

## STUDENTS' READING PRACTICES AND PARENTAL INVOLVEMENT IN THE NEW NORMAL: ITS RELATIONSHIP ON STUDENTS' ACADEMIC PERFORMANCE

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### ABSTRACT

*This study aimed to evaluate the students' reading practices and parental involvement and its relationship on students' academic performance during the school year 2020-2021. This study employed quantitative method using descriptive-correlational type of research design. The respondents were selected using stratified sampling of the two hundred thirty-two (232) parent and student-respondents. Further, the study was tabulated, analyzed, and interpreted using statistical treatment such as frequency, percentage, weighted mean, and Pearson r. Based on the findings, the reading practices and parental involvement of parents equally obtained a descriptive rating of great extent. Moreover, nearly half of the student-respondents performed fairly satisfactory in their academic performance. Further, there is a significant relationship between the students' reading practices and academic performance. Likewise, the parental involvement of the parents is closely associated with students' academic performance.*

**Keywords:** Students' Reading Practices, Parental Involvement, Students' Academic Performance

## BACKGROUND

The pandemic brought by COVID-19 gives light on vital matter facing today's students — a growing group that is more culturally diverse, older, and balancing family, work, and financial pressures than ever before. These current and prospective students often are the same people we see on the front lines of the pandemic, delaying their education to work and earn for a living. They are the same students who have long sought flexible schedules and quality distance education. They may be the same students who Dramatic and permanent shifts are needed to help students recover and keep learning.

Any crisis in a nation will always leave its impact at all levels of education in many ways. Students' right to education is affected at times of crisis developed due to natural disasters. The COVID-19 outbreak across the world has forced educational institutions including public and private schools to suspend learning in order to stop the spread of the virus. This has forced the teaching community to think of new avenues and alternate strategies for engaging our students. Many educational institutions especially in tertiary level have shifted to online-mode to ensure continuity of teaching-learning and assessment processes. Distance learning is not just conducting videoconferencing sessions or sharing the PowerPoint slides, videos and documents to learners. Distance learning can be effective only if it promotes active learning in learners by providing opportunities to read, write, discuss, think, ask questions, solve problems, analyze and create new things depending on the learning content written in the self-learning modules. In this context, it is time for authorities to think of 'flexible learning', a learner-centered approach that offers sufficient learning choices to the students. In flexible learning, students are provided with a variety of choices for their learning and allow them to take more responsibility for their own learning with their parents acting as facilitators of learning in the comfort of their own home.

The pursuit of effective delivery modality lies at the very heart of schooling. This movement of efficiency reveals itself as a reason that is intensely rooted in the norms, values, and beliefs that guide the provision of education. Indeed, that entire educational policy maker in education must immediately act to harmonize limited funds and resources.

During industrial and economical disturbance, it's easy to focus on income as we lose social and economic income. Resources should go to low-income students. But we also know that these students must work in order to meet their daily needs, and disparities will continue to grow and worsen in this public health crisis without strong, proactive efforts in policy and

practice. Policymakers must work to address the impact of COVID-19 on the country and show commitment to dismantling systems of poverty, they need to address the crisis, and then find solutions that address those disparate needs and outcomes.

Delivery of quality education must remain the priority of the Department of Education for the upcoming academic year. Families affected by the economic recession will seek opportunities to earn, so it's critical that programs offer high-quality outcomes for all learners regardless of their delivery method. Programs of the Department of Education must lead to continued, accessible and quality education for all.

### **Reading Practices of Students**

Nowadays, many sources of knowledge are written and published in English. There is no doubt that students' reading ability in English as a foreign language is of a vital importance to academic studies. Reading is an essential part of language learning at every level. Reading activities can support students in learning English because reading can enlarge their knowledge, vocabulary, and information. From reading, English learners also can learn about foreign language people's habit and culture. When learners want to learn about language, they have to learn about the habit and the culture of those foreign peoples (Dalila, 2018). It can help them to learn about those foreign languages easily. For example, the student may do reading activities in order to learn the language. In this case they use reading material as language input.

Grabe and Stoller (2018) stated that "Reading is the ability to draw meaning from the printed page and interpret this information appropriately". It means that without having good reading skill, the students cannot understand the English text easily. In education, reading skill is a requirement for students. Evidently, students read a lot especially if the reading task is part of their academic requirements. They spend amount of time, even sleepless nights before examinations to pass the subject and eventually complete the course. The kind of reading which this particular study investigated from among the freshmen is the recreational reading. It refers to an array of fun reading activities in which students freely engage in self-directed reading on a wide range of interesting topics (Hung, 2018). Recreational readers aged three to 60 indicate some reasons for pleasure reading: first, they read to check reality; second, they read to escape; and third, they read to learn specific skills of information (Cohen, 2017). There have been several studies pointing out the significant benefits of recreational reading to academic attainments. Litscape (2017) explains that recreational reading has cognitive effects as it

improves skill and strategy, builds fluency and enlarges vocabulary. Furthermore, Patterson and Proust (2008) indicate strong correlation between pleasure reading and academic excellence as noted in the following results: 1) voluntary readers are better readers and writers than non-readers; 2) children and teenagers who read for pleasure on a daily or weekly basis score better on reading tests than infrequent readers; and 3) frequent readers also score better on writing tests than non-readers or infrequent readers.

