



PARENTAL ENGAGEMENT IN READING PROGRESS AND VOCABULARY DEVELOPMENT OF GRADE 3 LEARNERS TOWARDS A STRATEGIC INTERVENTION

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Abstract: The Department of Education (DepEd) underscores the importance of fostering holistic learning development, including reading proficiency, by reaffirming the availability of educational opportunities. Recognizing education as a shared responsibility under RA 9155, this sequential explanatory mixed-method study was conducted to randomly selected 305 parents to analyze their parental engagement in the reading progress and vocabulary development of Grade 3 learners in public elementary schools within Dinalupihan East District, Division of Bataan during SY 2023-2024. The data gathered from surveys and interview were statistically and thematically treated, respectively. Results revealed that the majority of parents were aged 21-35, female, with a monthly income of PhP 5,000-PhP 17,000. Parents exhibited moderate engagement levels in their children's reading progress and consistently engaged in vocabulary development. Significant variations in engagement were also observed considering their profiles. Various obstacles to parental engagement were identified as well as strategic interventions aimed to improve parental engagement. More so, a holistic approach within the family was emphasized. The study proposed interventions targeting least-rated items, recognizing their pivotal role in a child's educational success. Through concerted efforts between schools and families, the study sought to empower young learners and shape the future of education by ensuring comprehensive literacy development.

Keywords: Parental engagement, reading progress, vocabulary development, Grade 3 learners, strategic intervention, sequential explanatory research, Dinalupihan East District, Schools Division of Bataan

INTRODUCTION

Reading in elementary grades is crucial for developing proficient readers. It involves various instructional techniques beyond decoding, such as comprehension, vocabulary development, and metacognition (Keyser, 2021; Moats, 2023; Endo, 2022; Burke et al., 2021). Effective reading instruction includes explicit teaching of phonological awareness, phonics, comprehension strategies, and metacognitive processes (Gedik & Akyol, 2022; Voyager Sopris Learning, 2023). Reading is a skill acquired in early schooling and an evolving set of abilities developed throughout life. Teachers play a vital role in addressing diverse learning needs and employing practices like modeled reading and literature circles (Compton-Lilly et al., 2020; Mantei et al., 2021). Parental engagement significantly contributes to students' success in school (Khumalo, 2023; Çalışkan & Ulaş, 2022; Waters-Jackson, 2021). Well-informed parents can enhance parental engagement in learning activities and boost reading literacy (Hemmerechts, 2021; Ho & Lau, 2018; Budao, 2021; Liu et al., 2022; Tomas et al., 2021; Alsubaie, 2022). Parental engagement is associated with positive outcomes in terms of academic achievement, behavior, and literacy skills (OECD, 2023; Alramamneh et al., 2023; Falayi, 2023; Nigussie, 2021; Lara & Saracostti, 2019). Recent research emphasizes the importance of effective reading instruction, vocabulary development, metacognitive strategies, technology-based interventions, parental involvement, and attention to individual and contextual factors in promoting reading achievement. Technology-based reading interventions, mindfulness practices, and physical activity have positively impacted reading outcomes. Parental involvement is crucial in promoting children's literacy development. Schools and educators can provide resources and support to engage parents in meaningful ways, such as through workshops and parent-teacher conferences. Developing language and literacy in young children is a complex process involving various cognitive, linguistic, and socio-emotional factors. Effective reading instruction requires a balanced approach that includes



explicit instruction in decoding and comprehension strategies and opportunities for students to engage in independent reading and discussion. Vocabulary instruction and metacognitive strategies have also improved reading comprehension.

In the ASEAN context, the literature aligns with broader educational challenges and reform efforts for improving the quality of education, specifically in improving literacy. The study contributes to the broader educational goals of the ASEAN by addressing specific issues related to reading proficiency and vocabulary, ultimately supporting the holistic development of learners in the region (UNESCO, 2019). In the Philippines, parental engagement in education is paramount (Bartolome et al., 2017). The Department of Education plays a significant role in improving reading competence, aligning with the "Every Child a Reader Program" (ECARP) and the Sustainable Development Goals (SDGs) (DepEd Order No. 45, s. 2002; DepEd Order No. 12, s. 2015; DM No. 173, s. 2019). The diverse linguistic backgrounds of Filipinos present challenges for English teachers and learners.

