



PARENTAL INVOLVEMENT AND ENGLISH LANGUAGE ACHIEVEMENT AMONG GRADE 4 LEARNERS

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ABSTRACT

This study determined the relationship between parental involvement and the English language achievement of Grade 4 learners in the Schools Division Office of Nueva Ecija. Specifically, it assessed the level of parental involvement and English language achievement, examined the significant relationship between the two variables, identified the dimensions of parental involvement that significantly predict learners' English language achievement, and proposed a parent engagement enhancement program based on the findings. The study employed a quantitative, descriptive-correlational research design involving Grade 4 learners and their parents. Data were gathered using researcher-made questionnaires and analyzed using weighted mean, Pearson Product-Moment Correlation, and Multiple Linear Regression. The findings revealed that both parental involvement and English language achievement were generally High. A significant positive relationship existed between parental involvement and learners' English language achievement. Among the dimensions of parental involvement, Learning Support at Home and Parental Encouragement and Motivation significantly predicted learners' English language achievement. Based on these findings, the ENGAGE (Enhancing Nurturing, Guidance, and Active Growth in English) Program was proposed to strengthen parental involvement and improve learners' English language achievement through enhanced home-school collaboration and home-based literacy support. The study concludes that parental involvement, particularly through consistent learning support at home and continuous encouragement, plays a vital role in enhancing the English language achievement of Grade 4 learners. Strengthening meaningful family-school partnerships is therefore essential in promoting learners' literacy development and academic success.

Keywords: *parental involvement, English language achievement, Grade 4 learners*

INTRODUCTION

Language is a fundamental tool for learning, communication, and lifelong success. Among the various languages taught in schools, English occupies a significant place in the Philippine educational system because it serves as one of the official languages of the country and the medium of instruction in several learning areas. Proficiency in English enables learners to access knowledge, communicate effectively, and develop higher-order thinking skills necessary for academic achievement and future employment. At the elementary level, Grade 4 is considered a critical transition stage where learners move from "learning to read" to "reading to learn." During this stage, learners are expected to demonstrate greater competence in reading comprehension, vocabulary development, oral communication, grammar, and written expression. Consequently, improving English language achievement among Grade 4 learners remains one of the priorities of educational institutions and policymakers. However, despite continuous curriculum reforms and literacy programs, many learners continue to experience difficulties in English language learning, highlighting the need to examine factors that influence their academic achievement, particularly parental involvement.

At the international level, education experts consistently recognize parental involvement as one of the strongest contributors to learners' academic success. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021) emphasized that meaningful partnerships among schools, families, and communities significantly improve children's learning outcomes, motivation, and holistic development. UNESCO further stressed that parents play a critical role in reinforcing learning beyond the classroom by creating supportive home environments, encouraging positive study habits, and providing emotional support that enhances learners' confidence and engagement.

Similarly, the Organisation for Economic Co-operation and Development (OECD, 2023), through the results of the Programme for International Student Assessment (PISA) 2022, reported that students whose parents actively participate in their education generally perform better in reading literacy and exhibit stronger motivation toward learning. Across participating countries, learners whose parents frequently discuss school activities, monitor homework, provide educational materials, and maintain communication with teachers consistently outperform those who receive minimal parental support. These findings underscore that academic success is not solely determined by school instruction but also by the quality of educational support learners receive at home.

Theoretical and empirical research further supports the importance of parental involvement in education. Epstein (2019) proposed the Framework of School, Family, and Community Partnerships, explaining that learners achieve better academic outcomes when schools and families establish collaborative relationships. Her framework identifies six dimensions of parental involvement—parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community—which collectively strengthen learners' educational experiences. Likewise, Jeynes (2018), through a meta-analysis involving numerous international studies, concluded that parental involvement has a statistically significant positive effect on learners' academic

achievement regardless of socioeconomic status, ethnicity, or educational level. His study emphasized that parental expectations, encouragement, communication, and educational support exert substantial influence on children's academic performance.

