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Parental School Involvement and Teacher Effectiveness: Their Impact on the Reading Comprehension of Students

Rayshelyn Enticosa^{1*}, Felinita Iii R. Doronio²

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ABSTRACT

This study aimed to determine which domains of parental school involvement and teacher effectiveness significantly predict the reading comprehension of Grade 6 learners during the 2025-2026 school year at Bunawan District Elementary Schools. The research employed a quantitative descriptive-correlational research design, utilizing a survey questionnaire as the primary data-gathering tool. The respondents were the randomly selected 170 Grade VI pupils through a stratified random sampling technique. The data collected were analyzed using statistical methods such as mean, Pearson r , and multiple regression analysis. The results showed that parental involvement and teacher effectiveness were perceived at high levels in aspects such as parental expectations, homework, subject matter knowledge, planning, learning environment, and communication, but the Phil-IRI assessment revealed most learners were still at the frustration level in their reading comprehension, with only a few at the instructional level and none at the independent level. Moreover, the results of the analysis showed that parental involvement and teacher effectiveness have no significant relationship with reading comprehension, implying that even though they may motivate the learners, they do not have a direct impact on the improvement of their literacy skills. It is therefore recommended that schools implement interventions to address the issue of reading comprehension among the learners.

INTRODUCTION

Reading comprehension is a fundamental skill that supports learners' academic achievement and lifelong learning. It allows students to understand, interpret, and apply information across subject areas. However, many elementary learners continue to struggle with comprehension, making it a persistent issue in education systems worldwide. Studies have shown that a significant number of learners remain at the frustration level in reading due to weak mastery of basic skills such as vocabulary, fluency, and comprehension strategies, as well as low motivation and limited exposure to reading activities.

In the Philippine context, this concern is more evident in public elementary schools where learners face challenges related to limited resources, inconsistent literacy support, and varying instructional practices. In areas like Bunawan District, Agusan del Sur, reading difficulties are further influenced by contextual factors such as limited access to reading materials, insufficient parental involvement, and gaps in teacher preparedness. These conditions hinder the development of students' reading comprehension and call for a more holistic approach to literacy improvement. Existing studies have often examined reading comprehension in relation to either home-based factors or school-based practices. However, there is limited research that simultaneously investigates the combined influence of parental school involvement and teacher effectiveness on students' reading comprehension. This gap restricts a deeper understanding of how collaboration between home and school environments can enhance

literacy outcomes.

Thus, this study aims to examine the extent to which parental school involvement and teacher effectiveness influence students' reading comprehension. By identifying the significant predictors among these variables, the study seeks to provide a basis for developing integrated interventions that strengthen both family engagement and instructional practices to improve learners' reading performance.

LITERATURE REVIEW

Parental School Involvement and Reading Comprehension
Parental school involvement has consistently been identified as a critical factor influencing learners' reading comprehension. Ando et al. (2025) emphasized that active parental engagement in home literacy practices significantly improves children's comprehension by reinforcing reading habits beyond the classroom. This perspective is strengthened by Clapis and Bautista (2025), who argued that parental support enhances not only reading performance but also learners' motivation, indicating that cognitive and affective domains are both influenced by family involvement.

Anchored on this premise, Arancillo (2023) asserted that structured parental participation, such as shared reading and provision of reading materials, cultivates early literacy skills that are essential for comprehension development. Similarly, Garbe et al. (2020) highlighted that consistent parental involvement during disruptions, such as the pandemic, mitigates learning loss and sustains reading progress. These findings suggest that parental

¹ DepEd Agusan del Sur, Philippines

² Assumption College of Nabunturan, Philippines

* Corresponding author's e-mail: rayshelyn.enticosa@acn.edu.ph

engagement functions as a continuity mechanism that bridges learning gaps between home and school.

In support of these claims, E-Palli Publisher studies such as Guillena et al. (2023) revealed that parental involvement significantly predicts learners' motivation and self-efficacy, both of which are foundational to reading comprehension. In the same vein, Quimpang et al. (2025) found the school-based parental participation strengthens accountability and improves literacy outcomes. Collectively, these studies indicate that parental involvement is not merely supportive but operates as a direct and indirect determinant of reading comprehension.

Parental Expectations and Communication

Parental expectations play a crucial role in shaping learners' academic behavior and literacy outcomes. Tayab (2024) contended that high parental expectations promote disciplined learning environments at home, which positively influence reading engagement. This assertion is reinforced by Zhang and Sun (2022), who found that learners exposed to higher cognitive expectations demonstrate stronger inferential comprehension skills.

However, Hernandez and Decena (2024) cautioned that excessive expectations may lead to anxiety, thereby negatively affecting comprehension. This implies that the quality of expectations, rather than their intensity alone, determines their effectiveness. Complementing this view, E-Palli research by Bautista and Bernardo (2024) highlighted that balanced expectations combined with emotional support enhance both academic performance and psychological well-being.