The literature highlighted the importance of parental engagement in academic achievement, motivation, reading proficiency, and vocabulary development. However, there is a research gap, as the literature lacks comprehensive studies on the impact of parental engagement on both reading progress and vocabulary development simultaneously, particularly for Grade 3 students. This study aimed to bridge the gap by examining parental engagement in reading progress and vocabulary enrichment among Grade 3 learners, providing empirical evidence and practical insights. The findings can inform educators, curriculum developers, and policymakers about the specific needs of Grade 3 learners and the development of evidence-based interventions to improve their reading skills and vocabulary. The study aims to enhance instructional practices, support learner engagement, and promote increased reading proficiency and academic success among Grade 3 learners.

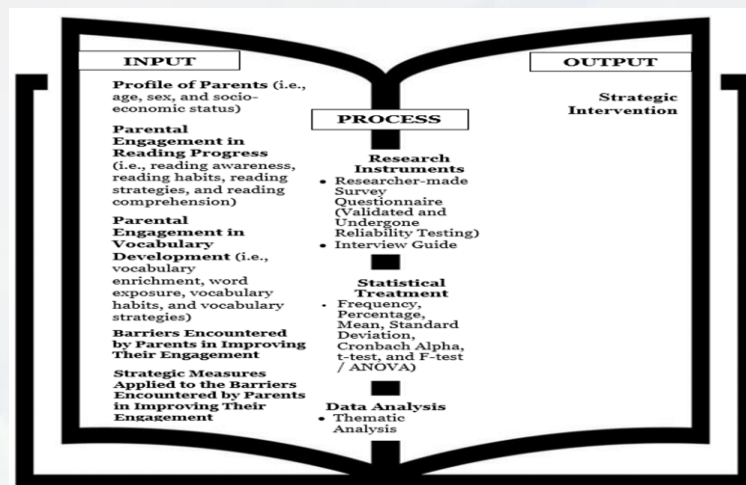
FRAMEWORK

The study aimed to analyze parental engagement in the reading progress and vocabulary development of Grade 3 learners in public elementary schools in Dinalupihan East, Bataan, during SY 2023-2024. The study was grounded in Bronfenbrenner's Ecological Systems Theory, Vygotsky's Sociocultural Theory, and Epstein's Framework of Six Types of Parental Involvement. These theories emphasized the impact of environmental systems, social interactions, and cultural context on a child's cognitive and educational development, with parental engagement as a crucial aspect. The study focused on "learning at home" and "communicating" to examine how parents contributed to their children's reading and vocabulary development. The study sought to empirically validate these theories and contribute to the educational knowledge base.

The conceptual paradigm of the study followed the IPO (Input-Process-Output) model (Fig. 1). The Input Frame included quantitative variables such as parental profile, parental engagement in reading progress and vocabulary development, and qualitative variables such as barriers and strategic measures applied by parents. The Process Frame involved data gathering using a researcher-made survey questionnaire and interview guide, followed by statistical treatments (frequency, percentage, mean, standard deviation, Cronbach Alpha, t-test, F-test/ANOVA) and thematic analysis. The Output Frame resulted in a strategic intervention based on the study's findings.

Figure 1

Paradigm of the Research Process



OBJECTIVES OF THE STUDY

Educating a child was a shared responsibility between teachers and parents. As literacy was deemed an integral aspect of development in any country, it was imperative to engage parents to supervise the reading progress and vocabulary development of their children towards becoming literate and responsible citizens of the country. With that in mind, the researcher delved into the parental engagement in reading progress and vocabulary development of Grade 3 learners as the basis for a strategic intervention among public elementary schools in Dinalupihan East District, Division of Bataan during the SY 2023-2024. It specifically explored the following: the profile of parents described as to age, sex, and socio-economic status; the parental engagement in reading progress of Grade 3 learners described in terms of reading awareness, reading habits, reading strategies, and reading comprehension; the parental engagement in vocabulary development of Grade 3 learners described in terms of vocabulary enrichment, word exposure, vocabulary habits, and vocabulary strategies; the significant difference in the parental engagement in reading progress when the respondents are grouped according to their profile; the significant difference in the parental engagement in vocabulary development when the respondents are grouped according to their profile; the barriers encountered by parents in improving their engagement in reading progress and vocabulary development of their children based on their personal experiences; the strategic measures applied by parents in addressing the challenges encountered in improving their engagement in reading progress and vocabulary development of their children based on their personal experiences; and the proposed strategic intervention.

