower than their respective critical values, which resulted in the acceptance of its null hypothesis: there was no significant relationship between the Grade 1 learners' reading results and the profile of the respondents, including their age, gender, number of children, combined family income, and educational history. Reardon et al. (2019) state that family income disparities contribute to the achievement gap and discuss the role of parental expectations in mediating this relationship.

## 5. Conclusion

Based on the study's findings, the indicator that parents are involved more in learning at home was highly involved, while the indicators that parents are involved in parenting, communicating, volunteering, and decision-making were moderately involved. The same empirical results further disclosed that the diverse profile of parents did not correlate with the nature of their involvement in reading among grade one learners. These salient findings are limited to 3 out of 50,244 public elementary schools in the Philippines. With this, further research on parental involvement in other parts of the country is needed to strengthen these preliminary findings and help these children learn how to read, thus improving their reading performances effectively. As such, the researchers respectfully proposed utilizing the action plans crafted solely to assist those concerned parties with similar issues or problems relevant to applying the nature of parents' involvement in reading.

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