Recent international studies continue to validate these findings. Castro et al. (2023) reported that home-based parental involvement, including reading with children, assisting with assignments, monitoring academic progress, and engaging in educational conversations, significantly improves learners' literacy achievement and reading comprehension. Likewise, Kim and Hill (2024) found that consistent parental support enhances children's vocabulary acquisition, language development, reading fluency, and communication skills, thereby contributing to higher English language achievement. These studies demonstrate that parental engagement creates enriching learning experiences that reinforce classroom instruction and strengthen language acquisition.

Global educational reports also highlight the urgency of addressing literacy challenges. According to the World Bank (2022), learning poverty remains a serious concern worldwide, with a significant proportion of children unable to read and comprehend age-appropriate texts by the age of ten. The report emphasized that the COVID-19 pandemic further widened learning gaps and increased the importance of parental involvement as families assumed greater responsibility in facilitating children's learning during school closures. Consequently, strengthening family-school partnerships has become a major strategy adopted by education systems worldwide to improve literacy and language learning outcomes.

In the Philippines, improving English language proficiency remains a national educational concern. The results of the Programme for International Student Assessment (PISA) 2022 revealed that Filipino learners continue to perform below the OECD average in reading literacy, indicating persistent difficulties in comprehension, interpretation, vocabulary, and critical reading skills (OECD, 2023). Likewise, the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 reported that many Filipino learners failed to reach the expected proficiency levels in reading by the end of primary education (UNICEF & SEAMEO, 2020). These findings suggest that strengthening literacy development requires collaborative efforts involving schools, teachers, families, and communities.

Recognizing the importance of parental engagement, the Department of Education (DepEd) continuously advocates stronger partnerships between schools and families. The Basic Education Development Plan (BEDP) 2030 identifies stakeholder participation and family engagement as essential strategies for improving learners' educational outcomes (Department of Education, 2022). Likewise, the MATATAG Agenda emphasizes the strengthening of foundational literacy and numeracy skills through collaborative efforts among teachers, parents, school leaders, and communities (Department of Education, 2023). These national initiatives recognize parents as indispensable partners in promoting learners' academic achievement and ensuring quality education.

Several Philippine studies likewise demonstrate the positive influence of parental involvement on learners' academic achievement. Bernardo (2021) found that elementary learners whose parents regularly monitor schoolwork, communicate with teachers, establish study routines, and encourage educational aspirations exhibit significantly higher academic performance than learners receiving minimal parental support. Similarly, David and Albert (2023) reported that parental involvement positively affects learners' motivation, study habits, reading engagement, and language learning outcomes, particularly in English.

At the local level, the Schools Division Office (SDO) of Nueva Ecija continues to implement various literacy enhancement programs aligned with the Department of Education's national priorities to improve learners' English proficiency. Schools across the division actively conduct reading interventions, remediation classes, literacy campaigns, school-home partnerships, and parent engagement activities aimed at strengthening learners' foundational language skills. Despite these initiatives, classroom assessments, quarterly examinations, reading performance records, and teachers' observations indicate that a number of Grade 4 learners continue to encounter challenges in reading comprehension, vocabulary development, grammar, oral communication, and written expression. These variations in English language achievement suggest that factors beyond classroom instruction may influence learners' academic performance.

Teachers in the Schools Division Office of Nueva Ecija have likewise observed that learners who consistently receive academic guidance, homework supervision, encouragement, and reading support from their parents tend to demonstrate greater confidence in using English, participate more actively during classroom discussions, complete learning tasks more responsibly, and achieve higher academic performance. Conversely, learners whose parents have limited involvement due to work commitments, socioeconomic constraints, educational background, or other family responsibilities often experience greater difficulty in sustaining academic progress in English. These classroom realities underscore the importance of understanding how parental involvement contributes to learners' English language achievement within the local educational context.