METHODOLOGY

Research Design

In this research, the researcher employed the sequential explanatory design of mixed-method research, which combined quantitative and qualitative procedures/techniques (Bueno, n.d.). The sequential explanatory design of mixed-method research adopted in the study, comprised a quantitative phase followed by a qualitative phase. The quantitative phase involved profiling parents based on age, sex, and socio-economic status and assessing parental engagement in reading progress and vocabulary development. Statistical analyses then explored potential differences in engagement concerning



parental profiles. In the subsequent qualitative phase, researchers delved into the lived experiences of parents, identified barriers to engagement, and elucidated the strategic measures employed by parents to overcome challenges.

Research Site

The study was carried out in public elementary schools in Dinalupihan East District, Bataan, during the 2023-2024 academic year. The schools are under the jurisdiction of DepEd, specifically the Bataan Schools Division Office, which is one of the twenty offices in the Central Luzon Region.

Participants

The study involved 305 parents for a survey and 20 for an interview from public elementary schools in Dinalupihan East District, Bataan, during SY 2023-2024. Participants were selected using simple random sampling with the fishbowl technique, and G*Power analysis software determined the sample size. For the survey, 305 teachers participated, while 20 parents were selected for interviews from the survey respondents, based on inclusion and exclusion criteria such as being a parent of an enrolled child, completing the survey, and providing informed consent.

Instrumentation

The study employed a researcher-made survey questionnaire for the quantitative phase and a semi-structured interview guide for the qualitative phase (Roberts, 2020). The survey questionnaire, designed to assess parental engagement in the reading progress and vocabulary development of Grade 3 learners, consisted of three sections. The questionnaire underwent a rigorous validation process involving expert educators and a pilot study, achieving a Cronbach Alpha Reliability Test score of 0.70 or higher.

For the qualitative phase, a researcher-made semi-structured interview guide was used to structure and guide interviews (Roberts, 2020). The interview guide addressed two main areas: barriers encountered by parents in improving their engagement and strategic measures applied by parents to address challenges in enhancing their engagement in their children's reading progress and vocabulary development. The interview guide was validated by three experts, and participants were given ample time to respond in their preferred language.

Data Collection

Throughout the research, the researcher adhered to a strict ethical framework, complying with the Data Privacy/Protection Act. This included obtaining official permissions, preserving anonymity, safeguarding confidentiality, securing informed consent, and following the APA 7th citation format. The researcher obtained endorsements from the Graduate School of Columban College and relevant authorities, including school principals and participants, for distributing survey questionnaires and interview guides through face-to-face or online platforms. The researcher also guided participants in completing the survey questionnaire and interview.

For statistical treatment, the quantitative data were processed and summarized using descriptive and inferential statistics. Descriptive statistics included frequency, percentage, mean, and standard deviation, while inferential statistics included t-tests and F-tests/ANOVA. The study used the SPSS software to analyze data, with probability values exceeding 0.05 indicating the acceptance of the null hypothesis and values equal to or less than 0.05 indicating its rejection. The researcher used the t-test to compare two sets of data and F-test/ANOVA for three or more sets of data.

