



PARENTAL INVOLVEMENT AND READING MOTIVATION TOWARDS ENGLISH ACADEMIC PERFORMANCE

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ABSTRACT

The study explored the correlation between parental involvement and reading motivation to English academic achievement at Vincenzo Sagun Central Elementary School, focusing on the three primary sections during modular distance learning. The study aims to illustrate how (a) parental involvement influences children's reading motivation, (b) parental involvement influences English academic performance, and (c) reading motivation influences children's English academic performance. A quantitative research design employing correlational approaches was used to address these. There was a total of 63 sixty-three participants, with 32 males and 31 females ranging in age from 11 to 12 years old. The study used Likert scale questionnaires for parental involvement and reading motivation; hence, both pupils and parents/guardians were asked to respond. The research findings revealed significant and positive relationships among children's reading motivation, academic performance, and parental involvement. Parental involvement significantly predicts children's reading motivation ($\beta = .78, p < .01$) and academic performance ($\beta = .65, p < .01$). Reading motivation also affects academic performance ($\beta = .67, p < .01$) positively. The study's empirical results further strengthened the theoretical claims of how parental involvement caters to reading motivation and academic performances, especially during modular distance learning. Other implications, conclusions, and recommendations are incorporated in the study.

Keywords: parental involvement, reading motivation, academic performance, correlation, regression analysis