Recreational reading that can be defined as reading or listening to any text for which the reader has a choice in selection and the selection is for enjoyment (Moyer, 2107). Hence, reading in this study means voluntarily reading, reading for fun which is the material of reading may take recreational reading include voluntary reading, spare time reading, leisure reading, independent reading, reading outside of school, self-selected reading, and hobby related reading (Dalila, 2018).

Reading practices determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits. Academic achievement means how much knowledge the individual has acquired from the school (Bashir & Mattoo, 2017).

As eloquently stated by Palani (2017), the effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context.

Cavas (2017) stated that motivation attempts to give some guidance in understanding of students' behavior and the effort applied in different class activities. This concept is generally defined as the internal state, or condition, that serves to activate, direct and sustain behavior. Motivation is something that incites a student to work hard in his class. That is, it is the encouragement given to students in order to put in their best. It is a condition under which an educational institution can make its students to put all they're in many forms like novels, books, newspapers, magazines, comics, and others. Terms that have been used interchangeable with efforts. Motivation is can also be referred to the way urges aspirations, drives and need of human beings directs or control their behavior. Motivation factors could be intrinsic or extrinsic. So

many things motivate workers such as study leave with pay, payment of allowance, attending conferences/ workshop/seminar, and prompt payment of salaries among others and different things motivate individuals within an organization (Oredein & Awodon, 2017).

According to Chow and Yong (2018), motivational orientations act as a driving force that encourages a person to engage in a task. Motivational orientations consist of several constructs and among these are intrinsic motivation, extrinsic motivation, personal relevance, self-efficacy, self-determination, and assessment anxiety. Intrinsic motivation is an inner force that motivates students to engage in academic activities, because they are interested in learning and they enjoy the learning process as well (Schiefele, 2017). Intrinsic motivation is the true drive in human nature, which drives individuals to search for and to face new challenges. Their abilities are put to the test and they are eager to learn even when there are no external rewards to be won. Students with learning goals of seeking understanding for mastery of science content and skills are said to be intrinsically motivated (Harter, 2018).

As Kaya (2018), emphasized that learning motivation is connected to a goal to be achieved, which shows itself as the result of effort and persistence, as well as initiates and sustains students' learning activities. Learning motivation is one of the most important factors for promoting active learning and improving learning achievement (Wen-jin, Chia-ju & Shi-an, 2017). And as Kenar, Kose and Demir (2017), stated that motivation is a booster of students' success, leading them work hard in school and learn. Students' creativity is considered as an important and effective factor on their learning styles, academic successes and such. The more motivation of a student is high, the more the teaching program is effective. As researches suggest, motivation plays an important role in science teaching, students' success in sciences, their conceptual changes, critical thinking and development of science skills (Kenar, et. al., 2017).

According to Yildirm (2017), learning cannot be processed without motivation, such that an unmotivated student cannot be successful. The continuity of motivation is an important factor when starting a process of learning. Motivation towards learning involves two dimensions: internal and external motivation. The desire to be competent, interested, productive and focused on results is effective in the emergence of internal motivation. It is internal motivation that is more effective when learning. Those students who are internally motivated think that learning is about studying, which leads to success at the end of a great deal of hard work, such that it is not a waste of effort (Yildirm, 2017).

According to Varelas, Pappas, Ortiz & Shammah (2017), one of the main concerns for educators is finding teaching strategies and methodologies that can improve students' learning and experiences. Models have played an important role in academic development. Models also have been used in teaching in classrooms aiming at improving students' learning of science.

Attitude is defined as a tendency to respond to an attitude has been defined diversely across the literature. Researchers often define attitude from an individual perspective in order to serve the case being studied. In the academic literature, there is no consensus-based definition for the term "attitude" however; it has been functioned to measure cognitive capabilities, or affective behavioural dimensions (Fishbein & Ajzen cited by Alrehaly, 2017).

Amedu and Gudi (2017) affective factors and achievement are inextricably linked, and as such anyone interested in students' achievement in cognitive domain must also be concerned about affective factors.

Balami as cited by Amedu and Gudi (2017) learners bring the attitude they acquire into the classroom and it has the capacity to facilitate or hinder learning. To Gungor (2017), controlling affective factors is more important goal of education than controlling cognitive factors. When the impact of attitude on the success of a course is considered, it becomes evident that it is necessary to plan, organize, and implement the activities so that the students can develop more positive attitudes (Pintrich & Schunk, 2017).

Simpson, Wasik, Soyibo and Wilson (2017) stated that some of studies with attitude tests suggest a high correlation between this positive attitude for chemistry and the success of students. Teachers can help students to develop their attitudes and approaches towards problem solving by implementing certain explicit teaching strategies in lesson plans. First of all, a modeling, which means that the instructor demonstrates and exemplifies the skills that students should learn, may be obtained by providing knowledge and skills through illustrations regarding chemistry problems (Jack, 2017). Gogolin, Swartz and Weinburgh (cited by Desy, Peterson & Brochman, 2013) have suggested that positive attitudes are essential precursors for students to develop an interest in science. Positive feelings and perceptions of science among elementary students led to their greater interest classes.

