

The Influence of Parental Involvement on Reading Proficiency Through Mediating Effect Of Learners' Motivation

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Abstract. This study examined the mediating effect of learners' motivation on the relationship between parental involvement and reading proficiency among Grade Six pupils in the Division of Davao del Sur. A quantitative, non-experimental, descriptive-correlational design with mediation analysis using the Sobel test was employed, involving 160 pupils as respondents. The study measured parental involvement in six domains, learners' motivation based on self-determination theory, and reading proficiency in word recognition, reading comprehension, and listening comprehension. Results showed that parental involvement was generally extensive, and learners demonstrated moderate motivation. A significant positive relationship was found between parental involvement and learners' motivation. However, no significant relationship emerged between parental involvement and reading proficiency, nor between learners' motivation and reading proficiency. Mediation analysis further revealed that learners' motivation did not significantly mediate the relationship between parental involvement and reading proficiency. These findings suggest that while parental support can enhance motivation, it does not automatically lead to improved reading performance. Educational efforts must therefore go beyond motivational strategies and focus on explicit, skill-based reading instruction. Strengthening school-home partnerships and equipping parents with literacy-focused support strategies are recommended to bridge the gap between motivation and actual academic outcomes.

KEY WORDS

1. Parental involvement
2. learners' motivation
3. reading proficiency
4. mediation
5. Sobel test

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1. Introduction

Reading is a fundamental skill essential for academic achievement and personal growth, serving as a cornerstone of education. Despite its critical importance, a significant number of learners encounter challenges in developing proficient reading abilities, which can impede their overall academic progress. This study aims to investigate the influence of parental involvement on reading proficiency, with learners' motivation as a potential mediating fac-

tor, among Grade Six pupils in the Division of Davao del Sur. Reading performance remains a serious concern. The National Assessment of Educational Progress (NAEP, 2022) revealed that approximately two-thirds of Grade 4 students in the United States performed below proficiency in reading, indicating persistent struggles with foundational literacy skills. This reflects a global pattern where many learners fail to meet literacy benchmarks at their grade

level. Another issue is the growing inequality in access to quality education. The Organization for Economic Co-operation and Development (OECD, 2019) emphasized that children from low-income families are more likely to fall behind in reading due to limited exposure to books, fewer literacy interactions at home, and reduced access to learning resources. These conditions place disadvantaged students at risk of long-term academic failure. Furthermore, UNESCO's 2023 Global Education Monitoring Report highlighted the ongoing digital divide, which widens literacy gaps in both developed and developing countries. Children in rural or underserved areas often lack access to digital tools and internet connectivity, making it harder for them to engage in supplemental reading and literacy development opportunities. The Philippines continues to grapple with poor reading outcomes. Results from the 2019 Programme for International Student Assessment (PISA) showed that Filipino students ranked lowest among 79 countries in reading comprehension, with over 80% in addition, the Department of Education (2020) reported that reading remained a key area of concern in the National Achievement Test (NAT), where a significant number of students performed below the desired proficiency level. These findings underscore the need to strengthen reading instruction and support systems in basic education. Another contributing factor is the persistent use of traditional teaching methods. As noted by UNESCO (2021), the lack of differentiated instruction and learner-centered approaches in Philippine classrooms has contributed to disengagement and low reading comprehension among students. These methods often fail to cater to the diverse learning needs of pupils, especially struggling readers. In the Division of Davao del Sur, reading challenges remain prevalent despite the implementation of various literacy programs. School officials and teachers report that low parental involvement is a

recurring issue affecting learners' reading development. Anecdotal accounts reveal that many parents are either unavailable or lack the knowledge and resources to support their children's literacy at home, making it difficult to reinforce reading skills outside the classroom. Given the pervasiveness of reading difficulties and the critical influence of both parental involvement and learners' motivation, this research endeavors to contribute to the growing body of knowledge by examining these interrelationships. By identifying the specific roles of parental involvement and learners' motivation in relation to reading proficiency, this study seeks to provide valuable insights for educators, policymakers, and parents, ultimately informing the development of effective interventions to address this pressing educational concern.

1.1. Review of Significant Literature—

*1.1.1. Parental Involvement and Academic Outcomes—*Parental involvement plays a pivotal role in academic success, particularly in reading. Active participation—such as helping with homework, attending school events, and fostering open communication with teachers—strengthens students' motivation, engagement, and academic performance (Wang Sheikh-Khalil, 2019; Hill Tyson, 2020; Park Holloway, 2020). Reading-related activities at home, such as reading aloud and discussing books, contribute significantly to literacy development (Serbin Stack, 2021; Grolnick Slowiaczek, 2019).

Parental expectations further shape achievement. High aspirations promote student self-belief and perseverance (Lee Bowen, 2021; Yamamoto Holloway, 2020; Jeynes, 2021), though unrealistic expectations without emotional support may cause anxiety (Kim Hill, 2020). Communication of expectations enhances their impact, especially when balanced with support and involvement (Garcia Thornton, 2021).

1.1.2. Parenting Styles and Home Environment—Authoritative parenting—marked by responsiveness and clear expectations—is consistently linked to better academic performance and motivation (Smith Jones, 2020). In contrast, authoritarian and permissive styles tend to produce anxiety or lack of discipline, respectively (Zhang McCoy, 2019; Lee Choi, 2021). Neglectful parenting is associated with the poorest outcomes (Brown Wilson, 2020).

Structured home environments with clear rules and supervision promote time management and self-regulation (Green Walker, 2020; Williams Garcia, 2021), though overly strict rules may cause stress (Turner Owens, 2020). Cultural norms also influence the perception and effectiveness of such practices (Lee Park, 2021).

1.1.3. Parental Engagement: School and Communication—Engaging in school life—through PTA meetings, volunteering, or regular discussions—strengthens the home-school connection. Talking about school activities boosts motivation, self-efficacy, and social-emotional development (Johnson Hull, 2020; Nichols Carter, 2021; Taylor Fraser, 2019). Attending PTA meetings fosters collaboration, information-sharing, and academic monitoring (Mitchell Bryan, 2020; Kim Lee, 2021), while volunteering enhances community ties and student outcomes (Harris Robinson, 2020; Stevens Patel, 2021).

Barriers like time constraints or socioeconomic status can hinder participation. Inclusive, flexible engagement opportunities are essential to broaden access (Clark Harris, 2019).

1.1.4. Reading Proficiency—Reading is foundational to academic success across subjects. It involves decoding, fluency, vocabulary, and comprehension, supported by instruction and resource-rich environments (Snowling Hulme, 2020; Duke Mesmer, 2020). Socioeconomic status and home literacy practices influence outcomes (Reardon Portilla, 2021). Read-

ing proficiency also builds self-esteem and life-long learning habits (Lesaux Harris, 2019).

1.1.5. Word Recognition—Word recognition—the ability to identify words quickly and accurately—is essential for fluent reading and comprehension. It is closely tied to phonological awareness and benefits from phonics-based instruction and frequent exposure to words (Castles et al., 2019; Ouellette Sénéchal, 2020; Whitehurst Lonigan, 2021). Automatic recognition frees cognitive resources for meaning-making (Kim et al., 2020).

1.1.6. Reading and Listening Comprehension—Reading comprehension involves constructing meaning, integrating background knowledge, and making inferences (Cain Oakhill, 2019; Rapp van den Broek, 2020). Effective strategies include guided reading, questioning, and summarizing (Fisher et al., 2020). Motivation and engagement enhance comprehension, especially when learners are given choice and stimulating texts (Guthrie Klauda, 2019).

Listening comprehension, foundational to reading success, supports vocabulary and inference-making. It remains a predictor of reading comprehension even as learners progress (Lepola et al., 2019; Kim, 2020; Foorman et al., 2021). Oral language activities—like storytelling and read-alouds—strengthen these skills (Gough Tunmer, 2020).

1.1.7. Motivation: A Driving Force in Learning—Motivation—intrinsic and extrinsic—is a key determinant of academic achievement. Intrinsic motivation fosters deeper learning, while extrinsic factors can trigger engagement (Ryan Deci, 2019). According to Self-Determination Theory (SDT), motivation is nurtured by autonomy, competence, and relatedness (Jang et al., 2020; Wigfield et al., 2020; Wang Eccles, 2021).

1.1.8. Autonomy—Students thrive when they feel a sense of control in their learning. Autonomy-supportive environments enhance

performance and well-being (Patall et al., 2020; Reeve Cheon, 2021). Autonomy should be balanced with structure for effectiveness and adapted to cultural contexts (Vansteenkiste et al., 2020; Jang et al., 2019).

1.1.9. Competence—Feeling capable boosts motivation. Constructive feedback and early academic successes strengthen a growth mindset (Hattie Timperley, 2020; Wang et al., 2020; Taylor Ng, 2020). Supportive classrooms promote risk-taking and deeper engagement (Lazarides et al., 2021).

1.1.10. Relatedness—Connection with peers, teachers, and the school fosters emotional security and academic commitment (Froiland Worrell, 2021). Positive teacher-student and peer relationships, along with inclusive school climates, are key to sustaining motivation (Quin, 2020; Wentzel Muenks, 2020; Wang Eccles, 2021).

