

**STRENGTHENING READING COMPREHENSION THROUGH PARENTAL INVOLVEMENT: AN ACTION RESEARCH AMONG GRADE VI LEARNERS OF BANI RELOCATION ELEMENTARY SCHOOL**

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**ABSTRACT**

*This study assessed the impact of parental involvement on Grade VI learners' reading comprehension at Bani Relocation Elementary School through a remedial reading program. Using a mixed-method design, it combined quantitative pretest-posttest data from the Philippine Informal Reading Inventory (Phil-IRI) and qualitative data from parent and teacher reflections. Results showed significant improvements in reading comprehension, with many students shifting from Frustration and Instructional levels to Independent readers. Parental involvement played a key role, with high engagement in planning, meetings, and home support. Statistical analysis confirmed significant progress, and a positive correlation between parental involvement and reading improvement was found. The study highlights the importance of home-school collaboration in enhancing literacy and recommends expanding the program and enhancing teacher training to support broader academic success.*

**Keywords:** Parental Involvement, Remedial Reading Program, Philippine Informal Reading Inventory, Home-School Collaboration, Literacy Development

## INTRODUCTION

This study explores the impact of parental involvement on enhancing the reading comprehension skills of Grade VI learners at Bani Relocation Elementary School. Focusing on the effectiveness of a Remedial Reading Program, it investigates how parents can support their children's reading development through home-based activities. The research aims to assess the relationship between parental engagement and student progress, providing valuable insights into strengthening home-school partnerships for improved literacy outcomes in under-resourced communities.

## RESEARCH PROBLEM

This study investigates the impact of parental involvement on the reading comprehension skills of Grade VI learners at Bani Relocation Elementary School. Specifically, it examines how parental engagement in home-based reading activities, such as guided reading and comprehension practice, enhances students' fluency, vocabulary, and overall comprehension. The research aims to assess the effectiveness of these strategies, evaluate parental involvement, and explore the relationship between parental engagement and improvements in reading skills.

## OBJECTIVES

The main objective of this study is to evaluate the effectiveness of parental involvement in improving the reading comprehension skills of Grade VI learners at Bani Relocation Elementary School. Specifically, the study aims to:

Assess the improvement in the reading comprehension skills of Grade VI learners before and after participating in a remedial reading program, focusing on the indicators of fluency, vocabulary, and comprehension.

Determine the extent of parental involvement in the remedial reading program in terms of:  
o Planning and meeting engagement of Understanding the program's objectives  
o Ability to share ideas  
o Providing a support system for reading activities at home.

Evaluate the perception of both students and parents regarding the effectiveness of the remedial reading program in terms of:  
o Planning and meetings  
o Clarity of the program's objectives  
o Ability to share ideas  
o Support systems.

Investigate the significance of the difference in students' reading comprehension skills based on pretest and posttest scores related to fluency, vocabulary, and comprehension.

Analyze the difference in evaluations of the remedial reading program between the participants (students) and their parents.

Examine the relationship between the level of parental involvement and the improvement in students'

reading comprehension skills, as measured by changes in reading comprehension scores.

## MATERIAL AND METHODS

This study used a mixed-method research design to assess the impact of parental involvement on the reading comprehension skills of 21 Grade VI learners at Bani Relocation Elementary School. The students, classified as Instructional or Frustration readers based on the Phil-IRI pre-assessment, participated alongside their parents, who supported home-based reading practices. The primary instrument was the Philippine Informal Reading Inventory (Phil-IRI), administered before and after an eight-week intervention. The program included daily 30-minute reading sessions, take-home passages, and parental workshops to engage parents in supporting their children's reading development. The intervention aimed to create a home-school partnership, enhancing students' reading skills and comprehension through structured support and parental involvement.

## RESULTS

Table 1: Pretest and Posttest Results by Reading Level and Gender

Reading Level	Pretest Total	Male (Pretest)	Female (Pretest)	Posttest Total	Male (Posttest)	Female (Posttest)
Instructional	11	6	5	5	2	3
Frustration	10	2	8	0	0	0
Independent	0	0	0	16	6	10

The pretest results showed that 11 learners (6 males, 5 females) were classified as Instructional readers, needing guidance to understand basic texts, while 10 learners (2 males, 8 females) were Frustration readers, struggling with reading comprehension. The posttest results revealed significant improvement, with 16 learners (6 males, 10 females) classified as Independent readers, able to read with minimal guidance. Additionally, 5 learners (2 males, 3 females) progressed to the Instructional level. These findings highlight the effectiveness of the reading intervention in improving students' reading skills and comprehension.

### 2. Analysis of Reading Level Shifts

The shift from Frustration and Instructional to Independent readers highlights the success of the Remedial Reading Program and parental involvement. Many students who were initially at the Instructional level advanced to Independent readers, demonstrating the program's effectiveness in improving reading skills. Additionally, all Frustration readers progressed to the Instructional level, indicating that the intervention provided the necessary support to enhance their reading comprehension. This transition underscores the

program's success in developing reading fluency, vocabulary, and comprehension.