Understanding what motivates students to perform is imperative to all secondary education teachers, administrators, and policy makers (Legault, 2017). In agricultural education, inquiry-based instruction (Thoron & Burleson, 2017). and active learning (Mueller, Knobloch, & Orvis, 2017) have yielded positive motivational outcomes. Chumbley, Haynes, and Stofer

(2017) concluded that motivation to learn science was primarily prompted through the extrinsic motivation associated with grades. Though these studies have provided insight, a dearth of research related to motivational outcomes exists in agricultural education. Although student intelligence (Sternberg & Gringorenko, 2017) and performance measures (Dweck, 2017) have received the bulk of the attention in the literature regarding student achievement in secondary education settings, motivation is an important construct that has been forgotten and overlooked (Steinmayr & Spinath, 2019). Though not one of the three core skills, student motivation has been discussed as a key product of teaching for successful intelligence. “Because teaching for successful intelligence reaches more students’ patterns of abilities, the students are more likely to be intrinsically motivated to succeed in their own work” (Sternberg & Grigorenko, 2017).

It is essential to understand the role of motivation in student behavior in the process of educating students to become autonomous learners (Liu, Wang, & Ryan, 2016). In higher education, the current literature is lacking in how teachers’ strategies to generate students’ initial motivation, as well as maintain and protect students’ motivation, may impact students’ attitude in learning academic writing. Research has shown that teachers’ use of motivational strategies influences their students’ attitude and engagement in language classrooms. The significant positive correlations we found between the teacher and student measures are particularly strong within the context of second language motivation research, thereby providing powerful evidence that the teacher’s motivational practice does matter (Moskosky, Alrabai, Paolini & Ratcheva, 2017).

Self-efficacy refers to successfully completing a given task. Past success provides a roadmap for future success, thus enhancing self-efficacy (Bandura cited by McKim & Velez, 2017). Vicarious experiences, the second potential developer of self-efficacy, entails observing another individual complete a given task. Research suggests vicarious experiences are most powerful when the individual being observed is similar to the observer. The third potential developer of self-efficacy, social persuasion, entails being told you can complete a given task. For example, a cooperating teacher telling a student teacher “you can do this” before a lesson, may enhance the self-efficacy of the student teacher (McKim & Velez, 2017). Finally, physiological and emotional states, the fourth potential developer of self-efficacy, refers to biological (e.g., sweaty palms) and psychological (e.g., nervousness) states when contemplating a given task. Perceptions of physiological and emotional states provide clues for the individual

as to how successful or unsuccessful they will be when attempting a given task (McKim & Velez, 2017).

Self-efficacy is related with a strong sense of personal efficacy, better health, higher success and creativity, and better social integration. Self-efficacy is about whether an action is to be started and how much effort will be paid and how much struggle will put against obstacles and failures. In other words, self-efficacy is not a concept related to our abilities and technical skills, but it is a concept related to the perception whether we can reach our goals. Bandura as cited by Yilmaz (2018) said that self-efficacy makes a difference in the way people think, feel and behave. Low self-efficacy is associated with depression, anxiety, and despair. Individuals with lower self-efficacy also have lower self-esteem and they have pessimistic thoughts about their achievements and personal growth. People with high self- efficacy are willing and creative in performing more challenging tasks. Higher self-efficacy also enables to choose challenging goals, explore the environment and take advantage of environmental conditions. Self-efficacy is not a skill; it is the belief on what the individuals can do in accordance with their abilities. Self-efficacy is much more than the intention of the individual to achieve an aim, since it is the sum of beliefs about starting, maintaining, concluding, and even more importantly, struggling with the obstacles that will face in this process. In short, self-efficacy belief is an individual's belief that they can perform the behavior that produces the result (Yilmaz, 2018).

The beliefs a person has about his or her ability influences behavior. Bandura as cited by Farrand and Wild (2017), suggested that these beliefs create effects through cognitive, motivational, affective, and selection processes. Performance accomplishments, vicarious experience, verbal persuasion, and physiological states are the four main sources of information that form the base for personal self-efficacy (Bandura cited by Farrand & Wild (2017). A student's personal self-efficacy belief influences their participation in school. The belief that students have in their ability to do school work impacts their involvement and perseverance in the work (Linnenbrink & Pintrich, 2017). This belief in one's own capability influences an individual's effort and interest in school related work. Student performance may be improved when students have a high sense of self- efficacy in a subject area and may influence students in considering career choices in that subject area (Pajares, 2017). This is supported by findings that suggest that a person's self-efficacy beliefs are a factor in their selection of and achievement in a science and math related career (Zeldin, Britner, & Pajares, 2017).



Self-efficacy is an aspect of social cognitive theory. McCombs (2018) explains self-efficacy in reference to the learner's judgment of his or her competency for successful task completion. This theory assumes that people possess the ability to reflect and regulate their actions and to shape their environment rather than merely react to it.

Bandura as cited by Shi (2018) self-efficacious individuals view attainments as under their control. When students believe they are capable of performing well on an academic task, they are motivated to perform well, work harder, and persist in the task for longer periods of time. These behaviors (or positive self-efficacy) are essential for academic success. High levels of self-efficacy have been associated with high levels of achievement. The level of perseverance devoted to a task is supported by perceived self-efficacy (Bandura cited by Shi, 2018). Efficacious teachers "sustain their work longer" because they anticipate that they will succeed at the end of the task. Conversely, students with a low self-efficacy tend to believe that difficult tasks are not achievable and lack confidence in their abilities (Bandura cited by Shi, 2018). Schunk (2017) claims that learners are likely to have low self-efficacy if they think they have great difficulty in understanding the academic material while those who feel capable of understanding the material have a higher self-efficacy. "Self-efficacy determines aspect of task engagement including which tasks individuals choose to take on, the amount effort, persistence, and perseverance they demonstrate with regard to the task, and their feelings related to the task" (Caraway, Tucker, Reinke, & Hall, 2017).