1.2. Synthesis—The body of literature reviewed underscores the multifaceted nature of parental involvement, reading proficiency, and learners' motivation, highlighting their interconnected roles in shaping students' academic success. Parental involvement emerges as a critical factor in educational outcomes, with different dimensions such as parental aspirations, parenting styles, home rules and supervision, discussing school activities, attending Parent-Teacher Association (PTA) meetings, and volunteering at school activities, all contributing to a supportive learning environment. Research consistently shows that when parents are actively engaged in their children's education through these various forms of involvement, it positively impacts the children's academic performance, particularly in areas like reading proficiency. The diverse strategies of involvement provide students with the necessary support, structure, and encouragement to excel in their studies. Reading proficiency, as discussed in the literature, is a cornerstone of academic achievement, directly influencing students' ability to succeed across

all subject areas. The components of reading proficiency word recognition, reading comprehension, and listening comprehension are each crucial in their own right, collectively enabling students to navigate and understand increasingly complex texts as they progress through their education. The literature highlights that strong foundational skills in word recognition are essential for reading fluency, while reading comprehension allows students to derive meaning from texts and apply their knowledge in various contexts. Additionally, listening comprehension, often developed alongside reading skills, plays a significant role in supporting students' overall literacy and learning, reinforcing the close relationship between oral and written language skills. Learners' motivation, as detailed in the reviewed studies, is another pivotal element in educational success, with autonomy, competence, and relatedness identified as key indicators. These dimensions of motivation, rooted in Self-Determination Theory, are shown to significantly influence students' engagement, persistence, and academic performance. When students experience a sense of autonomy in their learning, believe in their competence, and feel connected to their peers, teachers, and school community, they are more likely to be motivated and perform well academically. The research suggests that fostering these aspects of motivation through supportive educational practices, positive teacher-student relationships, and an inclusive school climate can lead to sustained academic success and personal growth. Overall, the literature collectively emphasizes the importance of a holistic approach to education that integrates strong parental involvement, the development of essential reading skills, and the cultivation of learners' motivation. These elements are deeply interconnected, each reinforcing the others to create a supportive and effective learning environment. By understanding and addressing these factors, educators, parents, and policymakers can work together to enhance

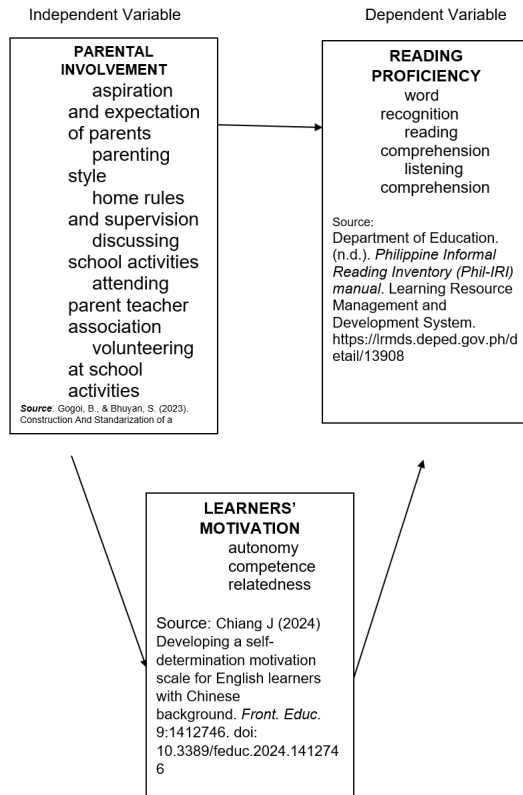


Fig. 1. The Conceptual Framework of the Study

students' academic experiences and outcomes, ultimately leading to improved educational attainment and lifelong success. The synthesis of these themes highlights the need for comprehensive strategies that support all aspects of a student's development, ensuring that they have the skills, motivation, and support necessary to thrive in their academic journey.

1.3. Theoretical and Conceptual Framework—This study is anchored on Social Cognitive Theory (Bandura, 1977), Self-Determination Theory (Deci Ryan, 1985), and Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979). These theories provide a comprehensive framework for understanding the complex interplay between parental involvement, learners' motivation, and reading proficiency. Bandura's Social Cognitive Theory

posits that individuals learn by observing and imitating others (Bandura, 1977). In the context of this study, it is hypothesized that children learn reading behaviors and attitudes from their parents. Parental involvement in reading activities can serve as a model for children, inspiring them to develop similar habits and values. Through observation, children may internalize the importance of reading and develop a positive attitude towards it, which can ultimately influence their reading performance. Deci and Ryan's Self-Determination Theory emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation (Deci Ryan, 1985). Parental involvement can contribute to fulfilling these basic psychological needs.

By providing support, encouragement, and opportunities for exploration, parents can cultivate a sense of competence in their children's reading abilities. Additionally, parental involve-

ment can contribute to fulfilling these basic psychological needs.

ment can strengthen the parent-child bond, fostering a sense of relatedness, which can positively influence children's motivation to read. Bronfenbrenner's theory highlights the interconnectedness of various environmental systems that influence child development (Bronfenbrenner, 1979). In relation to this study, the microsystem (family), mesosystem (school-home interactions), and macrosystem (sociocultural factors) are particularly relevant. Parental involvement operates primarily within the microsystem, but it also interacts with the mesosystem through communication and collaboration

with teachers. The macrosystem, including societal values and resources, can influence both parental involvement and children's access to reading materials, ultimately impacting reading difficulty.

1.4. Statement of the Problem—The study aimed to determine the mediating effect of learners' motivation on the relationship between parental involvement and reading proficiency among grade six pupils in the Division of Davao del Sur. Specifically, this study sought answers to the following questions:

- (1) What is the extent of parental involvement of grade six pupils in terms of:
 - (1) aspiration and expectation of parents
 - (2) parenting style
 - (3) home rules and supervision
 - (4) discussing school activities
 - (5) attending parent teacher association; and
 - (6) volunteering at school activities?
- (2) What is the extent of reading proficiency of grade six pupils in terms of:
 - (1) reading comprehension
- (3) What is the extent of learners' motivation of grade six pupils in terms of:
 - (1) autonomy
 - (2) competence; and
 - (3) relatedness?
- (4) Is there a significant relationship among parental involvement, reading proficiency, and learners' motivation of grade six pupils in the Division of Davao del Sur?
- (5) Does learners' motivation mediate the relationship between parental involvement and reading proficiency among grade six pupils in the Division of Davao del Sur?

1.5. Hypotheses—The following null hypotheses were tested at 0.05 level of significance: 1. Ho1: There is no significant relationship among parental involvement, reading proficiency, and learners' motivation among grade six pupils in the Division of Davao del Sur. 2. Ho2: Learners' motivation does not mediate the relationship between parental involvement and reading proficiency among grade six pupils in the Division of Davao del Sur. This proposed study entitled extent the influence of parental involvement on reading difficulty through medi-

ating effect of learners' motivation of grade six pupils in the Division of Davao del Sur. Results will be of significance to the following:

School Principal and Administrators – School administrators can use the study's findings to make informed decisions regarding policies, resource allocation, and strategic planning. Understanding the research outcomes can help administrators refine their leadership practices. They can adopt effective strategies and approaches that align with the study's recommendations, such as promoting transparency,

ethical conduct, or teacher empowerment. The study's insights can guide administrators in creating a positive school culture. By addressing issues highlighted in the research, administrators can work towards building trust, improving relationships, and enhancing the overall school environment. Teachers – For teachers, the findings may offer recommendations for teachers' professional growth and well-being. Teachers can use these insights to advocate for changes in their working conditions, access to development opportunities, and support systems. Teachers can benefit from the study by incorporating evidence-based practices into their classrooms. For example, if the research discusses effective teaching methods or strategies for student engagement, teachers can apply these techniques to improve their teaching. Armed with the study's results, teachers can engage in advocacy efforts to address issues highlighted in the research. They can work collaboratively with administrators and policymakers to implement positive changes within their schools.

Future Researchers – Future researchers can use this study as a foundation for their own investigations. They can build upon the findings, replicate the study to validate results, or explore related aspects of the topic. The study may employ specific research methodologies, tools, or frameworks that can serve as valuable references for future researchers. Understanding the study's methodology can aid in designing rigorous research projects. Ultimately, this study contributes to the broader body of knowledge in its respective field. Future researchers can benefit from the insights, theories, and empirical data generated by this study to advance their own research agenda. This study holds significant implications for school administrators, teachers, and future researchers. It informs decision-making, enhances leadership practices, and fosters positive school cultures for adminis-

trators. Teachers can use the findings to advocate for their professional development and improve classroom practices. Moreover, the study serves as a foundation for future research, offering methodological insights and contributing to the collective knowledge of its field. In this way, the study's significance extends beyond its immediate context, influencing educational practices and research endeavors in the future. This study laid out the terms that is conceptually and operationally defined to set up better understanding and reference when discussions of results will be taken up in the preceding chapters of the study.

Parental Involvement – This refers to the extent to which parents participate in their child's reading-related learning activities both at home and in school. It includes support such as helping with reading assignments, attending school meetings, monitoring academic progress, and encouraging reading habits. It is measured using a survey questionnaire answered by learners, rated using a Likert scale.

Reading Proficiency – This refers to the learner's ability to understand and interpret written texts in English, including word recognition, vocabulary, and reading comprehension. In this study, it is measured using the Philippine Informal Reading Inventory (Phil-IRI), which categorizes learners' proficiency into frustration, instructional, and independent levels based on their performance in oral and silent reading tests.

Learners' Motivation – This pertains to the learners' internal drive and enthusiasm to engage in reading activities. It includes factors such as interest in reading, goal-setting, persistence, and enjoyment. It is measured through a self-report questionnaire using a Likert scale format, reflecting how often motivational behaviors or attitudes are manifested.

2. Methodology

This chapter presents the research design, research respondents, research instruments, ethical considerations, role of the researcher, data collection, data analysis, and trustworthiness of the study.

