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Assessing The Impact of Parental Involvement on Reading Comprehension Skills in Grade Three Learners

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ABSTRACT: *This study examined the relationship between oral reading fluency and the academic performance of Grade 3 learners in English. Using a descriptive-correlational research design, data were collected from 35 learners through a modified Early Grade Reading Assessment (EGRA) and a parent-completed demographic survey. Findings revealed that the majority of learners performed at varying levels across the oral reading fluency components, with phonemic awareness and letter sound knowledge showing the highest correlation to academic achievement. Statistical analysis indicated strong positive and significant relationships between each oral reading fluency sub-skill and learners' English performance. The results underscore the importance of early intervention in foundational literacy skills to enhance reading comprehension and academic success. This study recommends strengthening school-based reading programs focusing on decoding, fluency, and comprehension strategies to support learners' academic development.*

Key words*: Academic performance, fluency, letter sound knowledge, listening comprehension, oral reading, phonemic awareness, reading comprehension.*

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1. Introduction

Strong reading comprehension skills are essential for academic achievement across all subject areas. This is particularly significant in the context of the study titled "Assessing the Impact of Parental Involvement on Reading Comprehension Skills in Grade Three Learners." International assessments such as the Programme for International Student Assessment (PISA) have continually underscored the importance of literacy as a predictor of long-term academic and life success. However, the Philippines has consistently performed poorly in reading literacy, with recent PISA findings placing Filipino students among the lowest in global rankings (Arzadon & Ferrer, 2021; OECD, 2019). This trend is further supported by data from national assessments, such as the National Achievement Test (NAT), which reveal persistent challenges in reading comprehension among primary learners (Yazon & Ang-Manaig, 2022; Department of Education, 2023). These alarming results suggest a need to investigate contextual factors such as parental involvement that may influence learners' reading development.

Seeking to address this crisis, the Department of Education (DepEd) has championed various initiatives to bolster literacy development. These initiatives include the integration of technology in the classroom, such as television-assisted instruction, a popular strategy leveraged by teachers to develop reading proficiency in learners (Dela Cruz, 2022). However, research suggests that these efforts alone may not be sufficient. Studies by Santiago & Almario (2021) point out that while TV-assisted instruction can be a helpful tool, it is most effective when combined with other strategies, particularly those that emphasize parental involvement in children's reading development.

Parental involvement in a child's education takes many forms, and research consistently highlights its positive impact on academic outcomes (Epstein & Sheldon, 2020; Wilder, 2021). When parents are actively engaged in their children's reading development, by engaging in activities such as reading aloud together, discussing the content of books, and creating a stimulating and literacy-rich home environment, children tend to demonstrate stronger reading comprehension skills (Dorothea Barnhart et al., 2009). Despite the recognized benefits of parental involvement, however, many factors can hinder parents' ability to effectively support their children's reading development. These factors can include limited educational attainment, lack of access to appropriate reading materials, or a feeling of inadequacy in helping their children with schoolwork (Hoover-Dempsey & Sandler, 2018). Understanding the specific challenges faced by parents within a particular local context is crucial for the development of targeted interventions that can promote increased parental involvement and ultimately improve children's reading comprehension skills.

Despite these efforts, local challenges persist within certain educational environments. At Marigondon Elementary School in Marigondon, Lapu-Lapu City, Cebu, teachers have observed that even with the implementation of TV-assisted instruction, a number of Grade 3 learners continue to exhibit deficiencies in their oral reading skills. These deficiencies manifest in various ways, including stumbling over unfamiliar words, slow decoding that disrupts the flow of reading, and limited comprehension of the text's content. These observations suggest that while TV-assisted instruction may provide some benefits, it may not be fully addressing the specific needs of all learners.

Research on parental involvement in literacy development highlights the crucial role that families play in fostering children's reading skills (Hoover & Jitendra, 2020). Studies have shown that parental engagement in activities such as reading aloud to children, discussing books, and providing support with homework can significantly impact children's reading comprehension and overall academic success (Davis-Kean, 2023). In light of these findings, it becomes important to investigate the potential influence of parental involvement on the reading outcomes of Grade 3 learners at Marigondon Elementary School. By examining this relationship, the study aims to identify areas where parental support can be strengthened to complement the existing efforts of teachers and the school.