Self-efficacy, like other attitudinal behaviors, encompasses many aspects and one such aspect is motivational orientations. Chow and Yong (2018) stated that motivational orientations act as a driving force that encourages a person to engage in a task. Motivational orientations consist of several constructs and among these are intrinsic motivation, extrinsic motivation, personal relevance, self-efficacy, self-determination, and assessment anxiety. Intrinsic motivation is an inner force that motivates students to engage in academic activities, because they are interested in learning and they enjoy the learning process as well (Chow & Yong cited by Jordan, 2018). Intrinsic motivation is the true drive in human nature, which drives individuals to search for and to face new challenges. Their abilities are put to the test and they are eager to learn even when there are no external rewards to be won. Students with learning goals of seeking understanding for mastery of science content and skills are said to be intrinsically motivated (Chow & Yong, 2017).

In order for an individual to succeed in a task and feel happy, his / her motivation level is expected to be high. In general, an individual who has high levels of motivation is energetic and determined to succeed in anything, tries hard to be successful, has high levels of performance, uses time wisely, develops himself / herself, has high self-confidence. On the other hand, a student whose motivation level is high in the learning process is interested in the lesson, gets prepared for the class, asks questions, joins discussions, focuses on the subjects he / she needs to learn, never gives up at hard times, is persistent and determined to learn (Zambas, 2019).

### **Parental Involvement**

Defining parental involvement is not so easy a task, as it encompasses multiple behaviors. Parental involvement is seen as those behaviors shown by the parents, including the home and school environments, that are intended to support not only their children's educational progress but also their social/emotional skills (El Nokali, Bachman & Votruba-Drzal, 2017). Ongoing research on parental involvement has often been drawn from the model by Epstein (2017) and describes teacher–parent relationships as based on communication and cooperation and parental involvement as malleable depending on the practices of teachers, administrators, other parents, and students. The types of involvement suggested in Epstein's model include: (1) parenting; (2) communication (home–school and school–home); (3) volunteering; (4) learning at home; (5) decision-making; and (6) collaborating with the community (Epstein, 2010). This typology suggested by Epstein (2017) has been used in research to find out to what extent parental involvement helps in educational achievement. For example, Ingram and associates (2007) found that two of the six types (parenting and learning at home) were very apparent in high-performing schools attended by low-income students, while the other four types did not seem to be in operation or linked to students' academic success. Hiatt-Michael (2018) explained that parental involvement is considered as one of eight educational goals in the U.S., and its value is remarkable for the educational communities and the geographical communities they serve. An effective connection between both “communities” would increase parental involvement in the promotion of children's social, emotional, and academic growth (Hiatt-Michael, 2018)

Parental involvement is also recognized as a factor that may enhance children's achievement in language learning (Baird, 2017). With regard to students learning English in EFL contexts specifically, studies generally found a positive relationship between parental involvement and students' L2 English competence. Midraj and Midraj (2017) reported that parents' provision of learning resources had significant association with English reading comprehension and reading accuracy for fourth-grade EFL students. Hosseinpour, Yazdani, and Yrahmaadi (2017) found that, in an Iranian EFL context, parents' involvement in and attitudes toward their children's English language program correlated with children's achievement in the program. Morris, Lafontaine, Pichette, and de Serres (2017) found that parental encouragement was positively associated with Korean high school EFL learners' English competence as well as with their motivation to learn. In light of the importance of the learner's attitudes in achieving educational goals, and given that parental involvement is a basic part of educational contexts in many Asian countries, it is legitimate to examine how children's attitudes towards parental involvement interact with success in English language learning. While considerable number of studies examined the parental factors that may Research showed that promoting parental involvement in school has being a difficult issue (Bailey, 2017). As Bailey indicated, to promote parental involvement, both parents and educators must come together to do such, particularly when the parents lack the required skills and resources to involve themselves. When it comes to educators, teachers who are highly educated are very skilled, and they can help promote the level of student achievement because they often have the available resources to help the parents or increase their involvement level (Broadus, 2017). It is clear that both different types of parental involvement (Pomerantz, Moorman, & Litwach, 2017) and different types of parenting styles (Lamborn, Mounts, Steignberg, & Donbusch, 2017) may influence the degree to which parental involvement correlates with academic achievement. Research has demonstrated that parental involvement varies across cultures. For example, Korean forms of parental involvement include an emphasis on private tutors (Park, Byun, & Kim, 2018) and a much higher level of home-based involvement compared to school-based involvement (Kim, 2017). Korean culture places extremely high importance on education, even being portrayed as "obsessed" with children's educational success (Oh, 2017). This high emphasis on education combined with high levels of home-based parental involvement are reflected in the stereotype of the Asian "tiger mom", an authoritarian parent with too much involvement in their children's education.

Inspired by this situation, we considered the question of the effectiveness of parental involvement in relation to children's attitudes towards their parents.