2.1. Research Design—This study employed a quantitative non-experimental research design to investigate the influence of parental involvement on reading proficiency, with learners' motivation acting as a potential mediating variable. The non-experimental design is appropriate because the study does not involve manipulation of variables or random assignment of participants; rather, it seeks to observe and analyze existing relationships among the variables in a natural educational setting. This approach is consistent with the objectives of educational research that aims to understand naturally occurring phenomena without the influence of experimental controls (Creswell Creswell, 2021). By using this design, the study can provide a clear and objective examination of the associations between parental involvement, learners' motivation, and reading proficiency. Within this non-experimental framework, the study utilized descriptive-correlational techniques to explore the relationships between the key variables. Descriptive statistics were used to summarize the data, providing insights into the levels of parental involvement, learners' motivation, and the reading proficiency among the participants. Correlational analysis was then employed to examine the strength and direction of the relationships between these variables. The descriptive-correlational approach is particularly suited to this study because it allows for the identification of significant patterns and associations, offering a comprehensive understanding of how parental involvement and learners' motivation interact with reading proficiency (Field, 2020). Aside from the descriptive-correlational analysis, the

study used a mediation model to examine the indirect effect of parental involvement on reading proficiency through learners' motivation. To test the significance of this mediating effect, the Sobel Test was employed. This analysis helps determine whether learners' motivation acts as a pathway linking parental involvement and reading proficiency, providing deeper insight into their relationship.

2.2. Research Respondents—The respondents of this study consisted of 160 Grade Six pupils from selected public elementary schools in the Sulop District, Division of Davao del Sur. The participating schools included Sulop Central Elementary School, Waterfall Elementary School, Luparan Elementary School, and Tagolilong Elementary School, with their respective populations of Grade Six pupils totaling 268. This sample size was determined using Slovin's formula with a 5 percent margin of error, ensuring a representative subset of the population while maintaining feasibility for data collection. The Grade Six level was selected as it represented a critical stage in foundational literacy and academic preparedness, with reading proficiency serving as a key determinant of future academic success (Pinnell Fountas, 2020). Additionally, selecting public elementary schools in this district provided insights into the educational dynamics of a rural, socio-economically diverse setting, which may have influenced parental involvement and students' motivation to learn. To ensure proportional representation, stratified random sampling was employed, allocating samples to each school based on their population proportions. The table below shows the distribution of respondents:

School Name	Population (N)	Sample Size (n)
Sulop Central Elementary School	185	111
Waterfall Elementary School	33	20
Luparan Elementary School	35	21
Tagolilong Elementary School	15	9
Total	268	160

This approach ensures that the sample reflects the diversity of the population, minimizes selection bias, and enhances the generalizability of the study findings (Creswell Creswell, 2021). Stratified random sampling was particularly suitable as it allows the researcher to account for differences in population sizes among the schools while ensuring equitable representation. The final sample size of 160 respondents is sufficient for the statistical analysis required in this study, including descriptive-correlational analysis and mediation modeling. This ensures that the relationships between parental involvement, learners' motivation, and reading proficiency are captured accurately and meaningfully (Hayes, 2022). By focusing on public elementary schools within the Sulop District, the study aims to contribute insights that are directly applicable to the improvement of educational out-

comes in public-school settings.

2.3. Research Instruments—In this study, three primary research instruments were utilized to measure the key variables: parental involvement, reading proficiency, and learners' motivation. Parental involvement was assessed using a scale developed by Gogoi and Bhuyan (2023), as outlined in their study "Construction and Standardization of a Parental Involvement Scale." This scale measured various aspects of parental engagement, including aspiration and expectation of parents, parenting style, home rules and supervision, discussing school activities, attending Parent-Teacher Association (PTA) meetings, and volunteering at school activities. The responses were collected using a 5-point Likert-type scale, where the interpretation of the results was categorized as follows:

Range of Mean	Descriptive Level	Interpretation
4.20 – 5.00	Very Extensive	Parental involvement is always manifested.
3.40 – 4.19	Extensive	Parental involvement is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	Parental involvement is sometimes manifested.
1.80 – 2.59	Less Extensive	Parental involvement is seldom manifested.
1.00 – 1.79	Not Extensive	Parental involvement is never manifested.

Reading proficiency was evaluated using the Philippine Informal Reading Inventory (Phil-IRI), developed by the Department of Education. The Phil-IRI assessed key aspects of reading proficiency, including word recognition, reading comprehension, and listening comprehension. The results of the Phil-IRI were interpreted according to established benchmarks that catego-

rized students into different reading levels, such as independent, instructional, and frustration levels. For example, students who read with high accuracy and comprehension without assistance were classified as independent readers; those who required some assistance were classified as instructional level readers; and those who struggled significantly were classified at the

frustration level. These classifications helped identify students who needed targeted interventions to improve their reading skills. Learners' motivation was measured using a scale based on Chiang's (2024) study titled "Developing a Self-Determination Motivation Scale for En-

glish Learners with Chinese Background." This scale was adapted to measure autonomy, competence, and relatedness among the students. Similar to the parental involvement scale, learners' motivation was assessed using a 5-point Likert-type scale, with interpretations as follows:

Range of Mean	Descriptive Level	Interpretation
4.20 – 5.00	Very Extensive	Learners' motivation is always manifested.
3.40 – 4.19	Extensive	Learners' motivation is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	Learners' motivation is sometimes manifested.
1.80 – 2.59	Less Extensive	Learners' motivation is seldom manifested.
1.00 – 1.79	Not Extensive	Learners' motivation is never manifested.

Before administering the questionnaires, a pilot test was conducted to ensure the reliability and validity of the instruments. This pilot testing involved 30 sample of learners from the same population to identify any potential issues with the questions and to ensure that the scales were accurately measuring the intended constructs. The feedback from the pilot test was used to refine the questionnaires, ensuring that the final instruments were both clear and effective in capturing the necessary data. The results of the pilot testing showed high internal consistency for both instruments. The Parental Involvement Scale yielded a Cronbach's alpha of .921 across 30 items, indicating excellent reliability. Meanwhile, the Learners' Motivation Scale produced a Cronbach's alpha of .898 for its 15 items, also reflecting a high level of reliability. These results confirmed that both instruments were reliable for use in the actual data collection.

2.4. Data Gathering Procedure—Upon the validation of the research questionnaire, the researcher underwent a systematic approach to data collection, beginning with securing the necessary permissions to conduct the study. Securing Permission to Conduct the Study – The first step involved obtaining formal authorization, starting with an endorsement from the Dean of the Graduate School at Rizal Memorial Col-

leges, Inc., Davao City. This endorsement was accompanied by permission letters addressed to the school principals of the selected public elementary schools within the Division of Davao del Sur. The researcher personally delivered these letters to the principals' offices, ensuring clear communication of the study's objectives and gaining their cooperation for the research.

Distribution and Retrieval of the Questionnaire – Following the approval from the school principals, the researcher proceeded with the distribution of the research instruments to the identified respondents. This phase took place during the second quarter of the School Year 2024-2025. The researcher personally oversaw the distribution process, providing a brief orientation to the respondents about the purpose and significance of the study. This explanation helped ensure that the participants understood the context of the survey and the importance of their honest and thoughtful responses. The questionnaires were distributed simultaneously, allowing all respondents adequate time to complete them in a setting that minimized distractions. After the respondents completed the questionnaires, the researcher collected them promptly to maintain the integrity of the data.

Collation and Statistical Treatment of Data – Once the questionnaires were retrieved, the researcher proceeded with the collation and sta-

tistical treatment of the data. The responses were systematically aggregated, with each respondent's scores organized according to the specific indicators being measured. The data then were entered into SPSS (Statistical Package for the Social Sciences) for comprehensive analysis. Both descriptive and inferential statistical methods were employed to analyze the data, allowing for a detailed examination of the relationships between parental involvement, learners' motivation, and reading proficiency. This rigorous analytical process ensured that the findings were both accurate and meaningful, providing valuable insights into the research questions.

2.5. Ethical Considerations—The researcher diligently adhered to the established protocols that governed the conduct of the research study, particularly the assessment criteria outlined in the study protocol. This included the conscientious management of both the population and the data. The survey questionnaires, accompanied by relevant authorship attributions, were submitted for comprehensive evaluation. Following approval from the Ethics Committee, the researcher proceeded to the subsequent phase of the study.

Informed Consent – Informed consent was a fundamental ethical requirement for this study, ensuring that all participants were fully aware of the nature, purpose, and procedures of the research before agreeing to participate. Since the respondents were Grade Six pupils, obtaining informed consent involved securing assent from the students themselves and consent from their parents or guardians. The process included providing clear and age-appropriate information about the study, explaining that participation was voluntary, and that they had the right to withdraw at any time without any consequences (Creswell Creswell, 2021). This ensured that participants and their guardians made an informed decision about their involvement in the research.

Vulnerability of the Research Participants – Given that the participants were children, they were considered a vulnerable population in research. Special precautions were taken to protect their welfare and rights throughout the study. The researcher ensured that the questions and tasks involved in the research were age-appropriate and did not cause any emotional or psychological distress to the participants. Additionally, the researcher was particularly sensitive to the power dynamics in the researcher-participant relationship, ensuring that the students did not feel coerced or pressured to participate (Mertens, 2019).

Privacy and Confidentiality – Maintaining the privacy and confidentiality of the participants is a critical ethical consideration. Personal information and data collected from the students will be kept confidential and used exclusively for the purposes of this research. Participants' identities will be anonymized in all reports and publications to prevent any potential harm or stigmatization. Data will be securely stored, and access will be limited to the researcher and authorized personnel involved in the study (Saunders et al., 2019). Data will be securely stored, and access will be limited to the researcher and authorized personnel involved in the study.

