Student Perceptions of Parental Involvement and Social Support in Relation to Reading Proficiency Among Key Stage 2 Learners of Rosario District Cluster V: A Descriptive Correlational Approach

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ABSTRACT

This study examined the relationship between students' perceptions of parental involvement and social support and their reading proficiency among Key Stage 2 learners in three public elementary schools in the District of Rosario III, Agusan del Sur. Guided by Bandura's Social Cognitive Theory, Vygotsky's Sociocultural Theory, and Bronfenbrenner's Ecological Systems Theory, the study employed a quantitative descriptive-correlational design. A total of Grade 4 to Grade 6 learners were selected through stratified random sampling and surveyed using adapted instruments measuring nine dimensions of parental involvement and four dimensions of social support. Reading proficiency was determined through the Philippine Informal Reading Inventory (Phil-IRI) administered during School Year 2025–2026. Descriptive statistics were used to assess levels of parental involvement, social support, and reading proficiency, while Pearson's r tested the significance of relationships among variables. Results revealed generally high levels of perceived parental involvement and social support, though a substantial proportion of learners remained in the instructional and frustration reading levels. Findings showed a significant positive relationship between perceived parental involvement and reading proficiency, as well as between social support and reading proficiency. These results highlight the essential role of supportive home and social environments in the development of reading skills. Based on the findings, the study recommends school–home partnership programs, parent capacity-building initiatives, and strengthened peer- and teacher-support systems to enhance learners' reading performance. The study provides empirical evidence relevant to literacy programs and policy development in rural Philippine school contexts.

Keywords: *Parental Involvement, Social Support, Reading Proficiency, Phil-IRI; Key Stage 2 Learners, Peer Support, Teacher Support, Guardian Support, Study Engagement, Elementary Education, Literacy Development, Descriptive-Correlational Study, Rural Schools, Home–School Partnership.*

1. INTRODUCTION

Reading proficiency is not only influenced by cognitive abilities but also by students' contextual environments, that is, how they perceive parental involvement as well as social support. Research indicates that when students perceive their parents as actively participating through encouragement, guidance, or assistance in literacy activities, there is a corresponding rise in their motivation and reading ability (Fan et al., 2024). [1] Further, social support from family members, peers, and teachers fosters self-perceived confidence and persistence in reading activities, thus leading to greater proficiency (Zhang & Qian, 2024).[2] These results underscore the significance of students' perceptions of support, which are equally important as parental behavior, given that such perceptions impact their interests and attitudes towards reading.

At the international level, Programme for International Student Assessment (PISA) results always indicate considerable differences in reading literacy, stressing that reading difficulties extend beyond instructional to relational levels (Erdogdu & Erdogdu, 2025).[3] Research has demonstrated that parental involvement, including activities such as shared reading, setting clear expectations, and monitoring educational progress, has a positive impact on children's vocabulary, comprehension, and overall reading performance (Kigobe, 2019).[4] Zhang (2024) also observed that children with effective parental, teacher, and peer support are likely to manifest higher motivation, resilience in overcoming reading difficulties, and overall better reading performance.[5] These findings suggest that improving reading literacy at the international level is not merely about high-quality instruction, but also about promoting parental involvement and social support systems.

National evidence underpins the imperative. Haw et al. (2021) reported that Filipino students' reading performance was considerably lower than the Organization for Economic Co-operation and Development (OECD) averages (340 compared with 487) and that a significant proportion were below baseline following PISA 2018.[6] A slight improvement, with an average reading score of 347, was only demonstrated by PISA 2022 (Momo, 2025).[7] In addition to test results, the evidence suggests thin and patchy trends in home-school partnerships and family literacy strategies in Philippine contexts, which are generally limited by parents' time, literacy, and socioeconomic capital (Nag et al., 2019).[8]

As per Jambangan (2024), school-based research in Philippine communities describes reading challenges that reflect the national profile and highlight the remediation and early intervention potential of schools and families.[9] While the settings are contextual, these studies inevitably suggest areas of inconsistent parental involvement and the necessity of aligning school reading programs with family potential. In these contexts, subjective parental involvement and broader social support systems of the students can be the determining factors in deciding motivation, practice time, and ultimately skill.

Other local and national studies in the Philippines investigated parental involvement and literacy (Bartolome, 2017; Cubillas et al., 2025), but there is still a significant lack of empirical studies looking into the interaction between students' attitudes on parental involvement and social support and reading proficiency in the Caraga Region, particularly in Agusan del Sur.[10] To this day, most of the research in the region has been general in nature, discussing overall literacy outcomes or remediation programs without necessarily correlating these results to the combined influence of family and social support systems. This is where the present research intervenes, recognizing the need for a region-specific study that determines how students perceive parental and social support in relation to reading proficiency.