Parental involvement can be seen in terms of parental practices to help children's academic and intellectual activities. While Epstein (2017) included six categories (basic parenting, facilitating learning at home, communicating with the school, volunteering at the school, participating in school decision-making, and collaborating with the community), parental involvement is often divided into two basic types, school-based and home-based involvement. School-based involvement generally requires parents' actual contact with schools whereas home-based involvement takes place outside of school. Numerous studies have shown that both school-based and home-based types of parental involvements are positively correlated with academic outcomes (Grolnick & Ryan, 2017). Home-based parental involvement and school-based involvement may be linked, as knowledge gained at parent-teacher meetings may be used in effective home-based involvement ((Pomerantz, Moorman, & Litwach, 2017).

### **Synthesis of Related Literature and Studies**

Effective reading is important avenue of effective learning and reading is interrelated with the total educational process. hence, educational success requires successful reading habit. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context.

Motivation and attitudes have been widely studied as important affective variables that are related to learners' achievement of language competence. Often viewed as one of the most important variables for predicting language competence (Masgoret & Gardner, 2017), learner motivation also explains why parental involvement correlates with learner success in language learning. Pomerantz, Ng & Wang (2017) summarized two sets of models to explain the ways in which parents' involvement influences children: skill development models and motivational development models. While skill development models explain children's improved competence as due to skill-related resources provided by parents, motivation development models explain achievement through motivational resources provided by parents such as the intrinsic reasons for pursuing academics, a sense of control over academic performance, and positive perceptions of academic competence. These motivational resources allow children to see the learning tasks and their own competence in positive ways, leading to a higher level of achievement. Some studies have examined the role of motivation as connecting parental involvement and learner

achievement. Gonzalez-Pienda, Nunez, Gonzales-Pumariega, Alvares, Roces and Garcia (2017), for example, present a structural equation model in which parental involvement influences learners' academic achievement by elevating learner's motivation (Also see Balli, Demo, & Wedman, 2018). Another important variable associated with the learner's achievement is attitude, which may be defined as a set of relatively enduring beliefs and emotions around a person, an object, or an event (Hogg & Vaughn, 2017, p. 150). With respect to language learning, a variety of different attitudes have been examined to see how they are linked to students' motivation and achievement. Gardner (2017) hypothesized that students' motivation for language learning was influenced by attitudes toward their learning situation, including the program, teacher, peer students, materials, class atmosphere, and so on. As motivation is undoubtedly one of the most important factors that may predict the learners' language success, a learner's attitude towards different learning situations is also an important factor related to educational achievement.

In light of the importance of the teacher's constant follow up on learner's attitudes in achieving educational goals, and given that parental involvement is a basic part of educational contexts in many Asian countries, it is essential to examine the effects of students' reading practices and parental involvement on students' academic performance.

## **METHODS**

### **Research Design**

This study utilized quantitative research. It is an approach that places emphasis on numbers and figures in the collection and analysis of data. Imperatively, quantitative research approach can be seen as being scientific in nature. The use of statistical data for the research descriptions and analysis reduces the time and effort which the researcher would have invested in describing the result (Frank & Wanner, 2018).

According to Allen (2017), quantitative research is used by researchers, to observe phenomena or occurrences affecting individuals. Social scientists are concerned with the study of people. Specifically, the researcher utilized Descriptive-Correlational approach because this study attempts to determine the extent of a relationship between two or more variables using statistical data.

### Respondents of the Study

The total population of grade 10 students enrolled in Tinajero National High School Annex for the School Year 2020-2021 is five hundred eight three (583). Using Slovin’s formula, with a confidence level of 95% and 5% margin of error yielded two hundred thirty-two (232) Grade 10 students enrolled and two hundred thirty-two (232) parents served as the respondents of this study.

Table 1 presents the frequency and percentage distribution of the Grade 10 students enrolled in Tinajero National High School-Annex for the school year 2020-2021.

Table 1. *Frequency Distribution of Respondents According to Their Section*

GRADE & SECTION	Population	Sample size
10-A	41	16
10-B	47	19
10-C	50	20
10-D	48	19
10-E	51	20
10-F	50	20
10-G	51	20
10-H	49	20
10-I	50	20
10-J	48	19
10-K	49	20
10-L	49	20
Total	583	232

### Research Instruments

To determine the relationship between students’ reading practices and parental involvement and its impact on academic performance of the students, standardized questionnaire from the study Suebpong (2017) and Dowling in (2019) was adapted, modified and contextualized by the researcher to suit the objectives of the study. Each question was modified and aligned to the chosen learning delivery modality of the school. Students’ reading practices consists of 10 – item questionnaires while parental involvement also consists of 15 – item questionnaires.

The 25 items questionnaire can be answered through four-point Likert scale, 1 – Least Extent, 2 – Moderately Extent, 3 – Great Extent 4– Very Great Extent.

### Data Collection Procedures

The researcher secured permission from the Schools Division Superintendent to conduct the study.

Then, the researcher also secured permission from the school principal to allow the respondents to participate in the study. The researcher conducted an orientation with the respondents through online platform. The researcher gave emphasis that confidentiality of information was maintained all throughout the research process.

Once the participants agreed and willingly indulge themselves in the research, the research will forward the standardized questionnaires to their respective email addresses. After gathering the needed information, data were subjected to appropriate statistical analysis.

### Statistical Treatment of Data

Data gathered from this study was subjected to the following statistical treatments:

To determine the level of students’ reading practices and the level of parental involvement, an average weighted mean was employed.