Risk, Benefits, and Safety – The study was designed to minimize any potential risks to the participants. The activities involved, such as completing surveys or participating in interviews, were non-invasive and did not expose participants to physical or psychological harm. The potential benefits of the study included providing insights into how perceived teacher support affected student engagement and informing institutional practices to enhance educational outcomes. The safety of participants was a top priority, and any unforeseen issues were addressed promptly (Resnik, 2020).

Justice – The principle of justice was adhered to by ensuring that the selection of participants was fair and equitable. The study did not

discriminate based on socio-economic status, gender, or any other demographic characteristic. All eligible Grade Six students in the selected public schools had an equal opportunity to participate in the study. This approach ensured that the benefits and burdens of the research were distributed fairly among the participants (Gustafson Brunger, 2021).

Transparency – The research process was conducted with full transparency. Participants and their guardians were provided with detailed information about the study's aims, procedures, and potential impacts. Any conflicts of interest were disclosed, and the results of the study were shared with the participants, their families, and the wider school community in an accessible format (Resnik, 2020). This transparency built trust and ensured that all stakeholders were informed about the research outcomes.

2.6. Qualification of the Researcher—The researcher who conducted this study had the necessary qualifications and experience to undertake research involving higher education students. This included a strong background in educational research, knowledge of ethical guidelines, and experience in conducting quantitative studies using descriptive-correlational techniques and mediation models. The researcher's qualifications ensured that the study was conducted with the highest standards of ethical and methodological rigor (Mertens, 2019).

Adequacy of Facilities – The research was conducted in suitable facilities, such as quiet spaces within the educational institutions, to ensure a safe and comfortable environment for the participants. These facilities provided the necessary privacy for administering surveys or conducting interviews and were equipped to handle any logistical needs of the study. Ensuring the adequacy of facilities was crucial for maintaining the well-being of the participants and the integrity of the research process (Flick, 2018).

Community Involvement – Community in-

volvement was an integral component of this study. Engaging with the broader educational community, including faculty members and institutional administrators, ensured that the study was relevant and beneficial. The researcher shared preliminary findings with the institutions and involved them in discussions about the implications of the research for local educational practices. This engagement helped ensure that the research was culturally sensitive and aligned with the needs and values of the participants (Israel et al., 2019).

2.7. Data Analysis—Mean—The mean was utilized to characterize the levels of parental involvement, learners' motivation, and reading proficiency among Grade Six pupils. This measure, along with standard deviation, provided descriptive statistics that helped in understanding the central tendency and variability of the data, offering insights into the average perceptions and experiences of the respondents.

Pearson Product Moment Correlation – This statistical technique was applied to determine the significance and strength of the relationships between parental involvement, learners' motivation, and reading proficiency. It served as a key indicator of the linear associations between these variables, highlighting how changes in one factor might have corresponded to changes in another.

Mediation Analysis Using Sobel Test – This approach was employed to evaluate the mediating role of learners' motivation in the relationship between parental involvement and reading proficiency. Structural Equation Modeling (SEM) through mediation analysis provided a comprehensive framework to explore the direct and indirect effects, offering deeper insights into the mechanisms that underlay the observed relationships among the variables.

2.8. Role of the Researcher—In this study, the researcher served as the primary instrument in the process of data gathering and analysis. The researcher was responsible for designing

the research instruments, securing the necessary permissions from school administrators, and ensuring the ethical conduct of the study. Coordination with the participating schools and respondents was managed directly by the researcher to facilitate the smooth administration of the survey questionnaires. Furthermore, the researcher ensured that all data collected were handled with strict confidentiality, and respondents participated voluntarily with informed consent. The researcher-maintained objectivity and neutrality throughout the research process, from data collection to interpretation, to prevent personal biases from affecting the results and conclusions of the study.

2.9. Trustworthiness of the Study—To ensure the trustworthiness of this quantitative study, several measures were taken to establish credibility, dependability, confirmability, and transferability. *Credibility* – It is the extent to which the research findings are believable and accurate from the perspective of the participants. To ensure credibility, the researcher subjected the instruments to content validation by research experts and reading specialists. A pilot testing was also conducted to refine the ques-

tionnaire items and ensure that they effectively measure the intended variables. *Dependability* – It refers to the stability and consistency of the research process over time. In this study, dependability was addressed by following a structured and well-documented data collection procedure. The researcher used the same set of instructions, instruments, and protocols across all respondents to minimize variability and ensure consistency. *Confirmability* – This ensures that the findings are shaped by the respondents' data and not by the researcher's bias or interest. The researcher-maintained objectivity throughout the research process by using standardized quantitative analysis methods and presenting the results based solely on the data collected. An audit trail was also kept documenting all steps and decisions made during the study. *Transferability* – This refers to the extent to which the findings can be applied in other contexts or settings. While the study focused on Grade Six pupils in the Division of Davao del Sur, the context and methodology were described in detail to allow other researchers and educators to determine if the findings are applicable to similar populations in other educational settings.

3. Results and Discussion

This chapter presents the results of the statistical analyses conducted to examine the mediating effect of learners' motivation on the relationship between parental involvement and reading proficiency of Grade Six pupils in Davao del Sur. The findings are discussed in relation to the study's objectives and hypotheses, and are interpreted using relevant theoretical frameworks and recent empirical studies.

3.1. Parental Involvement of Grade Six Pupils—

3.1.1. Aspiration and Expectation of Parents—Table 1 presents the extent of parental involvement among Grade Six pupils in terms of aspiration and expectation of parents. The overall mean of 4.12, which falls under the "Extensive" descriptive rating, indicates that parental involvement is oftentimes manifested in setting

academic expectations and providing support for their children's schooling. This suggests that pupils perceive their parents as actively involved in shaping their academic journey through encouragement and expressed aspirations. Among the items, the highest-rated statement is "My parents are happy and excited about my schooling", with a mean of 4.68, described as "Very Extensive." This indicates that parental involve-

ment is always manifested in terms of showing emotional support and excitement towards the child's schooling. The second highest is "My parents are happy when I participate in school activities", which garnered a mean of 4.27, also rated as "Very Extensive." This reflects consistent and strong parental reinforcement, showing that their involvement in encouraging extracurricular participation is a constant source of support for the students. On the other hand, the two items with the lowest mean scores are "My parents encourage me to join contests and competitions" (mean = 3.83) and "My parents often ask me if I have finished my homework" (mean = 3.89), both rated as "Extensive." Although still categorized as "oftentimes manifested", these items suggest that there may be slightly less emphasis on academic monitoring and participation in competitive activities, compared to general encouragement and support. Parental involvement is still noticeable but not as frequent

in these areas. These findings align with the literature emphasizing the critical role of parental aspirations and expectations in student achievement. As noted by Yamamoto and Holloway (2020), high parental expectations are strongly associated with higher academic outcomes, particularly in literacy. This is highly relevant for Grade Six learners, where parental involvement in setting goals can significantly influence student motivation. Additionally, Jeynes (2021) highlights how parental expectations foster self-efficacy, motivating students to invest more effort into their studies. The positive reinforcement seen in the highest-rated items reflects the importance of this type of involvement in fostering academic growth. Moreover, the relatively lower ratings for academic monitoring and participation encouragement align with the findings of Kim and Hill (2020), where realistic expectations are emphasized to avoid undue pressure, especially in lower socioeconomic contexts.

Table 1. Extent of Parental Involvement Among Grade Six Pupils in Terms of Aspiration and Expectation of Parents

Statement	Mean	Descriptive Rating
1. My parents are happy and excited about my schooling.	4.68	Very Extensive
2. My parents encourage me to join contests and competitions.	3.83	Extensive
3. My parents often ask me if I have finished my homework.	3.89	Extensive
4. My parents expect me to do well in my studies.	3.93	Extensive
5. My parents are happy when I participate in school activities.	4.27	Very Extensive
Mean	4.12	Extensive

3.1.2. Parenting Style—Table 2 presents the extent of parental involvement among Grade Six pupils in terms of parenting style. The overall mean of 4.12, which falls under the "Extensive" descriptive rating, suggests that parental involvement in this area is oftentimes manifested. This implies that parents are generally engaged in shaping their children's education through active participation in their academic activities, although it may not be constant across all dimensions of parenting style. Among the

items, the highest-rated statement is "My parents are happy and excited about my schooling", with a mean of 4.68, described as "Very Extensive." This reflects a strong emotional and motivational investment from parents, showing that they are consistently supportive and enthusiastic about their child's educational experience. The second highest is "My parents are happy when I participate in school activities", which garnered a mean of 4.27, also rated as "Very Extensive." This indicates that parental

involvement in school activities is consistently manifested, fostering an encouraging and positive environment for the child's growth and academic engagement. On the other hand, the two items with the lowest mean scores are "My parents encourage me to join contests and competitions" (mean = 3.83) and "My parents often ask me if I have finished my homework" (mean = 3.89), both rated as "Extensive." Although still classified as "oftentimes manifested," these responses suggest that while there is general support, there may be less emphasis on promoting competitive involvement and academic monitoring. This may indicate a more relaxed approach to certain academic responsibilities or a potential gap in specific academic encouragement. The findings in Table 2 are consistent with research on the relationship between parenting styles and children's academic outcomes. Smith and Jones (2020) emphasize that authoritative parenting, which balances both responsiveness and demandingness, fosters higher academic motivation and performance. The positive reinforcement indicated in the highest-rated

items aligns with the characteristics of authoritative parenting, where supportive involvement encourages students' academic growth. However, the lower ratings on competition and homework monitoring may hint at a less structured or demanding approach, which is typical in permissive parenting, as discussed by Lee and Choi (2021). This may explain why some parents exhibit high responsiveness but lack clear academic expectations, which can impact students' academic performance. Additionally, Zhang and McCoy (2019) suggest that authoritarian parenting, though demanding, can lead to anxiety and decreased intrinsic motivation due to the lack of emotional support. This contrasts with the findings from this study, which shows more balanced parental involvement in the areas of emotional support and participation encouragement. However, a more structured and disciplined approach could still be beneficial in areas such as competition participation and homework monitoring to ensure balanced academic development.