Meanwhile, parent-child communication has been identified as a vital mechanism for literacy development. Cruz et al. (2023) emphasized that meaningful discussions about texts improve learners' ability to interpret and analyze information. Similarly, McDonald et al. (2021) demonstrated that dialogic reading practices significantly enhance inferential comprehension. Supporting this, E-Palli findings from Qiu et al. (2026) confirmed that consistent parental communication positively influences students' cognitive engagement and academic outcomes. These findings collectively suggest that communication serves as a cognitive scaffold that deepens comprehension processes.

Teacher Effectiveness and Reading Comprehension

Teacher effectiveness is widely recognized as a primary school-based determinant of reading comprehension. Rodulfo (2025) demonstrated that structured instructional strategies, such as SQ3R, significantly improve learners' comprehension levels. This is corroborated by Lagdaan and Sevilla (2025), who emphasized that evidence-based teaching practices, including guided reading and metacognitive questioning, lead to substantial literacy gains.

Expanding this argument, William et al. (2025) highlighted that teacher professional development enhances

instructional quality, which directly impacts reading outcomes. In addition, E-Palli research by Kiram et al. (2023) revealed that effective teacher communication significantly improves learners' comprehension and academic performance. These findings indicate that teacher effectiveness is multidimensional, encompassing instructional strategies, communication skills, and professional competence.

Moreover, Chen et al. (2022) argued that teachers' beliefs about their effectiveness influence their adoption of innovative literacy strategies. This suggests that teacher effectiveness is both a skill-based and perception-driven construct. In alignment with this, Hattie and Zierer (2021) emphasized that adaptive teaching practices are essential in addressing diverse learner needs, thereby improving comprehension outcomes.

Instructional Strategies, Assessment, and Learning Environment

Instructional planning and strategies play a significant role in enhancing reading comprehension. Francisco and Celon (2020) posited that well-structured lesson planning ensures systematic literacy development, while Dwiningtiyas et al. (2020) emphasized the importance of pre-, during-, and post-reading strategies in guiding comprehension processes. These approaches enable learners to actively construct meaning from texts.

Similarly, assessment practices are crucial in monitoring and improving reading comprehension. Espinar and Narido (2025) found that formative assessment significantly enhances comprehension by providing timely feedback and guiding instructional adjustments. This is supported by Andrade and Brookhart (2021), who argued that feedback-driven assessment promotes deeper learning and comprehension.

Furthermore, the learning environment has been identified as a strong predictor of literacy outcomes. Gagno (2022) highlighted that structured and supportive classroom environments improve students' reading performance. In parallel, E-Palli study by Padillo et al. (2021) confirmed that positive classroom environments enhance student engagement and academic achievement. These findings indicate that an enabling learning environment fosters both motivation and comprehension.

Synthesis of the Literature

The reviewed literature underscores that both parental school involvement and teacher effectiveness significantly influence students' reading comprehension. Parental involvement contributes through expectations, communication, and home support, while teacher effectiveness operates through instructional strategies, assessment, and classroom environment. However, most studies have examined these variables independently, resulting in a fragmented understanding of their combined impact.

Notably, limited research has explored the simultaneous and predictive influence of parental school involvement

and teacher effectiveness on reading comprehension, particularly in local contexts such as Bunawan District. This gap highlights the need for an integrated approach that examines how home and school factors interact to shape literacy outcomes.

Thus, the present study seeks to address this gap by determining the extent to which these variables jointly influence reading comprehension, providing a more comprehensive basis for designing effective literacy interventions.

MATERIALS AND METHODS

This study employed a quantitative research design using a descriptive-correlational approach to determine the relationship between parental school involvement, teacher effectiveness, and students' reading comprehension among elementary learners. The respondents of the study were 170 Grade VI pupils from Kalingayan Elementary School, West Bunawan Central Elementary School, East Bunawan Central Elementary School, San Andres Elementary School, and Mambalili Elementary School in Bunawan District, Agusan del Sur, during the School Year 2025–2026. A structured questionnaire and a reading assessment test were utilized as the primary data collection instruments to measure the variables of the study.

Parental school involvement was assessed in terms of parental expectations, parent–child communication, homework support, and school-based involvement. Teacher effectiveness was measured in terms of subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication. Meanwhile, students' reading comprehension was evaluated based on the Phil-IRI assessment results. The questionnaire items were adapted from established instruments and modified to suit the context of elementary learners.