This research study aimed to comprehensively assess the impact of parental involvement on the reading comprehension skills of Grade 3 learners at Marigondon Elementary School. The investigation explored the relationship between parental support at home and students' reading outcomes, providing valuable insights into potential areas for improvement. The findings of this study informed the development of an oral reading skills enhancement plan tailored to the specific needs of the learners. Ultimately, this research benefited various stakeholders, including students, teachers, parents, and the broader educational community.

2. Review of Related Literature

Oral reading fluency (ORF) is a critical component of early literacy development and serves as a strong predictor of reading comprehension and overall academic success. According to Rasinski et al. (2020), oral reading fluency which includes accurate word recognition, appropriate pacing, and expressive reading is foundational for building meaning from text. The subcomponents of ORF, such as phonemic awareness, letter-sound knowledge, and decoding skills, are widely recognized as essential in early reading instruction (Kim & Wagner, 2019). A learner’s proficiency in these areas significantly influences their ability to comprehend text, particularly during the primary years. Studies have found that early and consistent development of these literacy components contributes to improved performance not only in reading comprehension but also in broader academic areas such as English and social studies (Otaiba et al., 2019). In multilingual contexts such as the Philippines, these skills are further influenced by the learner's exposure to English both at home and in school.

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In addition to individual reading skills, several socio-demographic factors play a vital role in shaping learners' reading outcomes and academic performance. Parental educational attainment, family income, and household structure such as the number of siblings has been found to impact children's literacy acquisition and school readiness (Cabus & Ariës, 2019). Research suggests that children from families with higher parental education levels are more likely to receive support in early literacy activities, such as story reading and phonemic exercises (Dizon & Padilla-De Guzman, 2021). Moreover, listening comprehension and oral language development are strongly linked to the home literacy environment, especially in early grades (Castles et al., 2019). In low-income households, limited access to reading materials and educational support often leads to disparities in oral reading fluency and academic achievement. Thus, understanding the interplay between learners' reading skills and socio-demographic profiles is crucial for developing effective, equitable interventions.

3. Methodology

This study utilized a descriptive-correlational research design to examine the relationship between learners' oral reading fluency and their academic performance in English, as well as to explore how demographic variables may influence these outcomes. Two main instruments were employed for data collection. The first was a modified version of the Early Grade Reading Assessment (EGRA) Grade 3 English Toolkit, a standardized tool used to individually assess foundational reading sub-skills such as letter sound knowledge, phonemic awareness, familiar and invented word reading, oral passage reading, reading comprehension, and listening comprehension. The second instrument was a structured survey questionnaire completed by parents or guardians, which gathered demographic data including the learner's age, gender, parents' highest educational attainment, number of siblings, and estimated combined family monthly income. The administration of the EGRA was conducted one-on-one to ensure accuracy in capturing oral fluency, while the demographic survey provided context for analyzing potential socioeconomic and familial factors that may influence reading and academic outcomes.

4. Results and Discussion

Table 1. Level of Oral Reading Fluency of the Learners in terms of Letter Sound Knowledge.

Level	Range of Scores	f	%
Advanced	81-100	15	42.86
Proficient	61-80	3	8.57
Approaching Proficiency	41-60	1	2.86
Developing	21-40	9	25.71
Beginning	0-20	7	20.00
Total		35	100.00
Average		59.69	
St. Dev.		35.50	

Table 1 shows the learners' level of oral reading fluency in terms of letter sound knowledge. Out of 35 learners, the majority or 42.86% were at the Advanced level, meaning they scored between 81 and 100, showing strong skills in recognizing letter sounds. Only 8.57% were classified as Proficient, while 2.86% fell under Approaching Proficiency, indicating they are still developing their recognition of letter sounds. A notable portion, 25.71%, were in the Developing category, and 20% were in the Beginning level, suggesting they struggled significantly with letter sound knowledge. The average score was 59.69, which falls within the "Approaching Proficiency" range, and the standard deviation of 35.50 suggests that the learners' scores were widely spread, showing a high level of variation in their performance. This means while some learners performed very well, others had difficulty with this basic reading skill.