Table 2. Extent of Parental Involvement Among Grade Six Pupils in Terms of Parenting Styles

Statement	Mean	Descriptive Rating
1. My parents make sure that I have food to eat as soon as I come home from school.	4.20	Very Extensive
2. My parents want me to do well and encourage me to be one of the top students in class.	3.86	Extensive
3. My parents reward me with gifts or treats when I pass my exams.	3.78	Extensive
4. My parents make sure that no one disturbs me while I study.	4.11	Extensive
5. My parents talk about my education and future plans with each other.	4.21	Very Extensive
Mean	4.03	Extensive

3.1.3. Home Rules and Supervision—Table 3 presents the extent of parental involvement among Grade Six pupils in terms of home rules and supervision. The overall mean of

3.81, categorized as "Extensive," indicates that parental involvement in this aspect is oftentimes manifested. Parents generally engage in providing a structured and supportive envi-

ronment, though it may not be consistently enforced across all areas. The highest-rated statement is “My parents ask about my exam results and help me improve”, with a mean of 4.18, described as “Extensive.” This suggests that parents frequently inquire about their child’s academic performance, taking an active role in helping their child improve, which aligns with the importance of consistent supervision in academic activities. The second-highest item, “My parents set a study schedule for me to follow every day”, has a mean of 3.80, which is also rated as “Extensive.” This reflects a structured approach to supporting the child’s academic routine, though it may not be as consistently applied as other aspects of supervision. The two lowest-rated items are “My parents make sure they are at home when I study to help me if needed” (mean = 3.72) and “My parents make an effort to talk to my teachers and stay updated about my progress” (mean = 3.46). Both are categorized as “Extensive,” indicating that these actions are oftentimes exhibited by parents. However, the slightly lower ratings suggest that parental involvement in directly overseeing study sessions or engaging with teachers could be more variable and less frequently manifested. The findings in Table 3 are consistent with research on home rules and supervision as key factors influencing academic devel-

opment. Green and Walker (2020) argue that well-defined home rules and consistent supervision help children develop self-regulation, time management, and academic performance. This aligns with the generally high levels of involvement reflected in the higher-rated statements, such as setting a study schedule and assisting with exam results. Similarly, Williams and Garcia (2021) emphasize that parental supervision during homework time directly correlates with improved academic outcomes, which is evident in the items that focus on parents’ involvement in academic tasks, like asking about exam results. However, the lower ratings in items like ensuring presence during study time or engaging with teachers may reflect Turner and Owens (2020)’s assertion that overly rigid or inconsistent home rules, without the right balance of emotional support, can lead to stress and hinder academic success. This may suggest that while parents are involved in creating structure, there is room for improvement in emotional engagement and communication with teachers. Lastly, the varying responses to parental supervision in different cultures, as noted by Lee and Park (2021), may explain the differences in how supervision is perceived and practiced, highlighting the importance of cultural context in shaping parenting practices.

Table 3. Extent of Parental Involvement Among Grade Six Pupils in Terms of Home Rules and Supervision

Statement	Mean	Descriptive Rating
1. My parents set a study schedule for me to follow every day.	3.80	Extensive
2. My parents ask about my exam results and help me improve.	4.18	Extensive
3. My parents make sure they are at home when I study to help me if needed.	3.72	Extensive
4. My parents have prepared a quiet place for me to study at home.	3.88	Extensive
5. My parents make an effort to talk to my teachers and stay updated about my progress.	3.46	Extensive
Mean	3.81	Extensive

3.2. . *Discussing School Activities* —Table 4 presents the extent of parental involvement among Grade Six pupils in terms of discussing school activities. The overall mean of 3.93, categorized as “Extensive,” indicates that parental involvement in this domain is often-times manifested. Parents are actively engaging with their children about their school experiences, which contributes to fostering a supportive and communicative home environment. The highest-rated item is “My parents encourage me to tell stories about the activities I participate in at school”, with a mean of 3.99, classified as “Extensive.” This suggests that parents frequently encourage their children to share stories about their school activities, reflecting a strong interest in their child’s school life. Another statement, “My parents often ask me about what I did in school today”, shares the same mean of 3.96, rated as “Extensive.” This indicates that parents routinely inquire about their child’s daily school experiences, reinforcing the importance of communication about school. On

the other hand, the lowest-rated item is “My parents are interested in knowing how I feel about my teachers and classmates”, which has a mean of 3.82, also rated as “Extensive.” Although parents do engage in conversations about the child’s school life, this item suggests that they may not always be as engaged in discussing the child’s social relationships and emotions related to school, which could provide valuable insight into the child’s overall experience. The findings in Table 4 align with existing research on discussing school activities as a crucial form of parental involvement. Johnson and Hull (2020) suggest that when parents frequently engage in discussions about school, children tend to show higher levels of academic motivation and sustained interest in their studies. The high ratings for items like asking about daily school experiences and encouraging children to share stories reflect these positive outcomes. Such discussions provide children with the opportunity to reflect on their learning, gain emotional support, and receive motivation for school, all of which contribute to enhanced academic performance.

Table 4. Extent of Parental Involvement Among Grade Six Pupils in Terms of Discussing School Activities

Statement	Mean	Descriptive Rating
1. My parents often ask me about what I did in school today.	3.96	Extensive
2. My parents talk to me about the subjects I enjoy and find interesting.	3.90	Extensive
3. My parents ask me to share what I learned or experienced during school events.	3.96	Extensive
4. My parents are interested in knowing how I feel about my teachers and classmates.	3.82	Extensive
5. My parents encourage me to tell stories about the activities I participate in at school.	3.99	Extensive
Mean	3.93	Extensive

Additionally, Nichols and Carter (2021) emphasize that the quality of these discussions is as important as their frequency. Open-ended conversations, where parents listen actively

and inquire about their child’s experiences, are linked to better academic results and greater self-efficacy. The ratings for items like talking about school subjects and encouraging children

to share stories suggest that while these discussions are frequent, there's potential for even more depth, which could further foster a child's sense of ownership over their learning. Moreover, Taylor and Fraser (2019) note that these discussions can also help children navigate social challenges, underscoring the importance of parental involvement in both academic and social development.

3.2.1. Attending Parent Teacher Association—Table 5 presents the extent of parental involvement among Grade Six pupils in terms of attending Parent-Teacher Association (PTA) activities. The overall mean of 3.93, categorized as “Extensive,” indicates that parents often participate in PTA-related engagements. This suggests that most parents value their involvement in school affairs and see it as an important part of supporting their child's education. The highest-rated item is “My parents often share their thoughts and ask questions during PTA meetings,” which garnered a mean of 3.99. This indicates that parents are not only present but also active participants during meetings. Their willingness to express their opinions and raise questions reflects a proactive approach in ensuring their child's academic progress and well-being. Two other items—“My parents attend PTA meetings to know more about my progress in school” and “My parents go to PTA meet-

ings to learn how they can help me do better in school”—both received a mean of 3.96, rated as “Extensive.” These responses highlight the parents' intent to be well-informed and to collaborate with teachers for their child's improvement. Meanwhile, the lowest-rated item, “My parents like joining PTA activities because they want to support my education,” had a mean of 3.82, still within the “Extensive” range. This may suggest that while parents are committed to attending meetings, participation in broader PTA activities might be influenced by other factors such as time or interest. The results support Mitchell and Bryan's (2020) assertion that PTA attendance reflects a parent's commitment to understanding and supporting their child's education. Regular participation in PTA activities keeps parents informed about their child's academic progress, school rules, and other important matters. The high mean scores on key items demonstrate how parental attendance and engagement in PTA meetings serve as essential avenues for building communication between home and school. Kim and Lee (2021) further emphasized that this form of involvement fosters a sense of community, which can strengthen the bond between parents, teachers, and students, thereby creating a more collaborative educational environment.

Furthermore, the findings resonate with the study of Ochoa and Fernandez (2020), which linked active PTA participation to better academic performance and student attendance. This involvement allows parents to address academic concerns early and support learning at home. However, Brown and Harris (2019) argued that certain barriers, such as socioeconomic limitations, may prevent some parents from participating as actively. Despite these challenges, the consistently high ratings across all items in the table suggest that parents remain

committed to attending PTA meetings, seeing them as a valuable opportunity to contribute to their child's academic success and school life.