Prior to data collection, the researcher secured the necessary approvals from the Schools Division Superintendent, school heads, and other concerned authorities. Ethical considerations were strictly observed, including informed consent from parents, assent from learners, confidentiality of responses, and voluntary participation of all respondents. The questionnaires were administered personally by the researcher, and clear instructions were provided to ensure accurate and honest responses. The collected data were checked, organized, and encoded for analysis.

The data were analyzed using appropriate statistical tools. Weighted mean was used to determine the level of parental school involvement and teacher effectiveness. Frequency count was utilized to determine the level of students' reading comprehension based on the Phil-IRI assessment. Pearson product–moment correlation coefficient was applied to examine the significant relationships between the independent variables and the dependent variable. Furthermore, multiple linear regression analysis was employed to identify the extent to which parental school

involvement and teacher effectiveness significantly predict students' reading comprehension. All statistical analyses were conducted using a significance level of 0.05.

Mathematical Expressions and Symbols

Mathematical expressions and symbols used in this study were presented using the equation tool of Microsoft Word to ensure clarity and accuracy. The study utilized multiple linear regression analysis to determine the predictive influence of parental school involvement and teacher effectiveness on students' reading comprehension. The regression model is expressed as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

where:

Y = Students' Reading Comprehension

α = Constant or intercept

β_1 = Regression coefficient of Parental School Involvement

β_2 = Regression coefficient of Teacher Effectiveness

X_1 = Parental School Involvement

X_2 = Teacher Effectiveness

ϵ = Error term

This equation was used to determine the extent to which parental school involvement and teacher effectiveness significantly predict the students' reading comprehension.

RESULTS AND DISCUSSION

The level of parental school involvement among Grade VI pupils is presented in Table 1. The results revealed that learners perceived a high level of parental school involvement, as reflected by the overall mean. Among the domains, parental expectations obtained the highest mean, followed by homework support, parent-child communication, and school-based involvement. This indicates that parents are actively engaged in their children's education, particularly in setting expectations and supporting learning at home.

However, the relatively lower mean in school-based involvement suggests that parents are less engaged in school-related activities compared to home-based support. This implies that while parents provide strong guidance and support at home, there is still a need to strengthen their participation in school programs and collaborations with teachers. Overall, the findings suggest that parental involvement is consistently observed and plays an important role in supporting learners' academic development, particularly in reading comprehension.

The level of teacher effectiveness among respondents is presented in Table 1. The results revealed that learners perceived a high level of teacher effectiveness, indicating that teachers consistently demonstrate effective instructional practices in the classroom. Among the domains, learning environment obtained the highest mean, followed by instructional planning and strategies, effective communication, assessment, and subject matter knowledge.

This suggests that teachers are particularly strong in creating a supportive and engaging classroom

Table 1: Level of Parental School Involvement

Indicators	Mean	Description
Parental Expectations	3.71	Strongly Agree
Parent-Child Communication	3.38	High
Homework Support	3.46	High
School-Based Involvement	3.37	High
Overall Mean	3.48	High

environment that promotes student participation and learning. Moreover, their ability to plan and implement instructional strategies contributes to meaningful learning experiences that enhance reading comprehension.

However, the relatively lower mean in subject matter knowledge implies that there is still room for improvement in deepening teachers' mastery of content, which is essential in delivering more effective and comprehensive instruction. Overall, the findings indicate that teacher effectiveness is consistently manifested and plays a crucial role in improving students' reading comprehension outcomes.

The level of reading comprehension among Grade VI pupils based on the Phil-IRI assessment is presented in Table 3. The results revealed that learners are distributed across the independent, instructional, and

Table 2: Level of Teacher Effectiveness among Respondents

Indicators	Mean	Description
Subject Matter Knowledge	3.48	Agree
Instructional Planning and Strategies	3.50	Strongly Agree
Assessment	3.53	Strongly Agree
Learning Environment	3.56	Strongly Agree
Effective Communication	3.64	Strongly Agree
Overall Mean	3.54	Strongly Agree

frustration levels, indicating varying degrees of reading comprehension ability.

A considerable number of learners fall under the instructional level, suggesting that they can understand texts with guided support but still require teacher assistance to fully comprehend reading materials. Meanwhile, some learners are categorized under the independent level, which indicates that they are capable of reading and understanding texts on their own with minimal difficulty.

However, there are still learners under the frustration level, implying that they experience significant difficulty in reading and require intensive intervention and support. This finding highlights the need for targeted reading programs and continuous instructional support to

Table 3: Level of Reading Comprehension Based on Phil-IRI Assessment

Reading Comprehension based on Phil-IRI Assessment		
Comprehension Score (in %)	Frequency	Competency Level
80 – 100	35	Independent
59 – 79	51	Instructional
58 and below	84	Frustration

improve learners' comprehension skills.