Weighted Mean	Verbal Description
3.26 - 4.00	Very Great Extent
2.51 - 3.25	Great Extent
1.76 - 2.50	Moderately Extent
1.0 - 1.75	Least Extent

To determine the impact of students’ reading practices and parental involvement to the academic performance of the respondents, Pearson correlation analysis was utilized.

To obtain the academic performance of the grade 10 students, documentary analysis was facilitated by the research.

## RESULT AND DISCUSSION

### 1. Extent of Student's Reading Practices

Table 2. *Extent Students' Reading Practices*

Students' Reading Practices Rating	Means	Descriptive
1. I think about what I know to help me understand what I read. Great Extent	3.44	Very
2. I take an overall view of the text to see what it is about before reading it. Great Extent	3.26	Very
3. I read aloud to help me understand what I read. Extent	2.66	Great
4. I read slowly and carefully to make sure I understand what I am reading. Great Extent	3.42	Very
5. I review the text first by looking at characterized like length and organization. Great Extent	3.03	Very
6. When reading, I read closely and pay attention to every words and sentences. Great Extent	3.43	Very
7. I use reference materials (e.g. a dictionary) to help me understand what I am reading. Extent	3.00	Great



8. I use context clues to help me better understand Extent what I am reading.	3.00	Great
9. When I read, I guess the meaning of unknown Extent words or phrases.	2.88	Great
10. When reading, I translate from English into my Extent native language.	2.89	Great

<b><i>Overall Mean</i></b>	<b><i>3.10</i></b>	<b><i>Great</i></b>
<b><i>Extent</i></b>		

<b>Legend:</b> 3.26 - 4.00 - Very Great Extent	2.51 - 3.5 - Great Extent	
1.76 - 2.50 - Moderately Extent	1.0 - 1.75 - Least Extent	

Table 2 presents the extent of students’ reading practices. Based on the data, the overall mean obtained was 3.10 with a verbal description of Great Extent. This implies that the Grade 10 teachers provided meaningful learning opportunities through reading competence.

To further substantiate this analysis, the following statements registered Very Great Extent such as (1. I think about what I know to help me understand what, 2. I take an overall view of the text to see what it is about, 4. I read slowly and carefully to make sure I understand what I am reading, 5. I review the text first by looking at characterized like length and organization and 6. When reading, I read closely and pay attention to every words and sentences.)

According to Broadus (2017), high school students think about what they know to help them understand what they read, it is expected from learners to have developed the ability to understand what they have read (Caraway, 2017). One of the reading practices of high school students is to scan the entire text of reading materials in terms of length and organization to determine the main ideas or key points before reading the entire text (Cavas, 2017). This gives

the learners or the readers the opportunity to pinpoint the main idea of the selection (Chow & Young, 2018).

As stated by Cohen (2017), the teacher should create situations to comprehend the texts in which the learners can read them carefully and right after that discuss the texts with their partners. However, reading aloud is also needed for the learners in order to be able to interact well with the texts which belong to the learners' favorite materials or topics; these will enable readers to understand what they are reading (Amedu & Gudi, 2017).

Dalila (2018) eloquently stated that most of the high school students read closely and pay attention to every word, terms or sentences they encounter in reading a text. This type of reading practices attempts to focus on linguistic or semantic details. The learners pay more attention on the surface structure to get the literal meanings, implications, rhetorical relationships and others (Alrehaly, 2017). There are some readers that uses dictionary to understand the term or word that are unfamiliar.

As Bailey (2017), explained the use of context clues and other reference materials such as dictionaries enable the learners to understand unfamiliar terms. They also translate or written down English words or terms in their native language. They use these materials to determine significance for interpretation, recognizing functions of a written text according to form and purpose, inferring context that is not explicit, distinguishing literal from implied meanings (Dweck, 2017).

## 1. Extent of Parental Involvement of the Respondents

Table 3. *Extent of Parental Involvement*

Parental Involvement	Means	Descriptive Rating
1.I communicate with my child’s teacher	2.94	Great Extent
2.I call the teacher if I have questions with my child’s homework	2.63	Great Extent
3.I guide my child in answering the modules	2.86	Great Extent
4.I call the teacher to verify the task my child need to accomplish	2.66	Great Extent
5.I talk to the teacher about my child’s progress	2.67	Great Extent
6.I talk with my child’s teachers about disciplinary problems	2.57	Great Extent
7.I get and return my child’s module on time	3.63	Very Great Extent
8.I ask my child if he accomplished his task on time	3.57	Very Great Extent
9.I check my child’s output	3.29	Very Great Extent
10.I review the topic my child finds difficult to understand.	2.82	Great Extent
11. I assist my child in reading their self-learning Modules	2.78	Great Extent
12.I ask the teacher regarding the academic status of my children	2.65	Great Extent
13.I always remind my children to understand what they read.	3.26	Very Great Extent
14. If my children are having difficulty understanding the terms in their modules, I explain the meaning of the term.	3.03	Great Extent
15. I am satisfied with the grades of my children despite the pandemic.	3.50	Very Great Extent
<b>Overall Mean</b>	<b>2.99</b>	<b>Great Extent</b>

**Legend:**

3.26 - 4.00 - Very Great Extent	2.51 - 3.25 - Great Extent
1.76 - 2.50 - Moderately Extent	1.0 - 1.75 - Least Extent

Table 3 shows the extent of parental involvement of the parents or guardians to the Grade 10 students. As reflected on the table, the overall mean achieved was 2.99 with the verbal description of Great Extent. These findings inferred that the engagement of parents can be attributed to the collective efforts of school heads and teachers during the orientation conducted within the school year.