3.2.2. Volunteering at School Activities — Table 6 presents the extent of parental involvement among Grade Six pupils in terms of volunteering at school activities. The overall mean of 4.01, interpreted as “Extensive,” indicates that parents are actively engaged in various school-related volunteer activities. This suggests a strong commitment from parents to support their children's educational experiences not

Table 5. Extent of Parental Involvement Among Grade Six Pupils in Terms of Attending Parent Teacher Association (PTA)

Statement	Mean	Descriptive Rating
1. My parents attend PTA meetings to know more about my progress in school.	3.96	Extensive
2. My parents talk to my teachers during PTA meetings about my strengths and weaknesses.	3.90	Extensive
3. My parents go to PTA meetings to learn how they can help me do better in school.	3.96	Extensive
4. My parents like joining PTA activities because they want to support my education.	3.82	Extensive
5. My parents often share their thoughts and ask questions during PTA meetings.	3.99	Extensive
Mean	3.93	Extensive

only at home but also within the school environment. The highest-rated item is “My parents like helping out in school activities like field trips, sports days, and school fairs,” with a mean of 4.17, classified as “Extensive.” This reflects that parents are enthusiastic about participating in more interactive and event-based school activities, showing their willingness to contribute their time and presence during major school events. Close behind are statements like “My parents enjoy participating in school events to show their support for me and my classmates” ($M = 4.04$) and “My parents support my school by volunteering when extra help is needed” ($M = 4.03$), which emphasize the depth of parental dedication to both their child’s development and the broader school community. Meanwhile, the lowest-rated item is “My parents volunteer to help during school events and activities,” with a mean of 3.89—still within the “Extensive” category. This slight drop suggests that while volunteering is common, there may be limitations in the consistency or frequency of participation, possibly due to external factors such as availability or personal schedules. Nonetheless, the overall data suggest that volunteering is a visible

and valued form of involvement among Grade Six parents. The findings align with Harris and Robinson (2020), who emphasize that volunteering strengthens the school community and fosters a more collaborative and supportive environment. The high ratings across all items reflect this sense of unity and shared purpose, where parents not only support their own children but contribute to the well-being of the entire student body. Moreover, Stevens and Patel (2021) found that such active engagement enhances student motivation, academic performance, and behavior, which is consistent with the positive perceptions reflected in the table. In addition, Gonzalez and Chen (2020) stress that volunteering gives parents better insight into school operations and strengthens home-school partnerships. The present results, particularly on items highlighting support during school events and willingness to help when needed, mirror this. However, as Clark and Harris (2019) point out, some parents may face barriers due to socioeconomic or time constraints. This suggests the need for schools to provide flexible volunteer opportunities so more families can experience the benefits of this involvement.

Table 6. Extent of Parental Involvement Among Grade Six Pupils in Terms of Volunteering at School Activities

Statement	Mean	Descriptive Rating
1. My parents volunteer to help during school events and activities.	3.89	Extensive
2. My parents offer their time to assist teachers in organizing school programs.	3.90	Extensive
3. My parents like helping out in school activities like field trips, sports days, and school fairs.	4.17	Extensive
4. My parents support my school by volunteering when extra help is needed.	4.03	Extensive
5. My parents enjoy participating in school events to show their support for me and my classmates.	4.04	Extensive
Mean	4.01	Extensive

Table 7 presents the summary of the extent of parental involvement among Grade Six pupils. The overall mean is 3.97, interpreted as “Extensive,” indicating that parents are generally very involved in their children’s education across various domains. This means that the respondents perceive a high level of parental support and engagement, whether at home or in school-related activities. Among the six indicators, the highest-rated is “Aspiration and Expectation of Parents” with a mean of 4.12, followed by “Parenting Style” with a mean of 4.03—both categorized as “Extensive.” These results show that parents maintain high educational aspirations for their children and apply supportive parenting practices that encourage academic growth. On the other hand, the lowest-rated indicators are “Home Rules and Supervi-

sion” with a mean of 3.81 and “Attending Parent Teacher Association” with a mean of 3.91. Although still interpreted as “Extensive,” these areas suggest slightly less emphasis, possibly due to limitations in time, availability, or communication practices. These findings are consistent with studies that emphasize the importance of setting high expectations and practicing effective parenting styles. Research by Johnson and Hull (2020) and Stevens and Patel (2021) indicates that when parents maintain clear expectations and support their children emotionally and academically, it leads to improved student motivation and academic outcomes. Similarly, Nichols and Carter (2021) stress the importance of quality interactions between parents and children, which are facilitated by strong parenting styles and meaningful discussions about school.

Meanwhile, the relatively lower ratings in PTA involvement and home supervision echo the findings of Clark and Harris (2019), who point out that factors like work demands and socioeconomic status may limit some parents’ ability to consistently supervise their children or attend school events. Nevertheless, the overall “Extensive” rating across all indicators confirms that parental involvement remains a strong and essential factor in supporting the educational

and developmental needs of learners.

3.3. Reading Comprehension of Grade Six Pupils —Table 8 presents the reading proficiency levels of Grade Six pupils in terms of word recognition, reading comprehension, and listening comprehension. The overall mean score is 89.32 percent, which falls under the Instructional Level based on PHIL-IRI standards. This indicates that, on average, learners can read and understand texts with the help of guidance

Table 7. Summary of the Extent of Parental Involvement Among Grade Six Pupils

Indicators	Mean	Descriptive Rating
1. Aspiration and Expectation of Parents	4.12	Extensive
2. Parenting Style	4.03	Extensive
3. Home Rules and Supervision	3.81	Extensive
4. Discussing School Activities	3.93	Extensive
5. Attending Parent Teacher Association	3.91	Extensive
6. Volunteering at School Activities	4.01	Extensive
Mean	3.97	Extensive

or support, suggesting that they are not yet fully independent readers but are capable of learning within structured reading activities. Among the three indicators, Word Recognition obtained the highest mean of 91.09 percent, which is classified as Independent Level. This suggests that most pupils can accurately and fluently recognize words without assistance, an essential skill that serves as the foundation for more complex reading tasks. On the other hand, both Reading Comprehension (88.66 percent) and Listening Comprehension (88.22 percent) fall under the Instructional Level, indicating that while students can understand texts and spoken content to some extent, they still require support to fully grasp meaning, make inferences, and interpret deeper concepts. These results imply that while learners have a strong grasp of basic reading skills such as word recognition, there is still a need for targeted intervention in improving their comprehension abilities, both in reading and listening. Teachers may need to provide scaffolded activities, guided reading sessions, and comprehension skill-building exercises to help learners transition toward the Independent Level across all areas of literacy. The findings from Table 8 indicate that Grade Six pupils demonstrate a relatively high level of reading proficiency, with an overall mean of 89.32 percent, falling within the Instructional Level according to PHIL-IRI standards. No-

tably, Word Recognition stands out at 91.09 percent, reaching the Independent Level, which suggests that learners can efficiently decode and identify words. This aligns with the study by Castles, Rastle, and Nation (2019), who emphasized that strong word recognition skills are foundational to fluent reading, allowing students to focus on comprehension rather than decoding. Similarly, Ouellette and Sénéchal (2020) noted that phonics instruction and repeated exposure to words enhance automatic word recognition, which appears to be evident among the respondents. However, Reading Comprehension and Listening Comprehension were slightly lower at 88.66 percent and 88.22 percent, respectively, still within the Instructional Level but indicating areas where learners benefit from structured guidance. These results are supported by Cain and Oakhill (2019) and Rapp and van den Broek (2020), who stress the role of vocabulary, prior knowledge, and working memory in deepening comprehension. Additionally, studies like Fisher, Frey, and Hattie (2020) highlight that instructional strategies such as guided reading, questioning, and summarizing significantly enhance comprehension outcomes. The performance of the pupils in this study suggests that while decoding skills are well-developed, higher-order comprehension processes still need reinforcement through targeted interventions. Furthermore, the result on Listening Compre-

hension underscores the importance of oral language development in relation to reading proficiency. Research by Lepola, Lynch, and Silven (2019) and Kim (2020) supports the notion that listening skills are closely tied to reading success, especially in the early years. As learners advance, Foorman et al. (2021) emphasize that listening comprehension continues to influence

reading, particularly when engaging with complex or unfamiliar texts. This implies a need for continued integration of oral language activities—like read-alouds and storytelling—into classroom instruction to support both listening and reading comprehension development among learners.

Table 8. Reading Comprehension Among Grade Six Pupils

Indicators	Mean	Descriptive Rating
1. Word Recognition	91.09%	Independent
2. Reading Comprehension	88.66%	Instructional
3. Listening Comprehension	88.22%	Instructional
Mean	89.32%	Instructional

3.4. Learners' Motivation Among Grade Six Pupils—

3.4.1. *Autonomy*—Table 9 presents the extent of learners' motivation among Grade Six pupils in terms of autonomy. The computed overall mean is 4.12, with a descriptive rating of "Extensive." This indicates that autonomy-supportive behaviors are oftentimes manifested in the classroom. Learners generally perceive their learning environment as one where they are provided with opportunities to make choices and express themselves, suggesting a moderately strong foundation for intrinsic motivation. The two indicators with the highest mean scores are "My teacher believes that I can do well in class" with a mean of 4.26, and "My teacher encourages me to ask questions when I don't understand something" with a mean of 4.25. Both are rated as "Very Extensive," meaning these practices are always manifested. These results reflect that learners feel a high level of trust and encouragement from their teachers. Such teacher behaviors may foster a classroom climate of psychological safety and confidence,

which supports greater learner autonomy and persistence in learning tasks. Meanwhile, the two indicators with the lowest mean scores are "I feel that my teacher understands me" with a mean of 3.77, and a with a mean of 4.15. These are still rated as "Extensive," signifying that they are oftentimes observed but less consistently so compared to other indicators. This suggests that while students often experience choice and empathy from their teachers, there may still be gaps in consistently recognizing and responding to individual learner needs and preferences. These findings support the principles of Self-Determination Theory (Ryan Deci, 2019), which emphasize the critical role of autonomy in fostering intrinsic motivation. When learners perceive that they are trusted, supported, and allowed to make meaningful choices in their learning, their engagement and academic performance improve. This is reinforced by Patall, Cooper, and Wynn (2020), who found that autonomy-supportive environments where students are given options lead to higher motivation and academic outcomes.