This study holds important implications for school program development. By analyzing the relationship between students' perceptions of family and peer involvement and their reading skills, schools can develop targeted strategies for family and peer involvement that align with national reading standards. As no such earlier research has studied this relationship in the Caraga Region, results could provide region-specific information that can be used to enhance reading skill and to reduce long-standing disparities.

2. RESEARCH METHODOLOGY

2.1. Research Design

This study employed a quantitative research approach, which involved the systematic collection and analysis of numerical data to answer research questions and test hypotheses. Quantitative research has been widely applied in education because it enables the measurement of variables, the examination of relationships, and the generalization of findings based on data from a representative sample (Fischer et al., 2023). By using standardized instruments and statistical procedures, this approach provided an objective and reliable means of evaluating patterns of behavior, attitudes, and academic performance. In the context of this study, the quantitative method was particularly well-suited for determining how measurable constructs, such as parental involvement, social support, and reading proficiency, related to one another among elementary school learners.

Specifically, this study adopted a descriptive-correlational research design. A descriptive design was used to present an accurate profile of the levels of parental involvement, social support, and reading proficiency, while a correlational design examined the degree to which these variables were related (Ghanad, 2023). Unlike experimental research, this design did not involve manipulation of variables; rather, it analyzed naturally occurring relationships as they existed in the educational setting. In this study, parental involvement and social support were measured using self-report questionnaires, while reading proficiency was assessed based on the results of the Philippine Informal Reading Inventory (Phil-IRI).

The selection of a descriptive-correlational design was appropriate given the objectives of the study. The research aimed to describe the levels of parental involvement and social support as perceived by learners and to determine whether these variables were significantly associated with reading proficiency. Since the goal was not to establish causality but to explore patterns of association, correlational analysis was suitable and sufficient. Furthermore, the use of standardized instruments adapted from established frameworks ensured the reliability and validity of the data collected.

This research design also aligns with the study's context. Conducted among learners in Grades 4 to 6 in three selected public elementary schools in the District of Rosario, Agusan del Sur, the study reflected a rural educational setting where literacy development remained a critical priority. Employing a descriptive-correlational design allowed the study to capture authentic conditions within the school environment without artificially controlling variables, thereby providing meaningful baseline data. The findings were expected to serve as a basis for future literacy interventions, parental engagement initiatives, and social support programs aimed at improving reading proficiency among elementary learners.

2.2. Research Respondents

The respondents in this study consisted of elementary learners enrolled in three selected public schools in the District of Rosario, Agusan del Sur, for the 2025–2026 school year. These schools were Jose T. Cuyos Sr. I Elementary School, Sta. Cruz Elementary School, and Garsuta Elementary School. The target respondents included pupils from Grades 4 to 6, as learners in these grade levels were typically assessed for reading proficiency using standardized tools such as the Philippine Informal Reading Inventory (Phil-IRI).

To ensure fair representation across the three schools, the study employed stratified random sampling, a probability sampling technique in which the population is divided into strata (in this case, schools and grade levels), and respondents are randomly selected from each stratum (Fraenkel et al., 2019). This approach ensured proportional representation and minimized sampling bias. The sample size was determined using Slovin’s formula at a 5% margin of error, based on the actual enrollment of Grades 4 to 6 in the three schools.

Inclusion criteria were applied to select eligible respondents. Specifically, the participants had to: (1) be officially enrolled in Grades 4 to 6 during the specified school year, (2) have completed the Phil-IRI reading assessment for the current academic year, and (3) have parental or guardian consent to participate in the study. These criteria ensured that the data collected accurately reflected learners’ reading proficiency in relation to parental involvement and social support.

The final number of respondents per school and grade level was determined after the application of these criteria and the random sampling process. The distribution ensured that all three schools were proportionally represented in the study.

2.3. Research Instruments

This study employed two adapted survey instruments and one standardized reading assessment to collect quantitative data on parental involvement, social support, and reading proficiency.

The first instrument was adapted from the framework of Naseema and Adoo (2001), designed to measure the extent of parental involvement in children's education. It covered nine indicators: (1) parental acceptance, (2) aspiration, (3) attention, (4) encouragement, (5) guidance, (6) influence, (7) decision-making, (8) provision of physical facilities, and (9) care for physical fitness. Each dimension consisted of multiple items rated on a 4-point Likert scale: 4 – Always, 3 – Sometimes, 2 – Rarely, 1 – Never.