### 3. Parental Involvement in the Remedial Reading Program

Parental involvement is a critical component of the Reading Intervention. The second research question explored the extent of parental participation in the program in terms of planning and meetings, objectives of the program, ability to share ideas, and support systems.

Based on the data collected from the parents through surveys and informal interviews, the following insights were observed:

Parental Involvement Area	Mean Score (1-5)	Interpretation
Planning and Meetings	4.5	Very High
Objectives of the Program	4.8	Very High
Ability to Share Ideas	4.3	High
Support System	4.6	Very High

Table 2: Extent of Parental Involvement

Parents demonstrated a high level of engagement in the program. They were actively involved in planning, meeting, and understanding the objectives of the program. Most parents reported that they felt confident in their ability to support their children at home and were keen to share their thoughts and ideas during meetings. The consistent support system provided by parents greatly contributed to the improvement in students' reading abilities.

### 4. Evaluation of the Remedial Reading Program

Both students and parents were asked to evaluate the remedial reading program, focusing on the effectiveness of the planning and meetings, clarity of the program's objectives, ability to share ideas, and the support system.

Table 3: Evaluation of the Remedial Reading Program

<b>Evaluation Criteria</b>	<b>Student Evaluation (1-5)</b>	<b>Parent Evaluation (1-5)</b>
<b>Planning and Meetings</b>	4.3	4.7
<b>Objectives of the Program</b>	4.2	4.8
<b>Ability to Share Ideas</b>	4.1	4.5
<b>Support System</b>	4.0	4.6

The evaluation results show that both students and parents rated the program positively, with parents giving slightly higher scores. This indicates that parents were highly satisfied with the program's structure, objectives, and the support they received to assist their children at home.

#### 5. Significant Difference in Reading Skills: Pretest vs Posttest

The paired sample t-test was conducted to determine whether there was a statistically significant difference in the reading skills of the participants between the pretest and posttest.

Table 4: Paired Sample t-test for Reading Skills Improvement

<b>Reading Skill Area</b>	<b>Mean Difference</b>	<b>t-value</b>	<b>p-value</b>
<b>Fluency</b>	1.0	6.12	0.0001
<b>Vocabulary</b>	0.8	5.01	0.0003
<b>Comprehension</b>	0.9	5.05	0.0001

The results of the paired sample t-test show that the improvements in fluency, vocabulary, and comprehension were statistically significant ( $p\text{-value} < 0.05$ ). This confirms that the remedial reading program, along with parental involvement, led to meaningful improvements in the students' reading comprehension abilities.

#### 6. Relationship Between Parental Involvement and Reading Skills

The final research question aimed to explore the relationship between parental involvement and the improvement in reading comprehension skills. A positive correlation was found between the extent of parental involvement and the improvement in students' reading skills.

Table 5: Correlation Between Parental Involvement and Reading Skills Improvement

Reading Skills	r-value	p-value
Fluency	0.85	0.0001
Vocabulary	0.80	0.0003
Comprehension	0.82	0.0002

The study found a strong positive correlation ( $r\text{-value} > 0.7$ ) between higher parental involvement and greater improvements in students' reading skills, emphasizing the critical role of parental engagement in enhancing literacy outcomes. The shift from Frustration and Instructional to Independent readers highlights the effectiveness of the Remedial Reading Program and parental support. Active participation by parents in planning, supporting home-based tasks, and engaging with teachers created a conducive learning environment, leading to significant improvements in reading fluency, vocabulary, and comprehension. Gender differences observed warrant further investigation into factors like gender dynamics, cultural influences, and resource availability. Overall, the study underscores the importance of strengthening home-school partnerships, especially in under-resourced communities, to boost reading skills.

## DISCUSSION

This study evaluated the impact of parental involvement on the reading comprehension skills of Grade VI learners at Bani Relocation Elementary School. Significant improvements in fluency, vocabulary, and comprehension were observed after an eight-week Remedial Reading Program, with students progressing from Frustration and Instructional to Independent levels. A positive correlation between parental involvement and student progress highlighted the critical role of parental support. Parents actively participated in planning, home-based reading tasks, and creating a literacy-rich environment. Statistical analysis confirmed improvements, with female students showing stronger progress. The study underscores the importance of parental engagement and home-school collaboration in under-resourced communities.

## CONCLUSION

This study assessed the impact of parental involvement on improving reading comprehension among Grade VI learners at Bani Relocation Elementary School through a Remedial Reading Program. Significant progress was observed, with students shifting from Frustration and Instructional to Independent reading levels. A strong positive correlation between parental involvement and student progress emphasized the importance of parental engagement in literacy development. The study highlights the need for stronger home-school partnerships, especially in under-resourced areas, and advocates for programs that actively involve parents. Future research should examine the long-term effects of parental involvement and socio-economic and cultural factors on literacy outcomes.

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