Table 2. Level of Oral Reading Fluency of the Learners in terms of Phonemic Awareness.

Level	Range of Scores	f	%

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Advanced	81-100	10	28.57
Proficient	61-80	3	8.57
Approaching Proficiency	41-60	5	14.29
Developing	21-40	6	17.14
Beginning	0-20	11	31.43
Total		35	100.00
Average		48.20	
St. Dev.		37.25	

Table 2 presents the learners' level of oral reading fluency based on phonemic awareness, which refers to their ability to hear, identify, and manipulate individual sounds in spoken words. Among the 35 learners, 28.57% reached the Advanced level, indicating strong skills in this area. However, a concerning 31.43% were in the Beginning level, showing difficulty in recognizing and working with sounds in words. Meanwhile, 17.14% were at the Developing stage, and 14.29% were Approaching Proficiency, which means they demonstrated some basic understanding but still need improvement. Only 8.57% of learners were categorized as Proficient. The average score was 48.20, which places the overall performance in the "Approaching Proficiency" range. The relatively high standard deviation of 37.25 shows a wide range of performance levels among the learners, suggesting that while some students are doing very well, a large number are still struggling with this important early reading skill.

Table 3. Level of Oral Reading Fluency of the Learners in terms of Familiar Word Reading.

Level	**Range of Scores**	**f**	**%**
Advanced	41-50	18	51.43
Proficient	31-40	0	0.00
Approaching Proficiency	21-30	0	0.00
Developing	11-20	5	14.29
Beginning	0-10	12	34.29
Total		35	100.00
Average		28.46	
St. Dev.		20.97	

Table 3 shows the learners' oral reading fluency in terms of familiar word reading. More than half of the learners (51.43%) were classified as Advanced, meaning they could read many familiar words accurately and quickly. However, a large group, 34.29%, were at the Beginning level, indicating they had difficulty recognizing even basic familiar words. Another 14.29% were in the Developing stage, showing limited word recognition skills. Notably, no learners were in the Proficient or Approaching Proficiency levels, which suggests a gap between those who perform very well and those who struggle. The average score was 28.46, falling between the "Developing" and "Approaching Proficiency" range. The standard deviation of 20.97 indicates moderate variation among learner scores. This result suggests that while a number of students have strong word recognition skills, many still need significant support to improve their reading fluency.

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Table 4. Level of Oral Reading Fluency of the Learners in terms of Invented Word Reading.

Level	**Range of Scores**	**f**	**%**

Advanced	41-50	18	51.43
Proficient	31-40	0	0.00
Approaching Proficiency	21-30	3	8.57
Developing	11-20	4	11.43
Beginning	0-10	10	28.57
Total		35	100.00
Average		30.43	
St. Dev.		19.24	

Table 4 displays the learners' performance in invented word reading, which assesses their ability to decode unfamiliar, non-real words using phonics skills. A majority of the learners (51.43%) reached the Advanced level, demonstrating strong decoding abilities. However, 28.57% were in the Beginning level, indicating they had significant difficulty reading unfamiliar words. Additionally, 11.43% were at the Developing level, and 8.57% fell under Approaching Proficiency, showing some progress but still needing improvement. Notably, no learners were categorized as Proficient, which may suggest that students are either very advanced or still developing, with few in the middle range. The average score was 30.43, indicating performance around the Approaching Proficiency level, while the standard deviation of 19.24 points to moderate differences in decoding ability among learners. Overall, the results suggest that although many learners are strong in phonics-based decoding, a significant portion still requires targeted instruction and support in this foundational reading skill.

Table 5. Level of Oral Reading Fluency of the Learners in terms of Oral Passage Reading.