RESULTS AND DISCUSSION

1. Profile of Parents/Guardians

Table 1

Profile of Parents/Guardians

Age	<i>f</i>	%	Monthly Family Income (Socio-Economic Status)	<i>f</i>	%
21-35 y/o	233	76.39	PhP 5,000-PhP 17,000	194	63.61
36-49 y/o	45	14.75	PhP 17,001-PhP 29,000	100	32.79
50-62 y/o	27	8.85	PhP 29,001-Php 40,000	11	3.61
Total	305	100.00	Total	305	100.00
Sex	<i>f</i>	%			
Female	248	81.31			
Male	57	18.69			

Table 1 shows the demographic profile of 305 parents/guardians, with the majority (76.39%) aged 21-35, and 81.31% being female. In terms of education, most parents had completed only secondary education but were eager to improve their literacy skills. Regarding socio-economic status, 63.61% of parents/guardians fell within the PhP 5,000-PhP 17,000 income range. Interviews revealed that younger parents were enthusiastic about their children's education, middle-aged parents sought practical strategies, and older parents emphasized traditional methods. Female respondents expressed a strong sense of responsibility, and male respondents sought active participation. Parents with lower incomes were concerned about accessing resources, while those with higher incomes discussed providing enriching experiences (Johnson, 2020; Smith & Brown, 2019; Anderson & White, 2021; Roberts & Johnson, 2021; Garcia et al., 2019; Martinez & Lopez, 2020).

2. Parental Engagement in Reading Progress of Grade 3 Learners

Table 2

Parental Engagement in Reading Progress of Grade 3 Learners

Domains	Mean	Interpretation
Reading Awareness	3.35	Moderately Engaged
Reading Habits	3.30	Moderately Engaged
Reading Strategies	3.05	Moderately Engaged
Reading Comprehension	3.28	Moderately Engaged
Composite	3.25	Moderately Engaged

Table 2 shows moderate parental engagement in various domains of reading progress for Grade 3 learners, with composite scores of 3.35 for reading awareness, 3.30 for reading habits, 3.05 for reading strategies, and 3.28 for reading comprehension, resulting in an overall score of 3.25, categorizing parents as "Moderately Engaged." Interviews revealed nuanced perspectives, including motivations and challenges, such as limited time, competing priorities, and access to resources, particularly among lower-income families. Cultural factors and varying educational backgrounds also influence parental approaches. The findings highlight the complex interplay between individual

motivations, socio-economic factors, and cultural influences in shaping parental engagement (Garcia et al., 2019; Brown & Davis, 2020).

3. Parental Engagement in Vocabulary Development of Grade 3 Learners

Table 3

Parental Engagement in Vocabulary Development of Grade 3 Learners

Domains	Mean	Interpretation
Vocabulary Enrichment	3.26	Moderately Engaged
Word Exposure	4.33	Highly Engaged
Vocabulary Habits	3.86	Engaged
Vocabulary Strategies	3.47	Engaged
Composite	3.73	Engaged

Table 3 shows parental engagement in vocabulary development for Grade 3 learners across various domains, with composite scores of 3.26 for Vocabulary Enrichment, 4.33 for Word Exposure, 3.86 for Vocabulary Habits, and 3.47 for Vocabulary Strategies, resulting in an overall composite mean score of 3.73, categorizing parents as "Engaged." Interviews with parents revealed nuanced insights into their strategies, motivations, and challenges in supporting their child's vocabulary development, including time constraints, limited access to resources, cultural factors, and varying educational experiences (Anderson & Davis, 2022; Smith et al., 2023; Brown & Johnson, 2021).

4. Significant Difference in Parental Engagement in Reading Progress When the Respondents are Grouped According to Their Profile

Table 4 shows significant differences in parental engagement in reading progress among Grade 3 learners based on age, gender, and socio-economic status. Parents aged 36-49, female parents, and those in the Php 29,001-Php 40,000 category exhibit higher engagement. Statistical analysis reveals significant differences among age groups (F-value: 75.02, p-value: 0.00), gender (F-value: 25.86, p-value: 0.00), and socio-economic status (F-value: 700.76, p-value: 0.00), leading to the rejection of the null hypothesis. Interviews with parents reveal nuanced insights into the significant differences in parental engagement, influenced by factors such as age, gender, socio-economic status, time constraints, competing priorities, access to resources, cultural factors, and varying educational experiences (Johnson & Smith, 2022; Anderson et al., 2023; Brown & Davis, 2021). The quantitative and qualitative insights highlight the complex interplay between demographic characteristics and parental practices, ultimately influencing the level of engagement and support provided to Grade 3 learners in their reading journey.