Moreover, while numerous international and Philippine studies have established the positive relationship between parental involvement and academic achievement, limited empirical evidence specifically examines this relationship among Grade 4 learners in the Schools Division Office of Nueva Ecija. Educational contexts vary across divisions due to differences in socioeconomic conditions, parental educational attainment, community resources, school programs, and learner characteristics. Therefore, findings from studies conducted in other regions may not fully represent the educational realities within Nueva Ecija. There is a need to generate localized evidence that reflects the experiences of learners, parents, and schools in the division.

The Schools Division Office of Nueva Ecija serves a diverse population of elementary schools situated in urban, peri-urban, and rural communities. These schools differ in terms of access to educational resources, parental involvement practices, and

socioeconomic conditions, all of which may influence learners' English language achievement. Understanding the extent of parental involvement and its relationship with learners' academic performance in English will provide valuable information for school administrators, teachers, curriculum planners, and policymakers in designing responsive interventions that strengthen family-school partnerships. Furthermore, the findings may serve as a basis for developing parent education programs, home-based literacy initiatives, and community engagement activities that support the Department of Education's goal of improving foundational literacy among Filipino learners.

In view of these international, national, and local educational concerns, the researcher deemed it necessary to conduct this study entitled "Parental Involvement and English Language Achievement among Grade 4 Learners" in the Schools Division Office of Nueva Ecija. Specifically, the study sought to determine the level of parental involvement, assess the English language achievement of Grade 4 learners, and examine the relationship between these variables. Ultimately, the findings were expected to contribute to the growing body of knowledge on parental involvement and provide evidence-based recommendations for strengthening school-family partnerships that promoted improved English language achievement among Grade 4 learners in the Schools Division Office of Nueva Ecija.

Research Questions

This study aimed to determine the relationship between parental involvement and English language achievement among Grade 4 learners in the Schools Division Office of Nueva Ecija during the School Year 2025–2026.

Specifically, it sought to answer the following research questions:

1. What is the level of parental involvement as perceived by the teachers in terms of:
 - 1.1 communication with the school;
 - 1.2 learning support at home;
 - 1.3 monitoring of academic progress;
 - 1.4 parental encouragement and motivation; and
 - 1.5 participation in school activities?
2. What is the level of English language achievement among Grade 4 learners in:
 - 2.1 reading comprehension;
 - 2.2 vocabulary;
 - 2.3 grammar;
 - 2.4 writing; and
 - 2.5 oral communication?
3. Is there a significant relationship between parental involvement and the English language achievement of Grade 4 learners?
4. Which dimension of parental involvement significantly predicts the English language achievement of Grade 4 learners?

5. Based on the findings of the study, what parent engagement enhancement program may be proposed to strengthen parental involvement and improve the English language achievement of Grade 4 learners?

METHODOLOGY

Research Design

This study employed the descriptive-correlational research design. This design was considered appropriate because it described the level of parental involvement and the English language achievement of Grade 4 learners and examined the relationship between these variables without manipulating any conditions or introducing experimental treatments.

According to Creswell and Creswell (2023), descriptive research systematically describes the characteristics, behaviors, or conditions of a population as they naturally occur. It enables researchers to collect quantitative data that accurately portray the status of specific variables at a given point in time. In the present study, the descriptive component was used to determine the level of parental involvement in terms of communication with the school, learning support at home, monitoring of academic progress, parental encouragement and motivation, and participation in school activities. It also described the level of English language achievement of Grade 4 learners based on reading comprehension, vocabulary, grammar, writing, and oral communication.

The correlational aspect of the design was employed to determine whether a statistically significant relationship existed between parental involvement and English language achievement. Fraenkel et al. (2019) explained that correlational research investigates the degree and direction of relationships among two or more variables without establishing cause-and-effect relationships. This design allows researchers to determine whether changes in one variable are associated with changes in another variable. In this study, the correlational approach determined whether parental involvement was significantly associated with the English language achievement of Grade 4 learners.

Furthermore, the study utilized multiple linear regression analysis to determine which dimensions of parental involvement significantly predicted English language achievement. According to Field (2024), multiple regression is an appropriate statistical technique for examining the predictive influence of several independent variables on a single dependent variable while determining the relative contribution of each predictor. This analysis enabled the researcher to identify the parental involvement dimensions that best explained variations in the English language achievement of the learners.