The original tool demonstrated excellent reliability with an overall Cronbach's alpha of 0.91 and test-retest reliability of 0.92 (Naseema & Adoo, 2001). For that study, the instrument was contextualized for the local elementary setting and reviewed by experts for cultural appropriateness.

The second instrument was adapted from Rautanen et al. (2021) to measure social support and study engagement, focusing on four dimensions: (1) peer support, (2) teacher support, (3) guardian support, and (4) study engagement. Previous validation studies reported strong internal consistency, with Cronbach's alpha values ranging from 0.827 to 0.940 (Rautanen et al., 2021), indicating high reliability across indicators.

To assess reading proficiency, this study used the Philippine Informal Reading Inventory (Phil-IRI), a standardized tool developed by the Department of Education. The Phil-IRI assessed learners' ability to recognize words, comprehend passages, and read fluently. Scores were categorized into Independent, Instructional, and Frustration levels, based on the learner's reading performance during the first quarter of the School Year 2025–2026.

Prior to the main data collection, all adapted instruments underwent expert validation to ensure content and cultural relevance, followed by a pilot test with a small group of learners not included in the final sample. Reliability coefficients were recalculated, and necessary revisions were made for clarity and appropriateness.

All instruments in this study demonstrated strong psychometric properties in previous research, ensuring validity and reliability in measuring parental involvement, social support, and reading proficiency within the context of elementary education.

2.4. Statistical Treatment

To address the research questions and examine the relationships among parental involvement, social support, and reading proficiency, appropriate statistical tools were employed.

To answer the first research question, which explored the level of parental involvement in terms of parental acceptance, aspiration, attention, encouragement, guidance, influence, decision making, provision of physical facilities, and care for physical fitness, descriptive statistics such as the mean and standard deviation were used. These measures summarized the overall and dimension-specific levels of parental involvement as perceived by the students.

For the second research question regarding the level of social support among peers, teachers, guardians, and study engagement, means and standard deviations were computed for each component and interpreted using the standardized descriptive scale.

The third research question focused on the level of reading proficiency of the students. To address this, frequency and percentage distributions were utilized to categorize students according to Phil-IRI proficiency levels (Independent, Instructional, Frustration).

To determine whether there was a statistically significant relationship between perceived parental involvement and reading proficiency (Research Question 4), and between perceived social support and reading proficiency (Research Question 5), the Pearson Product-Moment Correlation Coefficient (Pearson's r) was employed. This inferential statistical tool was suitable for measuring the strength and direction of linear relationships between continuous variables. A significance level of $p < 0.05$ was set to determine statistical significance.

All data were encoded, processed, and analyzed using statistical software such as SPSS to ensure accuracy, consistency, and reliability in data computation and interpretation.

2.5. Procedure

Before data collection, the researcher secured formal approval from the Office of the Schools Division Superintendent of Agusan del Sur through a written request, accompanied by an endorsed letter of permission addressed to the school heads of the three selected elementary schools in Rosario, Agusan del Sur. Upon approval, the researcher coordinated with the principals and class advisers to establish an appropriate schedule for administering the research instruments, ensuring that regular classroom activities were not disrupted.

Informed consent letters were distributed to the parents or guardians of prospective participants. These letters outlined the study's objectives, the voluntary nature of participation, and assured participants that all collected data would remain confidential. Only learners who met the eligibility criteria and returned both signed parental consent and personal assent forms were included in the study.

Prior to the main data collection, a screening tool was administered to determine qualified participants. The final sample was then identified through stratified random sampling, ensuring proportional representation from the different grade levels across the three schools.

The study utilized two adapted instruments and an official reading assessment. The first instrument measured parental involvement across nine dimensions: parental acceptance, aspiration, attention, encouragement, guidance, influence, decision-making, provision of physical facilities, and care for physical fitness. The second instrument assessed social support and study engagement, encompassing peer support, teacher support, guardian support, and engagement in learning activities. These instruments were administered in a face-to-face setting under the supervision of the researcher, with assistance from the class advisers. Clear instructions were provided before the distribution of questionnaires, and participants were assured that their responses would remain confidential and would not influence their academic performance. The entire session was expected to take approximately 30 to 45 minutes.

After completing the questionnaires, the researcher obtained the official results of the Philippine Informal Reading Inventory (Phil-IRI) conducted by the Department of Education during the first quarter of School Year 2025–2026. These results were collected from the class records through the language teachers, with prior approval from the school heads, and in compliance with the Data Privacy Act of 2012. The Phil-IRI outcomes served as the basis for determining learners' reading proficiency levels in this study.