Level	**Range of Scores**	**f**	**%**
Advanced	25-30	10	28.57
Proficient	19-24	2	5.71
Approaching Proficiency	13-18	9	25.71
Developing	7-12	5	14.29
Beginning	0-6	9	25.71
Total		35	100.00
Average		15.74	
St. Dev.		10.47	

Table 5 presents the learners' performance in oral passage reading, which measures their ability to read connected text fluently and accurately. Among the 35 learners, 28.57% were at the Advanced level, showing strong fluency and expression when reading passages. 25.71% were in the Approaching Proficiency range, suggesting they are developing fluency but may still struggle with speed or accuracy. Another 25.71% were at the Beginning level, indicating difficulty in reading even short passages. 14.29% of the learners were in the Developing stage, and only 5.71% reached the Proficient level. The average score was 15.74, which places the group performance in the Approaching Proficiency range. The standard deviation of 10.47 indicates moderate variability in learners' oral passage reading skills. These results show that while some students can read connected text fluently, many others are still working on building accuracy, speed, and comprehension when reading longer passages aloud.

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Table 6. Level of Oral Reading Fluency of the Learners in terms of Reading Comprehension.

Level	Range of Scores	f	%
Advanced	9-12	19	54.29
Proficient	7-8	2	5.71
Approaching Proficiency	5-6	3	8.57
Developing	3-4	4	11.43
Beginning	0-2	7	20.00
Total		35	100.00
Average		7.23	
St. Dev.		4.33	

Table 6 illustrates the learners' level of oral reading fluency in terms of reading comprehension, which assesses their ability to understand and interpret what they read. More than half of the learners (54.29%) reached the Advanced level, indicating strong comprehension skills and the ability to extract meaning from text effectively. 5.71% of learners were categorized as Proficient, and 8.57% were Approaching Proficiency, suggesting a small group is close to mastering comprehension skills. Meanwhile, 11.43% of learners were in the Developing category, and 20.00% were at the Beginning level, indicating that nearly one-third of the learners need significant support in understanding what they read. The average score was 7.23, falling within the Proficient range, while the standard deviation of 4.33 suggests some variability in learners' comprehension performance. Overall, while many learners demonstrate strong comprehension abilities, a noticeable portion still faces challenges in fully understanding reading materials.

Table 7. Level of Oral Reading Fluency of the Learners in terms of Listening Comprehension

Level	Range of Scores	f	%
Advanced	9-10	11	31.43
Proficient	7-8	8	22.86
Approaching Proficiency	5-6	4	11.43
Developing	3-4	3	8.57
Beginning	0-2	9	25.71
Total		35	100.00
Average		5.94	
St. Dev.		3.80	

Table 7 shows the learners' level of oral reading fluency based on listening comprehension, which measures how well they understand spoken text. Among the 35 learners, 31.43% were at the Advanced level, showing strong ability to listen and comprehend information accurately. 22.86% were classified as Proficient, while 11.43% were Approaching Proficiency, indicating developing skills in understanding oral information. On the other hand, 8.57% of the learners were in the Developing stage, and 25.71% were at the Beginning level, showing that a significant portion had difficulty understanding spoken content. The average score was 5.94, which falls within the Approaching Proficiency to Proficient range. The standard deviation of 3.80 indicates moderate variability among the learners' listening comprehension abilities. These results suggest that while many students demonstrate good listening skills, a notable number still need targeted interventions to strengthen their comprehension of spoken language.

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Table 8. Level of Academic Performance of the Learners in English.

Level	Range of Scores	f	%

Advanced	90-100	5	14.29
Proficient	85-89	5	14.29
Approaching Proficiency	80-84	8	22.86
Developing	75-79	17	48.57
Beginning	Below 75	0	0.00
Total		35	100.00
Average		81.69	
St. Dev.		5.84	

Table 8 presents the learners' academic performance in English, categorized by standard performance levels. Among the 35 learners, nearly half (48.57%) were in the Developing range, with scores between 75 and 79, indicating that while they meet the minimum expectations, there is room for improvement. 22.86% of learners were Approaching Proficiency, showing that they are close to mastering the required competencies. Both the Advanced and Proficient levels each had 14.29% of learners, reflecting a small group who performed very well in English. Notably, none of the learners fell under the Beginning level, which means all students passed the subject. The average score was 81.69, which falls within the Approaching Proficiency level, and the standard deviation of 5.84 indicates relatively low variability, suggesting that most learners performed within a similar range. Overall, while some students excelled, the results highlight the need to strengthen instruction to help more learners move from "Developing" to higher performance levels.