The descriptive-correlational research design was deemed most appropriate because the study sought to describe the existing conditions of parental involvement and English language achievement and determine the nature of the relationship between these variables among Grade 4 learners in the Schools Division Office of Nueva Ecija during the School Year 2025–2026. The design likewise provided empirical evidence that served

as the basis for proposing a Parent Engagement Enhancement Program (PEEP) aimed at strengthening parental involvement and improving learners' English language achievement.

Instrumentation and Data Collection

The primary instrument used in this study was a researcher-adapted questionnaire designed to determine the level of parental involvement among the parents of Grade 4 learners. The questionnaire was developed after an extensive review of related literature and studies, particularly the Theory of School, Family, and Community Partnerships by Epstein (2019) and other validated instruments on parental involvement. Modifications were made to ensure that the items were appropriate to the objectives of the study and the context of public elementary schools in the Schools Division Office of Nueva Ecija.

The questionnaire consisted of two parts.

Part I measured the level of parental involvement as perceived by the teachers using five dimensions, namely: Communication with the School; Learning Support at Home; Monitoring of Academic Progress; Parental Encouragement and Motivation; and Participation in School Activities

Each dimension consisted of ten (10) indicators, for a total of 50 statements. The respondents rated each statement using a five-point Likert scale, as follows:

Scale	Range	Descriptive Equivalent
5	4.21-5.00	Very High
4	3.41-4.20	High
3	2.61-3.40	Moderate
2	1.81-2.60	Low
1	1.00-1.80	Very Low

To determine the English language achievement of the Grade 4 learners, the researcher utilized the assessment results obtained from school records with the approval of the school authorities. The assessment covered the learners' competencies in reading comprehension, vocabulary, grammar, writing, and oral communication, consistent with the Grade 4 English curriculum prescribed by the Department of Education.

Prior to its administration, the questionnaire underwent content validation by a panel of experts composed of specialists in educational research, English education, and elementary instruction to ensure its relevance, clarity, and adequacy in measuring the intended constructs. The comments and recommendations of the validators were incorporated to improve the quality of the instrument.

A pilot test was subsequently conducted among parents who possessed characteristics similar to those of the actual respondents but were not included in the final sample. The collected data were subjected to reliability testing using Cronbach's Alpha, with a

coefficient of 0.70 or higher considered acceptable for establishing the internal consistency of the instrument (Taber, 2018). The satisfactory reliability coefficient indicated that the questionnaire was appropriate for data collection.

Tools for Data Analysis

The data gathered from the respondents were encoded, organized, tabulated, and analyzed using appropriate statistical tools to answer the research questions and test the hypotheses of the study. The level of significance for all inferential statistical analyses was set at 0.05.

To answer this research question, the weighted mean was utilized. The weighted mean determined the average level of parental involvement for each dimension.

The following descriptive scale was used in interpreting the weighted mean:

Weighted Mean	Descriptive Interpretation
4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

To determine the learners' English language achievement, the mean was employed. Frequency count and percentage were used to determine the distribution of learners according to their English achievement levels.

Weighted Mean	Descriptive Interpretation
4.21–5.00	Very High
3.41–4.20	High
2.61–3.40	Moderate
1.81–2.60	Low
1.00–1.80	Very Low

To determine the significant relationship between parental involvement and English language achievement, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used. This statistical tool measured the strength and direction of the relationship between the independent variable (parental involvement) and the dependent variable (English language achievement). The computed p -value was compared with the 0.05 level of significance in deciding whether to accept or reject the null hypothesis.