Furthermore, the following statements marked as Very Great Extent of parental involvement such as (7.I get and return my child's module on time, 8.I ask my child if he accomplished his task on time, I check my child's output, 13. I always remind my children to understand what they read, 15. I am satisfied with the grades of my children despite the pandemic.)

According to Jack (2017), parents who has been oriented on their roles that they have to perform in the learning process of their children usually establish communication with their children's teacher and they even call via telephone or message via online platform just to ask about the homework of their children. This is supported by the statement of Harter (2017), parents are now being involved in the learning process of their children be it a face to face or distance learning. Parents who are concerned with the learning of their children usually establish communication with the teacher of their learners.

According to Epstein (2017), parents who are involved in the educative process of their children usually guide their children in the learning process by guiding their children in answering their modules, assignments, activities and even experiments. Parents even call the teachers to verify if their children have written correctly the homework that learners must accomplish (Chumbley & Epstein, 2017). As Grabe and Stoller (2018), eloquently stated, involved parents constantly follows up their child progress in school or their children's academic status; they even ask the teachers if their children needs disciplinary action or if they are involved in incidence that has something to do with their behavior (Gogolin, 2017).

Gardner (2017) also mentioned that parental involvement also includes parents regularly attend homeroom meetings and get and return materials provided by the teachers; during the homeroom meeting, parents are usually asking teachers the tasks or activities that their children should perform or accomplish during the given quarter. This gives the parents or guardians the idea of their role they have to perform. They even raised questions during meetings if it is ok to check their children's output prior to submission to school (Golnick & Ryan, 2017). As parents became involved in the learning process of their children, they establish a routine where children are being assisted and guided in reading their books, assignments, texts and even explain to their children's words, terms or sentences that are difficult for learners to understand (Epstein 2017). Some parents do not proceed to the next sentences or paragraphs if their children do not understand what they have learned in textbooks or reading materials (Hugg & Vaughn, 2017). With all the involvement of the parents in the learning process of their children, Hiatt and Michael (2018) stated that parents who are contented with their involvement with their

children’s education, they are satisfied with outcome or grades of their children. As supported by Frank and Wanner (2018), these parents are happy with whatever outcome their children may achieve for as long as they know that they did their part in the education of their children.

## 2. Level of Academic Performance of the Respondents

Table 4. *Level of Academic Performance*

Grade	Frequency	Percentage	Descriptive Ratings
90-100	37	15.94 %	Outstanding
85-89	45	19.40%	Very Satisfactory
80-84	70	30.17%	Satisfactory
75-79	80	34.34%	Fairly Satisfactory

Legend:  
90-100 – Outstanding  
85-89 – Very Satisfactory  
80-84 – Satisfactory  
75-79- Fairly Satisfactory  
Below 75- Did Not Meet Expectation

Table 4 indicates the level of academic performance of the respondents. Based on the data, 34% of the respondents obtained a fairly satisfactory performance, 70 or 30% of them registered satisfactory performance, 45 or 19% of the sample population described as very satisfactory, and only 37 or 16% of them obtained an outstanding performance.

These findings suggest that the half of the student’s performance below the expected academic standards. This could probably be accounted for the challenges and hardship of trying the various modalities in the Basic Education Learning Continuity Plan.

The average of the grade 10 students can be attributed the motivation of learners as well as the involvement of parents in the educative learning of their learners. It can be drawn that student are striving hard to achieve a satisfactory grade in spite of the difficulty brought by the pandemic.

A student’s motivation to pass and graduate influences their participation in school. This belief in one’s own capability influences an individual’s effort and interest in school related work. Student performance may be improved when students have a high sense of self- efficacy and

motivation in a subject area and may influence students in considering career choices in that subject area (Pajares, 2017). This is supported by findings that suggest that a person’s self-efficacy beliefs are a factor in their selection of and achievement in a science and math related career (Zeldin, Britner, & Pajares, 2017). Parental involvement is also recognized as a factor that may enhance children’s achievement in language learning and academic achievement (Baird, 2017). With regard to students learning English in EFL contexts specifically, studies generally found a positive relationship between parental involvement and students’ L2 English competence and academic achievement.

### 3. Relationship between Students’ Reading Practices and Level of Academic Performance

Table 5. *Relationship between Students’ Reading Practices and Academic Performance*

Variables	r-value	P-Value	Decision
Students’ Reading Practices and Level of Academic Performance	0.8481	0.0001	Significant

Note: If p-value is <0.05, significant.

Table 5 shows the correlation between the students’ reading practices and academic performance. The R value = 0.8481 while the p-value = <.0001 with a decision of Significant. According to Broadus (2017), high school students think about what they know to help them understand what they read, it is expected from learners to have developed the ability to understand what they have read (Caraway, 2017). One of the reading practices of high school students is to scan the entire text of reading materials in terms of length and organization to determine the main ideas or key points before reading the entire text (Cavas, 2017). This gives the learners or the readers the opportunity to pinpoint the main idea of the selection (Chow & Young, 2018).