Table 9. Test of significant relationship between the oral reading fluency and academic performance of the learners in English.

Academic Performance VS:	r-value	Strength of Correlation	p - value	Decision	Result
Letter Sound Knowledge	0.882*	Strong Positive	0.000	Reject Ho	Significant
Phonemic Awareness	0.930*	Strong Positive	0.000	Reject Ho	Significant
Familiar Word Reading	0.842*	Strong Positive	0.000	Reject Ho	Significant
Invented Word Reading	0.829*	Strong Positive	0.000	Reject Ho	Significant
Oral Passage Reading	0.871*	Strong Positive	0.000	Reject Ho	Significant
Reading Comprehension	0.792*	Strong Positive	0.000	Reject Ho	Significant
Listening Comprehension	0.791*	Strong Positive	0.000	Reject Ho	Significant

Note: *significant at p<0.05 (two-tailed).

Table 9 reveals the results of the correlation analysis between oral reading fluency sub-skills and academic performance in English among the learners. All components of oral reading fluency letter sound knowledge, phonemic awareness, familiar word reading, invented word reading, oral passage reading, reading comprehension, and listening comprehension showed strong positive correlations with English academic performance, as indicated by r-values ranging from 0.791 to 0.930. The highest correlation was observed with phonemic awareness (r = 0.930), suggesting that learners who are more skilled in manipulating sounds within words tend to perform better in English. All p-values were 0.000, which is less than the significance level of 0.05, leading to the rejection of the null hypothesis in each case. This confirms that there is a statistically significant relationship between each oral reading fluency component and learners' academic performance in English. These findings strongly suggest that enhancing oral reading fluency, particularly phonemic awareness and letter sound knowledge, may lead to improved academic outcomes in English among Grade 3 learners.

5. Discussion

Based on the findings of the study, it is evident that oral reading fluency plays a critical role in the academic performance of Grade 3 learners in English. Each sub-skill ranging from letter sound knowledge and phonemic awareness to listening and reading comprehension was found to have a strong positive correlation with academic achievement, with phonemic awareness exhibiting the highest correlation (r = 0.930). This supports the assertion that phonological processing abilities are foundational to reading success,

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especially in early literacy development. According to Kim and Wagner (2019), phonemic awareness is a key predictor of word reading and comprehension in the primary grades, and learners with strong phonological awareness tend to develop fluency and comprehension more efficiently. These findings highlight the need for literacy instruction that emphasizes sound-letter correspondence, blending, and decoding, especially for learners still performing at the developing or beginning levels.

Furthermore, the results underscore the impact of early reading intervention and explicit fluency instruction on student performance. As Rasinski et al. (2020) emphasized, fluency not only serves as a bridge between word recognition and comprehension but also contributes directly to the learner's ability to extract meaning from text. The significant correlation between invented word reading and academic performance ($r = 0.829$) reflects the importance of decoding unfamiliar words a skill critical for vocabulary development and independent reading. Additionally, the substantial number of learners in the developing and beginning levels across several components suggests that many students would benefit from targeted support. Interventions that combine guided oral reading, listening comprehension strategies, and phonics-based instruction have been shown to improve overall literacy outcomes (Otaiba et al., 2019). Therefore, integrating comprehensive fluency instruction in early education is essential to enhance learners' reading proficiency and support their academic achievement in English.

6. Conclusion

Based on the findings, it can be concluded that oral reading fluency significantly influences the academic performance of Grade 3 learners in English. All components letter sound knowledge, phonemic awareness, word reading, and comprehension showed strong positive correlations with learners' academic outcomes. These results highlight the importance of strengthening foundational reading skills through targeted instruction and intervention. Enhancing learners' fluency and decoding abilities at an early stage can greatly improve their comprehension and overall academic success in language subjects.

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