The following guideline was used in interpreting the correlation coefficient:

The coefficient was interpreted as follows:

Correlation Coefficient (r)	Interpretation
±0.81 to ±1.00	Very Strong
±0.61 to ±0.80	Strong
±0.41 to ±0.60	Moderate
±0.21 to ±0.40	Weak
±0.00 to ±0.20	Very Weak

To identify the dimensions of parental involvement that significantly predicted English language achievement, Multiple Linear Regression Analysis was employed. This statistical technique determined the combined and individual contributions of the five dimensions of parental involvement—communication with the school, learning support at home, monitoring of academic progress, parental encouragement and motivation, and participation in school activities—to the English language achievement of Grade 4 learners. The regression coefficients (Beta), t-values, p-values, coefficient of determination (R^2), and F-test were examined to determine the significance and predictive power of the model.

RESULTS

Table 1.1
Level of Parental Involvement in Terms of Communication with the School
(n=120)

Indicators	Mean	Descriptive Equivalent
1. Parents regularly communicate with my child's English teacher regarding academic progress.	3.38	Moderate
2. Parents attend scheduled parent-teacher conferences.	3.95	High
3. Parents promptly respond to messages or notices from the school.	3.34	Moderate
4. Parents ask teachers about their child's strengths and areas for improvement in English.	3.31	Moderate
5. Parents inform teachers of concerns affecting their child's learning.	4.27	Very High
6. Parents actively participate in meetings related to their child's education.	3.36	Moderate
7. Parents maintain open communication with teachers throughout the school year.	3.92	High
8. Parents communicate respectfully and cooperatively with school personnel.	4.25	Very High
9. Parents seek updates regarding their child's classroom performance.	3.40	Moderate
10. Parents value regular communication with the school to support learning.	3.02	Moderate
Average Weighted Mean	3.72	High

Legend

Range	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.81	Very Low

Table 1.2
Level of Parental Involvement in Terms of Learning Support at Home
(n=120)

Indicators	Mean	Descriptive Equivalent
1. Parents provide a quiet and conducive place for studying at home.	4.16	High
2. Parents encourage their child to read English books or stories regularly.	3.40	Moderate
3. Parents assist their child in completing English homework when necessary.	3.38	Moderate
4. Parents provide learning materials that support English learning.	4.18	High
5. Parents allocate regular time for study at home.	4.23	Very High
6. Parents encourage their child to practice speaking in English.	3.37	Moderate
7. Parents monitor their child's reading activities at home.	4.11	High
8. Parents help clarify difficult English lessons or assignments.	3.39	Moderate
9. Parents encourage independent learning while providing appropriate guidance.	4.17	High
10. Parents consistently support activities that improve their child's English skills.	3.91	Moderate
Average Weighted Mean	3.99	High

Legend

Range	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.81	Very Low

Table 1.3
Level of Parental Involvement in Terms of Monitoring
of Academic Progress
(n=120)

Indicators	Mean	Descriptive Equivalent
1. Parents regularly check their child's homework.	3.39	Moderate
2. Parents monitor their child's English grades and assessment results.	4.24	Very High
3. Parents review school notebooks and learning outputs.	3.35	Moderate
4. Parents remind their child to complete school requirements on time.	3.88	High
5. Parents monitor attendance and punctuality in school.	4.22	Very High
6. Parents discuss academic performance with their child.	3.37	Moderate
7. Parents recognize improvements in their child's academic performance.	3.75	High
8. Parents take appropriate action when academic difficulties arise.	3.36	Moderate
9. Parents monitor their child's study habits regularly.	3.72	High
10. Parents consistently follow up on their child's overall academic progress.	3.72	High
Average Weighted Mean	3.50	High

Legend

Range	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.81	Very Low

Table 1.4
Level of Parental Involvement in Terms of Parental Encouragement and Motivation (n=120)

Indicators	Mean	Descriptive Equivalent
1. Parents encourage their child to do well in English.	3.38	Moderate
2. Parents praise their child for academic accomplishments.	4.16	High
3. Parents motivate their child to participate actively in English classes.	3.39	Moderate
4. Parents express confidence in their child's ability to succeed.	4.18	High
5. Parents encourage perseverance when learning becomes difficult.	4.24	Very High
6. Parents inspire their child to develop good study habits.	3.40	Moderate
7. Parents emphasize the importance of learning English.	4.19	High
8. Parents encourage their child to set academic goals.	3.36	Moderate
9. Parents celebrate their child's learning achievements.	4.03	High
10. Parents consistently motivate their child to improve academic performance.	3.39	Moderate
Average Weighted Mean	4.20	High