Table 9. Extent of Learners' Motivation Among Grade Six Pupils in Terms of Autonomy

Statement	Mean	Descriptive Rating
1. My teacher lets me choose from different options when we have activities.	4.15	Extensive
2. I feel that my teacher understands me.	3.77	Extensive
3. My teacher believes that I can do well in class.	4.26	Very Extensive
4. My teacher encourages me to ask questions when I don't understand something.	4.25	Very Extensive
5. My teacher listens to my ideas before suggesting new ways to solve problems.	4.18	Extensive
Mean	4.12	Extensive

Furthermore, the results reflect Reeve and Cheon's (2021) assertion that autonomy-supportive teaching leads to greater student satisfaction. However, the relatively lower mean scores on perceived teacher understanding and choice-giving suggest areas for enhancement. As Vansteenkiste et al. (2020) noted, autonomy is most effective when paired with appropriate structure and support. Teachers may need to refine strategies that validate student voices and provide more consistent opportunities for choice to maximize the benefits of autonomy for learner motivation.

3.4.2. Competence—Table 10 presents the extent of learners' motivation among Grade Six pupils in terms of competence. The overall mean for this variable is 4.23, rated as "Very Extensive", indicating that students generally perceive a high level of competence in their academic abilities. This suggests that learners are always confident in their capability to perform well and are frequently motivated by their belief in their own skills. The high mean also reflects the classroom environment's positive influence, where learners feel prepared and capable of facing challenges in their academic tasks. The indicators with the highest mean scores are "I know I can reach my goals in this class" with a mean of 4.32, and "I believe I can understand what we are studying" with a mean of 4.31. Both of these are rated as "Very Extensive",

which means that these traits are always manifested in the learners' perceptions of their competence. This suggests that students strongly believe in their ability to achieve their academic goals and understand the material being taught. These results support the view that when students feel competent, they are more likely to engage in learning tasks, persist through difficulties, and achieve higher academic outcomes. On the other hand, the two indicators with the lowest mean scores are "I feel confident that I can learn the lessons in this class" with a mean of 4.06, and "I feel ready to take on the challenge of doing well in this class" with a mean of 4.16. While both items are rated as "Extensive", they are oftentimes manifested, reflecting that there may be moments when learners do not fully feel confident or prepared for the academic challenges. Nonetheless, these scores still indicate a generally positive view of students' competence but highlight areas where further encouragement may be needed to consistently reinforce learners' belief in their abilities. These findings align with Self-Determination Theory (SDT), which emphasizes that competence, one of the three basic psychological needs, is essential for intrinsic motivation (Ryan Deci, 2019). When students perceive themselves as competent, they are more likely to engage deeply with their learning, persist in the face of challenges, and achieve better academic results. The re-

sults from Wang, Degol, and Henry (2020) further corroborate these findings, as their research showed that students who believed in their aca-

demic abilities were more motivated and persistent in their studies.

Table 10. Extent of Learners' Motivation Among Grade Six Pupils in Terms of Competence

Statement	Mean	Descriptive Rating
1. I feel confident that I can learn the lessons in this class.	4.06	Extensive
2. I believe I can understand what we are studying.	4.31	Very Extensive
3. I know I can reach my goals in this class.	4.32	Very Extensive
4. I feel ready to take on the challenge of doing well in this class.	4.16	Extensive
5. I enjoy being with the people I study and work with.	4.29	Very Extensive
Mean	4.23	Very Extensive

Furthermore, the development of competence is significantly influenced by feedback and the classroom environment. According to Hattie and Timperley (2020), constructive and effort-focused feedback helps students develop a growth mindset, enhancing their sense of competence and motivating them to take on challenging tasks. Lazarides, Raufelder, and Buchholz (2021) also emphasized that a supportive classroom environment fosters a sense of competence. Teachers who create inclusive and challenging learning experiences while offering necessary scaffolding help students feel capable of succeeding, thereby boosting motivation and encouraging active engagement with their learning.

3.4.3. Relatedness—Table 11 presents the extent of learners' motivation among Grade Six pupils in terms of relatedness. The overall mean for this variable is 4.23, rated as "Very Extensive", indicating that the students generally feel a strong sense of connection with others in their school environment. This suggests that learners always experience positive relationships with their peers, teachers, and the broader school community. Their emotional needs related to social support and belonging are well met, which is critical for fostering motivation in academic settings. The items with the highest mean scores

are "I consider the people I usually talk to as my friends" with a mean of 4.38, and "I get along well with the people I meet" with a mean of 4.31, both rated as "Very Extensive". This means that the students always feel a sense of connection with others, and their social interactions are consistently positive. The strong friendships and camaraderie among peers enhance students' motivation to engage in learning activities, as they are more likely to feel supported in their academic journey. On the other hand, the two items with the lowest mean scores are "Most people are friendly toward me" with a mean of 4.16, and "The people around me care about me" with a mean of 4.01, both rated as "Extensive". These results indicate that students oftentimes perceive friendly and caring interactions, but there may be occasional gaps in their feelings of social support. Nonetheless, these indicators still suggest a generally positive social environment, where students have a sense of belonging, but some may not always experience the same level of emotional care from others. The findings support Self-Determination Theory (SDT), which emphasizes the importance of relatedness in fostering intrinsic motivation. According to Ryan and Deci (2019), relatedness is one of the core psychological needs that enhances motivation when fulfilled. Students who

feel connected to their peers and teachers are more likely to be engaged and motivated in their academic work. This is consistent with Froiland and Worrell's (2021) study, which found that a strong sense of belonging significantly contributes to students' emotional support and academic success, reinforcing the notion that relatedness plays a crucial role in academic motivation. Moreover, the importance of teacher-student relationships in promoting relatedness is evident in Quin's (2020) research, which highlights that students who perceive their teachers

as caring and supportive tend to exhibit higher motivation. The positive peer relationships in the current study also align with Wentzel and Muenks' (2020) findings, which emphasized that positive social interactions among students foster motivation. These studies underscore the necessity for educators to create nurturing and supportive environments, where students feel both emotionally and socially supported, as this significantly enhances their motivation to engage with their learning.

Table 11. Extent of Learners' Motivation Among Grade Six Pupils in Terms of Relatedness

Statement	Mean	Descriptive Rating
1. I get along well with the people I meet.	4.31	Very Extensive
2. I consider the people I usually talk to as my friends.	4.38	Very Extensive
3. The people around me care about me.	4.01	Extensive
4. Most people are friendly toward me.	4.16	Extensive
5. I feel happy when I spend time with my friends.	4.27	Very Extensive
Mean	4.23	Very Extensive

Table 12 presents the summary of the extent of learners' motivation among Grade Six pupils across three key components: autonomy, competence, and relatedness. The overall mean of 4.20, rated as "Very Extensive", suggests that learners generally experience a high degree of motivation in all three areas. This indicates that very extensive motivation is present in their educational experience, meaning that students consistently feel a sense of autonomy, competence, and relatedness within their school environment. These factors are crucial for fostering intrinsic motivation, contributing to both their academic performance and overall engagement in school. In terms of the individual components, competence and relatedness both received a mean score of 4.23, rated as "Very Extensive", suggesting that students feel very capable in their academic abilities and experience a strong sense of connection with others, both peers and teach-

ers. This aligns with Self-Determination Theory (SDT), which posits that when students feel competent and related, their intrinsic motivation is strengthened, leading to higher engagement and academic success (Ryan Deci, 2019). This finding echoes research by Wang, Degol, and Henry (2020), which highlights that students who perceive themselves as competent and connected to others are more motivated and likely to succeed in their studies. Meanwhile, autonomy scored a mean of 4.12, rated as "Extensive", indicating that while students generally feel that they have some control over their learning choices, there is room for further fostering autonomy in the classroom. This finding aligns with Ryan and Deci's (2019) concept of autonomy as an essential psychological need that enhances motivation. Research by Patall, Cooper, and Wynn (2020) has shown that when students are given opportunities to make choices

in their learning, they exhibit greater motivation and academic performance, suggesting that providing more autonomy could further enhance students' engagement and success. Overall, the findings underscore the importance of supporting students' needs for autonomy, competence, and relatedness, as these factors contribute significantly to their motivation and engagement in learning. Educators who foster environments that nurture these needs can create a more motivating and effective learning experience for their

students. Reeve and Cheon (2021) found that autonomy-supportive teaching practices, combined with a strong sense of competence and relatedness, not only improve academic outcomes but also lead to higher levels of satisfaction and a more positive attitude toward school. Therefore, the results of this study highlight the need for educators to continuously nurture these motivational components to promote a deeper and more sustained engagement in learning.

Table 12. Summary Extent of Learners' Motivation Among Grade Six Pupils

Indicators	Mean	Descriptive Rating
1. Autonomy	4.12	Extensive
2. Competence	4.23	Very Extensive
3. Relatedness	4.23	Very Extensive
Mean	4.20	Very Extensive

3.5. *Relationship among Parental Involvement, Reading Proficiency, and Learners' Motivation of Grade Six Pupils in Davao del Sur*—Table 13 presents the relationships among parental involvement (PI), reading proficiency (RP), and learners' motivation (LM) for Grade Six pupils in Davao del Sur. The results show that there is a moderate positive correlation between parental involvement and learners' motivation ($r = 0.528$, $p = 0.000$), suggesting a significant relationship. This implies that the more parents are involved in their children's education, the higher the level of motivation students tend to have. On the other hand, the relationship between parental involvement and reading proficiency was found to be non-significant ($r = -0.006$, $p = 0.939$), indicating that parental involvement does not have a measurable direct effect on students' reading proficiency. Similarly, no significant relationship was observed between learners' motivation and reading proficiency ($r = 0.112$, $p = 0.160$), which suggests that motivation alone may not directly translate to better academic performance in read-

ing. The significant positive correlation between parental involvement and learners' motivation aligns with findings from research by Jeynes (2019) and Fan Chen (2021), which emphasize the critical role of parental engagement in enhancing students' motivation. Parental involvement can encourage students to value their education, leading to increased enthusiasm and effort in their studies. The study by Jeynes (2019) particularly highlights that the more parents are involved in activities such as homework assistance and school participation, the more motivated students feel, especially in their academic endeavors. This relationship is consistent with Self-Determination Theory (Ryan Deci, 2019), which posits that external support, such as parental involvement, can fulfill students' psychological needs for competence and autonomy, thereby boosting motivation. However, the non-significant relationship between parental involvement and reading proficiency calls attention to the complexity of factors that affect academic performance. According to research by Tuan Tuan (2019), moti-

vation alone does not necessarily guarantee academic achievement. Reading proficiency, for example, can be influenced by various factors such as teaching quality, student engagement in learning activities, or the availability of resources, which may not be directly linked to the level of parental involvement. This suggests that while parents play a crucial role in motivating their children, other educational elements may be more directly tied to proficiency in specific subjects like reading. The absence of a significant correlation between learners' motivation and reading proficiency in this study is

noteworthy. Research by Eccles and Wigfield (2002) suggests that motivation, while essential for learning, may not always directly impact specific academic outcomes unless accompanied by targeted instructional strategies. In the context of reading proficiency, it may be that motivational factors are not sufficient by themselves to lead to improvements in reading skills. For instance, students who are highly motivated but lack the necessary literacy skills or exposure to effective reading strategies may struggle to perform well in reading tasks, regardless of their motivation.