Table 4

Significant Difference in Parental Engagement in Reading Progress When the Respondents are Grouped According to Their Profile

Profile	Group	Mean	SD	t / F-value	p-value	Decision / Remarks
Age	21-35 years old	3.18	0.16	75.02	0.00	Significant Reject H_0



Sex	36-49 years old	3.60	0.11	25.86	0.00	Significant Reject H ₀
	50-62 years old	3.25	0.20			
	Female	3.34	0.13			
	Male	2.82	0.23			
Socio-economic Status	PhP 5,000-17,000	3.00	0.18	700.76	0.00	Significant Reject H ₀
	PhP 17,001-29,000	3.62	0.11			
	PhP 29,001-40,000	4.18	0.12			

5. Significant Difference in Parental Engagement in Vocabulary Development When the Respondents are Grouped According to Their Profile

Table 5
Significant Difference in Parental Engagement in Vocabulary Development When the Respondents are Grouped According to Their Profile

Profile	Group	Mean	SD	t / F-value	p-value	Decision / Remarks
Age	21-35 years old	3.65	0.53	5.66	0.00	Significant Reject H ₀
	36-49 years old	4.03	0.48			
	50-62 years old	3.89	0.50			
Sex	Female	3.81	0.45	7.07	0.00	Significant Reject H ₀
	Male	3.38	0.81			
	PhP 5,000-17,000	3.55	0.59			
Socio-economic Status	PhP 17,001-29,000	4.00	0.43	41.14	0.00	Significant Reject H ₀
	PhP 29,001-40,000	4.46	0.26			

Table 5 analyzes significant differences in parental engagement in vocabulary development among Grade 3 learners based on various demographic profiles. Parents aged 36-49, female parents, and those in the Php 29,001-Php 40,000 category exhibit higher engagement, with statistical analysis confirming significant differences based on age (t -value = 5.66, p -value = 0.00), gender (t -value = 7.07, p -value = 0.00), and socio-economic status (t -value = 41.14, p -value = 0.00), leading to the rejection of the null hypothesis. Interviews with parents reveal nuanced insights into the significant differences in parental engagement, influenced by factors such as age, gender, socio-economic status, time constraints, limited access to resources, competing priorities, cultural factors, and varying educational experiences (Anderson & Davis, 2022; Smith et al., 2023; Brown & Johnson, 2021). The quantitative and qualitative insights highlight the complex interplay between demographic characteristics and parental practices, ultimately shaping the level of engagement and support provided to Grade 3 learners in their vocabulary journey.

6. Barriers Encountered by Parents in Improving Their Engagement in Reading Progress and Vocabulary Development of Their Children Based on Their Personal Experiences

The thematic analysis presents a range of challenges faced by parents in engaging their children in literacy activities, categorized into three main themes: Barriers to Parental Engagement, Reading Progress, and Vocabulary Development. Parents face difficulties due to short attention spans, busy schedules, and conflicting extracurricular activities (Harris & Brown, 2020). They also struggle with finding books that match children's interests and reading levels, balancing screen time and reading time, and dealing with resistance to reading due to technology (Anderson & Davis, 2019). Peer influence and language/cultural barriers also pose challenges.

External factors such as work-related constraints, financial limitations, childcare and transportation issues, and lack of technology and flexibility also impact parental engagement. These challenges need to be addressed by educators, policymakers, and support systems to enhance parental involvement in literacy activities.

7. Strategic Measures Applied by Parents in Addressing the Challenges Encountered in Improving Their Engagement in Reading Progress and Vocabulary Development of Their Children Based on Their Personal Experiences

7.1 Strategic Measures Applied to Reading Progress

The thematic analysis reveals strategic measures used by parents to enhance reading awareness, habits, and strategies in their children. Parents recognize reading's crucial role and stay informed about reading milestones through communication with teachers, educational apps, conferences, and libraries. They cultivate effective reading habits by establishing cozy reading corners, bedtime rituals, family reading sessions, independent reading time, introducing various genres, and integrating reading into daily activities. Parents also exhibit flexibility in the frequency of reading activities outside school hours. To support reading skills and comprehension, parents employ phonics-based activities, picture walks, sight word flashcards, interactive read-aloud sessions, word games, educational apps, questioning strategies, think-aloud techniques, visualization, real-life connections, summarization skills, character motivation discussions, and literary device analysis. These findings align with existing literature emphasizing the importance of parental engagement in literacy development and the potential of technology in enhancing literacy experiences (Smith & Johnson, 2019; Brown et al., 2020; White & Harris, 2021; Anderson et al., 2019; Johnson et al., 2020).