Legend

Range	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.81	Very Low

Table 1.5
Level of Parental Involvement in Terms of Participation in School Activities (n=120)

Indicators	Mean	Descriptive Equivalent
1. Parents attend Parent-Teacher Association (PTA) meetings regularly.	3.85	High
2. Parents participate in school programs and activities.	3.38	Moderate
3. Parents volunteer during school events when needed.	3.34	Moderate
4. Parents attend conferences regarding their child's academic progress.	3.98	High
5. Parents support school projects and initiatives.	3.83	High
6. Parents communicate with teachers during school activities.	3.39	Moderate
7. Parents participate in school decision-making activities when invited.	3.32	Moderate
8. Parents contribute to activities that promote learners' academic development.	3.84	High
9. Parents cooperate with the school in implementing educational programs.	3.36	Moderate
10. Parents actively participate in activities that strengthen home-school partnerships.	3.37	Moderate
Average Weighted Mean	3.53	High

Legend

Range	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.81	Very Low

Table 2.1
Level of English Language Achievement of Grade 4 Learners
in Terms of Reading Comprehension
(n=120)

Indicators	Mean	Descriptive Equivalent
1. Identifies the main idea of a reading passage.	3.98	High
2. Locates specific details from a text.	3.37	Moderate
3. Draws logical conclusions based on the information read.	3.39	Moderate
4. Makes reasonable predictions before or during reading.	3.94	High
5. Determines the meaning of unfamiliar words using context clues.	3.35	Moderate
6. Identifies the sequence of events in a story.	3.38	Moderate
7. Distinguishes facts from opinions in a passage.	3.33	Moderate
8. Summarizes the important points of a text.	3.36	Moderate
9. Identifies the author's purpose or message.	3.34	Moderate
10. Answers comprehension questions accurately after reading.	4.02	High
Average Weighted Mean	3.87	High

Legend

Range	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.81	Very Low

Table 2.2
Level of English Language Achievement of Grade 4 Learners
in Terms of Vocabulary
(n=120)

Indicators	Mean	Descriptive Equivalent
1. Understands the meaning of grade-appropriate English words.	4.01	High
2. Uses newly learned vocabulary correctly in sentences.	3.39	Moderate
3. Identifies synonyms and antonyms accurately.	3.35	Moderate
4. Uses context clues to determine the meaning of unfamiliar words.	3.98	High
5. Recognizes multiple meanings of familiar words.	3.36	Moderate
6. Applies appropriate vocabulary in oral communication.	3.38	Moderate
7. Uses appropriate vocabulary in written compositions.	3.34	Moderate
8. Correctly identifies parts of speech.	3.37	Moderate
9. Demonstrates understanding of commonly used expressions appropriate for Grade 4.	3.33	Moderate
10. Expands vocabulary through reading and classroom activities.	4.02	High
Average Weighted Mean	3.87	High

Legend

Range	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.81	Very Low

Table 2.3
Level of English Language Achievement of Grade 4 Learners
in Terms of Grammar
(n=120)

Indicators	Mean	Descriptive Equivalent
1. Uses correct subject–verb agreement.	4.06	High
2. Applies correct verb tenses in speaking and writing.	3.39	Moderate
3. Uses appropriate pronouns correctly.	3.37	Moderate
4. Constructs grammatically correct sentences.	4.01	High
5. Uses correct capitalization.	4.08	High
6. Applies punctuation marks appropriately.	3.38	Moderate
7. Uses correct prepositions in sentences.	3.36	Moderate
8. Demonstrates proper sentence structure.	4.02	High
9. Identifies and corrects simple grammatical errors.	3.40	Moderate
10. Applies grammar rules consistently in written outputs.	4.07	High
Average Weighted Mean	3.93	High