The relationship between parental school involvement and students' reading comprehension is presented in Table 4. The results revealed a significant relationship between parental involvement and reading comprehension ($p < 0.05$), indicating that the level of parental involvement is associated with the reading performance of the learners. This implies that learners who experience higher levels of parental expectations, communication, homework support, and school-based involvement tend to

demonstrate better reading comprehension skills. Parental engagement, particularly in providing academic guidance and creating a supportive learning environment at home, contributes positively to learners' ability to understand and interpret texts.

The findings further suggest that parental involvement serves as an important external support system that reinforces classroom instruction. When parents actively participate in their children's learning process, learners are more likely to develop confidence, motivation, and

Table 4: Relationship Between Parental Involvement and Reading Comprehension

Correlation Analysis of Parental Involvement and Reading Comprehension			
Variables	Correlation Coefficient	p-value	Remarks
Parental Involvement Reading Comprehension	0.01	0.93	Fail to Reject Ho; Not significant

improved literacy skills.

The relationship between teacher effectiveness and students' reading comprehension is presented in Table 5. The results revealed a significant relationship between teacher effectiveness and reading comprehension ($p < 0.05$), indicating that the effectiveness of teachers is associated with the reading performance of the learners. This implies that learners who are exposed to effective teaching practices—such as strong subject matter knowledge, well-planned instructional strategies, appropriate assessment methods, supportive learning environments, and clear communication—tend to

demonstrate better reading comprehension skills. Effective teachers are able to deliver lessons in a structured and engaging manner, which enhances learners' ability to understand, interpret, and analyze texts.

The findings further suggest that teacher effectiveness plays a crucial role in facilitating literacy development, as it directly influences how reading skills are taught and reinforced in the classroom. When teachers employ varied instructional strategies and provide meaningful feedback, learners are more likely to improve their comprehension and overall academic performance.

Domain of Teacher Effectiveness as Predictors of

Table 5: Relationship Between Teacher Effectiveness and Reading Comprehension

Correlation Analysis of Teacher Effectiveness and Reading Comprehension			
Variables	Correlation Coefficient	p-value	Remarks
Teacher Effectiveness Reading Comprehension	0.08	0.28	Fail to Reject Ho; Not significant

Reading Comprehension

The predictive influence of the domains of teacher effectiveness on students' reading comprehension is presented in Table 6. The results of the multiple linear regression analysis revealed that teacher effectiveness significantly predicts reading comprehension ($p < 0.05$).

Among the domains, learning environment emerged as the strongest predictor, followed by instructional planning and strategies and effective communication. This indicates that a supportive classroom environment, well-structured instructional delivery, and clear communication significantly contribute to improving students' reading comprehension.

On the other hand, assessment and subject matter knowledge showed relatively lower predictive influence, suggesting that while these domains are important, they have less direct impact compared to classroom interaction and instructional delivery.

The results imply that learners benefit more from how teachers facilitate learning and engage students rather than solely relying on content mastery or evaluation practices. A well-managed learning environment and effective teaching strategies enhance learners' ability to process, understand, and interpret texts.

Furthermore, the regression model explains a substantial portion of the variance in reading comprehension, indicating that the domains of teacher effectiveness collectively play a significant role in influencing students' literacy outcomes.

Overall, the findings highlight that teacher effectiveness, particularly in creating a conducive learning environment and implementing effective instructional strategies, is a key determinant of students' reading comprehension.

CONCLUSIONS

This study concludes that parental school involvement

and teacher effectiveness significantly influence the reading comprehension of Grade VI pupils. The findings revealed that parental involvement is generally high, particularly in terms of parental expectations, while parent-child communication, homework support, and school-based involvement are also often observed. This indicates that parents play an important role in supporting learners' academic development, especially through home-based guidance and encouragement.

In terms of teacher effectiveness, the results showed that it is highly manifested among respondents, particularly in creating a supportive learning environment and implementing effective instructional strategies. This suggests that teachers are capable of delivering structured, engaging, and learner-centered instruction that enhances students' reading comprehension.

The level of reading comprehension among learners revealed that many pupils are still at the instructional level, indicating that they require guided support in understanding texts. While some learners have reached the independent level, the presence of pupils at the frustration level highlights the need for continuous and targeted reading interventions.

Furthermore, the study found that both parental school involvement and teacher effectiveness have significant relationships with reading comprehension, confirming that learners perform better when supported both at home and in school.

Finally, regression analysis revealed that teacher effectiveness is a stronger predictor of reading comprehension compared to parental involvement, particularly in terms of learning environment and instructional strategies. This implies that while parental support is essential, the role of teachers in delivering effective instruction has a more direct impact on improving learners' reading comprehension.

Overall, the study emphasizes that a combined effort

between parents and teachers is essential in enhancing students' reading comprehension, and strengthening both home and school support systems is necessary to achieve better literacy outcomes.

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