7.2 Strategic Measures Applied to Vocabulary Development

The thematic analysis on strategic measures applied to vocabulary development reveals diverse approaches parents employ to enhance their child's vocabulary. The study highlights household contributions, specific activities, and practices, including daily conversations, utilizing technology, fostering a language-rich environment, word of the week routines, and interactive games. Parents also systematically expose children to a wide array of words through various contexts and daily scenarios, such as mealtime discussions, playtime, bedtime stories, and outdoor activities. The analysis shows that parents integrate new words into daily conversations, encourage word journals, use expressive vocabulary during storytelling, and employ themed activities and interactive word discussions. They also leverage technology and consistently incorporate vocabulary-building into daily routines. Parents emphasize contextual learning, mnemonic devices, visualization techniques, word associations, and practical applications through sentence and story practice. These findings align with existing literature on integrated approaches and contemporary perspectives (Brown et al., 2019; Brown et al., 2020; Smith & Johnson, 2019; Brown et al., 2021; Johnson et al., 2020; Brown & Williams, 2019; Anderson, 2019; Jones, 2021; Davis & White, 2022; Williams, 2020; Johnson, 2021).

8. Proposed Strategic Intervention

The strategic intervention proposal for parental engagement in reading progress and vocabulary development aims to enhance a child's educational success, as these foundational skills significantly impact academic achievement and cognitive development. The plan addresses least-rated items within specific domains, such as supporting the child's reading choices, establishing a daily reading routine, teaching personalized reading strategies, and exploring a rich vocabulary. Proposed activities include exploring diverse genres, setting designated reading times, experimenting with tailored reading techniques, playing word games, and researching word origins. Resources needed include reading materials, family schedules, educational tools, vocabulary-rich books, and incentives. Expected outcomes encompass increased interest in reading, improved habits, comprehension skills, critical thinking, expanded vocabulary, and increased motivation for vocabulary development. Strengths include tailoring strategies to the child's needs and fostering a lifelong love for learning. However, potential challenges include resistance to change, maintaining consistent discussions, and finding suitable materials. The table offers a comprehensive strategy for parents to actively participate in their child's cognitive and linguistic development.

CONCLUSION

The study found that most parents/guardians are females aged 21-35 with monthly family incomes between PhP 5,000 and PhP 17,000. They show moderate engagement in reading and vocabulary development for Grade 3 learners. However, there are significant variations in parental engagement based on age, gender, and socio-economic status. Obstacles to parental engagement in literacy-related activities include barriers to reading progress and vocabulary development. To improve parental engagement, the study proposed a strategic intervention targeting least-rated items within specific domains. This approach aims to create nurturing environments and foster effective reading habits, enhancing vocabulary and overall educational success.

TRANSLATIONAL RESEARCH

The proposed strategic intervention is a translational research output aimed at enhancing children's educational success by addressing least-rated items in specific domains of reading progress and vocabulary development. The plan includes evidence-based activities such as exploring diverse



genres, setting designated reading times, experimenting with tailored reading techniques, playing word games, researching word origins, and using mnemonic devices. Resources needed include reading materials, family schedules, educational tools, vocabulary-rich books, research materials, and incentives. Manuals, posters, and other infographic materials shall be used in information dissemination. The dissemination and monitoring plans involve identifying the target audience, developing key messages, choosing communication channels, training parent educators, tracking parent-child reading activities, assessing daily reading routines, evaluating improvement in comprehension and critical thinking skills, and monitoring vocabulary and language proficiency improvement. School administrators and teachers are responsible for implementing and monitoring the intervention on a monthly to quarterly basis.

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