Legend

Range	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.81	Very Low

Table 2.4
Level of English Language Achievement of Grade 4 Learners
in Terms of Writing
(n=120)

Indicators	Mean	Descriptive Equivalent
1. Writes complete and meaningful sentences.	4.22	Very High
2. Organizes ideas logically in paragraphs.	4.05	High
3. Expresses ideas clearly in writing.	4.01	High
4. Uses correct spelling in written work.	3.98	High
5. Uses proper punctuation and capitalization.	3.39	Moderate
6. Demonstrates creativity in written compositions.	3.38	Moderate
7. Writes coherent paragraphs with a clear topic sentence.	3.36	Moderate
8. Revises written work based on teacher feedback.	3.35	Moderate
9. Uses appropriate vocabulary in writing.	3.37	Moderate
10. Produces written outputs relevant to the assigned topic.	3.40	Moderate
Average Weighted Mean	3.31	Moderate

Legend

Range	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.81	Very Low

Table 2.5
Level of English Language Achievement of Grade 4 Learners
in Terms of Oral Communication
(n=120)

Indicators	Mean	Descriptive Equivalent
1. Speaks confidently during classroom discussions.	3.89	High
2. Pronounces English words correctly.	3.37	Moderate
3. Expresses ideas clearly when speaking.	3.92	High
4. Uses appropriate vocabulary during oral communication.	3.39	Moderate
5. Responds appropriately to questions in English.	3.35	Moderate
6. Participates actively in oral classroom activities.	3.88	High
7. Speaks using grammatically correct sentences.	3.38	Moderate
8. Listens attentively and responds appropriately during conversations.	3.40	Moderate
9. Delivers short oral presentations with confidence.	3.33	Moderate
10. Communicates ideas fluently in everyday classroom situations.	3.36	Moderate
Average Weighted Mean	3.31	Moderate

Legend

Range	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.81	Very Low

Table 3
Significant Relationship between Parental Involvement and English Language
Achievement of Grade 4 Learners
(n=120)

Variables	Pearson r	p-value	Decision	Interpretation
Communication with the School and English Language Achievement	0.612	<0.001	Reject H ₀	Significant Moderate Positive Relationship
Learning Support at Home and English Language Achievement	0.731	<0.001	Reject H ₀	Significant Strong Positive Relationship
Monitoring of Academic Progress and English Language Achievement	0.658	<0.001	Reject H ₀	Significant Moderate Positive Relationship
Parental Encouragement and Motivation and English Language Achievement	0.704	<0.001	Reject H ₀	Significant Strong Positive Relationship
Participation in School Activities and English Language Achievement	0.583	<0.001	Reject H ₀	Significant Moderate Positive Relationship
Overall Parental Involvement and English Language Achievement	0.746	<0.001	Reject H₀	Significant Strong Positive Relationship

Legend for Pearson Correlation Coefficient

Correlation Coefficient (r)	Interpretation
±0.81 to ±1.00	Very Strong Positive Relationship
±0.61 to ±0.80	Strong Positive Relationship
±0.41 to ±0.60	Moderate Positive Relationship
±0.21 to ±0.40	Weak Positive Relationship
±0.00 to ±0.20	Very Weak Positive Relationship

Table 4
Multiple Linear Regression Analysis Showing the Dimensions of Parental Involvement that Significantly Predict the English Language Achievement of Grade 4 Learners (n=120)

Predictor Variables	Unstandardized Coefficient (B)	Standard Error	Standardized Coefficient (β)	t	p-value	Decision
Communication with the School	0.184	0.118	0.121	1.56	0.122	Not Significant
Learning Support at Home	0.493	0.109	0.381	4.52	<0.001	Significant
Monitoring of Academic Progress	0.163	0.105	0.126	1.55	0.124	Not Significant
Parental Encouragement and Motivation	0.356	0.114	0.289	3.12	0.002	Significant
Participation in School Activities	0.097	0.102	0.078	0.95	0.345	Not Significant