Table 13. Relationship among Parental Involvement, Reading Proficiency, and Learners' Motivation of Grade Six Pupils in Davao del Sur

Variable Pair	Pearson Correlation (r)	p-value	Comments
PI and RP	-0.006	0.939	No Significant correlation
PI and LM	0.528**	0.000	Moderate positive correlation
RP and LM	0.112	0.160	No significant correlation

Note: **Significant at $p < 0.05$.

Legend:

PI = Parental Involvement

RP = Reading Proficiency

LM = Learners' Motivation

The implication of these findings is that fostering motivation through parental involvement is crucial but should be complemented by other educational strategies aimed at improving specific academic skills, such as reading proficiency. As the research suggests, while motivation plays a key role in encouraging engagement and persistence in learning, it is not the only factor that contributes to academic success. Therefore, educators and parents must work together to create a balanced approach that includes both motivational support and the development of targeted academic competencies to enhance overall student achievement. Interventions that incorporate both emotional and academic support may be more effective in improving both motivation and proficiency in subjects such as reading.

3.6. Mediating Effect of Learners' Motivation on the Relationship Between Parental Involvement and Reading Proficiency of Grade Six Pupils in Davao del Sur—The analysis of the mediating role of learners' motivation on the relationship between parental involvement and reading proficiency revealed that parental involvement significantly affects learners' motivation ($r = .494, p = .000$). This suggests that when parents are actively engaged in their children's academic life, it positively influences the motivation of the learners. This finding is consistent with the study of Fan and Williams (2020), who emphasized that parental involvement fosters academic motivation by providing emotional support, setting expectations, and reinforcing the value of education at home. However, the relationship between learners' motivation and reading proficiency was found to be not statisti-

cally significant ($t = 1.884$, $p = .089$). Although the coefficient indicates a positive direction, the lack of statistical significance implies that motivation alone may not directly translate to improved reading proficiency among the pupils. This aligns with the findings of Schiefele et al. (2022), who noted that while motivation plays a crucial role in engagement and effort, it does not always guarantee performance gains without accompanying instructional strategies

and reading interventions. Furthermore, the Sobel test for the indirect effect ($z = 1.67$, $p = .095$) showed that learners' motivation does not significantly mediate the relationship between parental involvement and reading proficiency. This implies that while parental involvement can boost learners' motivation, such motivation does not serve as a significant conduit through which reading proficiency is enhanced.

Table 14. Mediating Effect of Learners' Motivation on the Relationship Between Parental Involvement and Reading Proficiency of Grade Six Pupils in Davao del Sur

Variable Relationship Interpretations	Coefficient (a/b)	Std. Error	z-value	p-value
Path a PI $\rightarrow$ LM (Step 1) Significant effect	0.494	0.063	-	0.000
Path b LM $\rightarrow$ RP (Step 2) Not Significant effect	1.884	1.102	-	0.089
Indirect Effect (Sobel Test: $a \times b$) Not Significant mediation	-	0.557	1.67	0.095

Note: **Significant at $p < 0.05$.

Legend:

PI = Parental Involvement

RP = Reading Proficiency

LM = Learners' Motivation

These findings suggest that parental involvement may influence reading proficiency through other pathways beyond motivation, such as direct academic support (e.g., reading with children at home), provision of learning resources,

or reinforcement of reading habits. Additionally, it highlights that motivation alone is insufficient to improve reading outcomes unless supported by structured reading programs and effective teaching strategies.

4. Conclusions and Recommendations

This chapter presents the conclusions drawn from the study's key findings and offers practical recommendations to address the influence of parental involvement and learners' motivation on reading proficiency.

4.1. Findings—The study explored the influence of parental involvement on reading pro-

ficiency among Grade Six pupils, with learners' motivation examined as a potential mediating variable. Findings revealed that parental

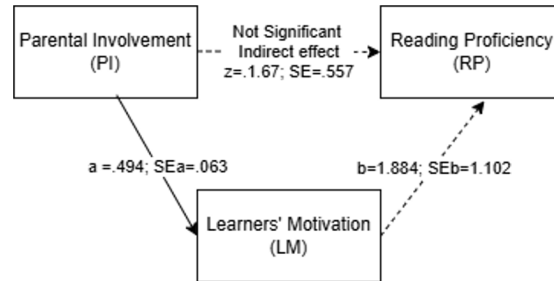


Fig. 2. Mediation Model

involvement was generally rated as extensive, with parents actively participating across six key domains: parenting, learning at home, communication, volunteering, decision-making, and collaboration with the community. In terms of motivation, learners demonstrated a moderate level of motivation based on self-determination theory, suggesting that while motivation was present, it was not strongly developed across the sample. Regarding reading proficiency, learners showed varying levels of performance in word recognition, reading comprehension, and listening comprehension. Correlation analysis revealed a significant positive relationship between parental involvement and learners' motivation, indicating that when parents are more involved, learners tend to be more motivated. However, no significant relationship was found between parental involvement and reading proficiency, nor between learners' motivation and reading proficiency. Mediation analysis using the Sobel Test confirmed that learners' motivation did not significantly mediate the relationship between parental involvement and reading proficiency. These findings suggest that although parental involvement contributes positively to motivation, it does not directly translate into improved reading skills. Thus, while motivation plays a role in learning, enhancing reading proficiency requires more targeted, skill-based instruction and consistent literacy-focused support from parents.

4.2. Implications—Based on the findings of the study, it can be concluded that parental

involvement among Grade Six pupils in Davao del Sur is generally extensive. Parents often-times engage in various aspects of their children's education such as setting high aspirations and expectations, applying consistent parenting styles, and participating in school-related activities. This reflects a supportive home environment that contributes positively to the learners' academic motivation and school behavior. Despite this extensive parental involvement, the overall reading proficiency of pupils remains at the instructional level. Although learners show competence in word recognition, they still require teacher assistance in reading comprehension and listening comprehension tasks. This suggests that while parental support is present, it may not be sufficient on its own to elevate pupils' reading proficiency to an independent level, thus necessitating stronger instructional intervention in the classroom. Furthermore, a significant moderate positive relationship was observed between parental involvement and learners' motivation. This indicates that children whose parents are more engaged tend to be more motivated academically. However, no significant relationships were found between parental involvement and reading proficiency, nor between learners' motivation and reading proficiency. These results suggest that factors other than motivation might play a more critical role in influencing reading proficiency. The mediation analysis revealed that learners' motivation does not significantly mediate the relationship between parental involvement and read-

ing proficiency. Although parental involvement significantly enhances motivation, this motivational increase does not translate into a statistically significant improvement in reading proficiency. Therefore, while fostering motivation is beneficial, it should be accompanied by direct academic interventions focused on reading instruction to produce meaningful gains in learners' reading performance.

4.3. Recommendations—In light of the study's findings, the following recommendations are proposed to guide various stakeholders in improving learners' motivation and reading proficiency through strategic parental involvement: In light of the study's findings, the following recommendations are proposed to guide various stakeholders in improving learners' motivation and reading proficiency through strategic parental involvement:

For Learners – It is recommended that they actively seek and maintain open communication with their parents or guardians regarding their learning experiences, particularly in reading. They should also take responsibility in engaging with reading tasks at home, such as setting regular reading schedules, exploring varied reading materials, and participating in school-initiated literacy activities.

For Teachers – it is recommended to implement structured classroom-based reading interventions that focus on explicit and skill-based instruction in decoding, comprehension, and

listening. Teachers should also coordinate regularly with parents by providing specific strategies that parents can use to reinforce reading skills at home, especially in the domains of learning at home and communication.

For School Heads – It is essential to design and institutionalize literacy programs that promote home-school partnerships. This includes parent capability-building activities focusing on reading support strategies, and school-wide campaigns that encourage consistent involvement in learners' academic tasks, particularly in reading development.

For the Department of Education (DepEd) – It is recommended to develop and disseminate a national framework that strengthens parental involvement across the six Epstein domains. Additionally, reading proficiency should be addressed by enhancing training modules for teachers and parents, integrating both motivational strategies and skill-based instruction in reading.

For Future Researchers – It is encouraged to conduct further studies that examine other potential mediators or moderators—such as socioeconomic status or learning resources—that may influence the relationship between parental involvement and reading proficiency. Longitudinal or qualitative research could also provide deeper insights into how different types of parental involvement evolve and impact literacy development over time.

4.4. Future Directions—

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