Dalila (2018) stated that most of the high school students read closely and pay attention to every word, terms or sentences they encounter in reading a text. This type of reading practices attempts to focus on linguistic or semantic details. The learners pay more attention on the surface

structure to get the literal meanings, implications, rhetorical relationships and others (Alrehaly, 2017). There are some readers that uses dictionary to understand the term or word that are unfamiliar.

As Bailey (2017), explained the use of context clues and other reference materials such as dictionaries enable the learners to understand unfamiliar terms. They also translate or written down English words or terms in their native language. They use these materials to determine significance for interpretation, recognizing functions of a written text according to form and purpose, inferring context that is not explicit, distinguishing literal from implied meanings (Dweck, 2017). A student’s motivation to pass and graduate influences their participation in school. This belief in one’s own capability influences an individual’s effort and interest in school related work. Student performance may be improved when students have a high sense of self-efficacy and motivation in a subject area and may influence students in considering career choices in that subject area (Pajares, 2017). This is supported by findings that suggest that a person’s self-efficacy beliefs are a factor in their selection of and achievement in a science and math related career (Zeldin, Britner, & Pajares, 2017).

#### 4. Relationship between Parental Involvement and Level of Academic Performance

Table 6. *Relationship between Parental Involvement and Academic Performance*

Variables	r-value	P-Value	Decision
Parental Involvement Significant and Academic Achievement	0.8499	.00001	

Note: If p-value is <0.05, significant.

Table 6 shows the correlation between parental involvement and academic performance. The R value = 0.8499 while the p-value = <.0001 with a decision of Significant.

Ongoing research on parental involvement has often been drawn from the model by Epstein (2017) and describes teacher–parent relationships as based on communication and cooperation and parental involvement as malleable depending on the practices of teachers, administrators, other parents, and students. The types of involvement suggested in Epstein’s model include: (1) parenting; (2) communication (home–school and school–home); (3) volunteering; (4) learning

at home; (5) decision-making; and (6) collaborating with the community (Epstein, 2010). This typology suggested by Epstein (2017) has been used in research to find out to what extent parental involvement helps in educational achievement. Hiatt-Michael (2018) explains that parental involvement is considered as one of eight educational goals in the U.S., and its value is remarkable for the educational communities and the geographical communities they serve. An effective connection between both “communities” would increase parental involvement in the promotion of children’s social, emotional, and academic growth (Hiatt-Michael, 2018).

Parental involvement is also recognized as a factor that may enhance children’s achievement in academics (Baird, 2017). Studies generally found a positive relationship between parental involvement and students’ academic competence. Midraj and Midraj (2017) reported that parents’ provision of learning resources had significant association with academic achievement. Hosseinpour, Yazdani, and Yrahmaadi (2017) found that, in an Iranian EFL context, parents’ involvement in and attitudes toward their children’s English language program correlated with children’s achievement in the program. Morris, Lafontaine, Pichette and de Serres (2017) found that parental encouragement was positively associated with Korean high school EFL learners’ English competence as well as with their motivation to learn.

## **SUMMARY OF FINDINGS**

1. The reading practices of the student-respondents was described as great extent.
2. Similarly, the parental involvement of the parent-respondents was identified as great extent.
3. Nearly half of the student-respondents obtained a fairly satisfactory performance in their academic performance.
4. There is a significant relationship between the reading practices of the students and the academic performance.
5. There is a significant relationship between the parental involvement of the parents and the academic performance of the students.



## CONCLUSIONS

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

1. The great extent of reading practices of the respondents can be accounted for the collective efforts of the teachers by providing various learning opportunities to improve the reading performance of the learners amidst pandemic.
2. The great extent of parental involvement can be attributed to the initiative of school heads and teachers to enhance parents' engagement along with their redefined roles as para-teachers in the educative process.
3. The fairly satisfactory performance of the student-respondents would probably stem from the adjustment and adaptation process of the students towards the flexible learning delivery modalities.
4. There is a significant relationship between students' reading practices and academic achievement, and likewise a significant relationship exists between parental involvement and academic achievement. These imply that the reading practices and parental involvement are strong indicators students' performance.
5. Based on the findings, it can be concluded that reading practices of the students can greatly affect their academic achievement. Similarly, the parental engagement is a strong positive indicator of students' performance. This implies that when teachers provide various learning activities towards reading, this enhancement their academic performance. Moreover, when parents are fully engaged in the education of their child, this creates an atmosphere of support mechanism for the learners, thus, improve performance.

## RECOMMENDATIONS

In view of the conclusions, the following recommendations were offered:

1. School leaders should intensify the participation of the stakeholders in decision making process through constant communication by engaging them in crafting projects and programs for the welfare of the students. Further, regular conduct of orientation regarding the roles of the parents is a must.
2. Teachers may attend professional development program and build strong linkages along with other professionals to further improve their teaching competence and adapt best practices that would enhance the performance of the students.

3. Parents as the primary community partners of the school should constantly support and follow up their child especially in this time of pandemic since students are overwhelmed with lots of activities or tasks that they should accomplish.
4. Since it is established that reading practices and parental involvement greatly affects the academic performance of the students, it is essential for the teachers to regularly encourage learners to read and constantly assess the reading performance of the students.
5. Other researchers who opted to conduct similar studies may include factors affecting the reading habits, lived experiences of para-teachers, and other related factors to confirm and refute the findings of this study.

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