3. RESULTS

Table 1. Level of parental involvement as perceived by the students

Parental Involvement	Standard Deviation	Mean	Verbal Description
Parental Acceptance	0.434	2.82	High
Parental Aspiration	0.397	3.52	Very High
Parental Attention	0.463	2.82	High
Parental Encouragement	0.528	2.88	High
Parental Guidance	0.518	2.68	High
Parental Influence	0.600	2.58	High
Parental Decision Making	0.850	2.43	Low
Parental Provision of Physical Facilities	0.699	2.59	High

Parental Care to Physical Fitness of Child	0.633	3.31	Very High
Overall Mean	0.374	2.88	High

Table 2. Level of Social Support as Perceived by the Students

Social Support	Standard Deviation	Mean	Verbal Description
Social Support Among Peers	0.429	3.22	High
Social Support from Teachers	0.470	3.41	Very High
Social Support from Guardians	0.509	3.35	Very High
Study Engagement	0.496	3.41	Very High
Overall Mean	0.369	3.35	Very High

Table 3. Level of Reading Proficiency in English of the Students

Level of Reading Proficiency	Frequency	Percentage
Non-reader	0	0.0%
Frustration	89	38.7%
Instructional	40	17.4%
Independent	101	43.9%
Total Number of Students	230	100.0%

Table 4. Test for the Significance of the Relationship between Perceived Parental Involvement and Reading Proficiency Level among the Students

	Parental Involvement	r-value	p-value	Decision for H_o1
Reading Proficiency Level	Parental Acceptance	0.097	0.142	Accepted
	Parental Aspiration	0.053	0.421	Accepted
	Parental Attention	0.074	0.263	Accepted
	Parental Encouragement	0.118	0.075	Accepted
	Parental Guidance	0.157	0.017	Rejected
	Parental Influence	0.125	0.058	Accepted

	Parental Decision Making	0.169	0.010	Rejected
	Parental Provision of Physical Facilities	0.176	0.008	Rejected
	Parental Care to Physical Fitness of Child	0.067	0.312	Accepted
	Overall Mean	**0.167**	**0.011**	**Rejected**

Table 5. Test for the Significance of the Relationship between Perceived Social Support and Reading Proficiency Level among the Students

	Social Support	**r-value**	**p-value**	**Decision for H_{o2}**
Reading Proficiency Level	Social Support Among Peers	0.117	0.078	Accepted
	Social Support from Teachers	0.015	0.825	Accepted
	Social Support from Guardians	0.004	0.950	Accepted
	Study Engagement	0.114	0.083	Accepted
	Overall Mean	**0.066**	**0.316**	**Accepted**

4. CONCLUSION

Students perceived parental involvement as sometimes evident, indicating that parents provide support and participation in their children's learning to a reasonable extent. Social support was found to be always manifested, showing that learners consistently receive encouragement and assistance from teachers, peers, and guardians. The students' reading proficiency results showed that while many can read independently, a substantial number remain at the frustration level and require additional support. Parental involvement demonstrated a significant relationship with reading proficiency, particularly when parents provide guidance, share in decision-making, and offer learning resources. Meanwhile, social support did not show a significant relationship with reading proficiency, suggesting that general encouragement and interaction alone do not directly translate into higher reading performance.

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BIOGRAPHIES

ELMER R. TAGALOG

Elmer R. Tagalog was born on February 10, 1998, in Charito, Bayugan City, Agusan del Sur, Philippines. He is the eighth of nine children born to Yolando S. Tagalog and Erma R. Tagalog, whose guidance and values played an integral role in shaping his character, work ethic, and aspirations. Growing up in a large family in a rural community provided him with early experiences that cultivated resilience, cooperation, and a strong sense of responsibility. Mr. Tagalog began his formal education at Lapinigan Central Elementary School, where he completed his elementary studies. He later attended Lapinigan National High School, successfully earning his secondary education. These foundational years were marked by academic diligence and a growing interest in community involvement, experiences that ultimately inspired him to pursue a career in teaching. Driven by a commitment to public service and a passion for shaping young minds, Mr. Tagalog chose the field of education and eventually became an elementary school teacher after finishing his degree at Agusan del Sur State College of Agriculture and Technology. His professional journey reflects his dedication to fostering learning environments that promote curiosity, inclusivity, and holistic development among his students. As an educator, he strives to contribute to nation-building by empowering children through quality basic education. Today, Elmer R. Tagalog continues to uphold the values instilled in him throughout his upbringing and academic journey. His biography stands as a testament to perseverance, commitment to education, and the transformative role of teachers within Philippine society.