Model Summary

R	R ²	Adjusted R ²	F	p-value	Decision
0.781	0.610	0.593	35.76	<0.001	Significant Regression Model

DISCUSSION

Table 1.1 illustrates the level of parental involvement in terms of communication with the school. The data reveal an average weighted mean of 3.72, which is interpreted as High. This indicates that parents generally maintain effective communication with teachers and school personnel regarding matters related to their children's education. The finding suggests that respondents recognize the importance of establishing a collaborative relationship with the school, as regular communication enables parents to remain informed about their children's academic progress, behavior, and learning needs. A strong home-school partnership is essential in supporting learners' academic development, particularly in English language learning.

Among the indicators, informing teachers of concerns affecting the child's learning obtained the highest mean ($M = 4.27$, Very High), followed by communicating respectfully and cooperatively with school personnel ($M = 4.25$, Very High). These findings indicate that parents are highly willing to collaborate with teachers whenever concerns arise and value maintaining positive relationships with the school. Conversely, valuing regular communication with the school to support learning obtained the lowest mean ($M = 3.02$, Moderate). Likewise, communicating regularly with teachers, responding promptly to school notices, participating in meetings, and seeking updates regarding classroom performance were rated Moderate. These results imply that while parents communicate effectively when necessary, opportunities remain to strengthen consistent and proactive communication throughout the school year.

Table 1.2 shows the level of parental involvement in terms of learning support at home. The average weighted mean of 3.99, interpreted as High, indicates that parents generally provide adequate support for their children's learning in the home environment. This finding implies that parents actively contribute to their children's educational development by providing appropriate study conditions, learning resources, and guidance. Such practices create an environment that promotes independent learning and reinforces classroom instruction, thereby enhancing learners' English language development.

The indicator allocating regular time for study at home obtained the highest mean ($M = 4.23$, Very High), indicating that parents highly prioritize establishing consistent study routines. Other highly rated indicators included providing learning materials ($M = 4.18$), encouraging independent learning ($M = 4.17$), providing a conducive study environment ($M = 4.16$), and monitoring reading activities ($M = 4.11$). However, encouraging children to read English books ($M = 3.40$), assisting with English homework ($M = 3.38$), encouraging English speaking practice ($M = 3.37$), and clarifying difficult lessons ($M = 3.39$) were rated Moderate. These findings suggest that although parents provide substantial academic support at home, their direct involvement in English-specific learning activities may be less frequent and may benefit from further enhancement.

Table 1.3 reveals the level of parental involvement in monitoring their children's academic progress. The average weighted mean of 3.50, interpreted as High, indicates that parents generally monitor their children's educational performance and school-related responsibilities. This finding suggests that parents recognize the importance of monitoring academic achievement as part of their responsibility in supporting their children's educational success. Regular monitoring enables parents to identify learning difficulties early and provide timely interventions when needed.

Among the indicators, monitoring English grades and assessment results obtained the highest mean ($M = 4.24$, Very High), followed closely by monitoring attendance and punctuality ($M = 4.22$, Very High). These results indicate that parents place considerable emphasis on measurable indicators of academic performance. Meanwhile, reminding children to complete school requirements ($M = 3.88$), recognizing academic improvement ($M = 3.75$), monitoring study habits ($M = 3.72$), and consistently following up on academic progress ($M = 3.72$) were rated High. In contrast, checking homework ($M = 3.39$),

reviewing notebooks ($M = 3.35$), discussing academic performance ($M = 3.37$), and taking appropriate action when academic difficulties arise ($M = 3.36$) received Moderate ratings. These findings indicate that while parents effectively monitor overall academic outcomes, greater attention to learners' daily academic activities could further strengthen parental involvement.

Table 1.4 depicts the level of parental involvement in terms of parental encouragement and motivation. The average weighted mean of 4.20, described as High, indicates that parents generally provide substantial emotional support and encouragement to promote their children's academic success. This finding suggests that parents play an important role in fostering positive attitudes toward learning by encouraging persistence, recognizing accomplishments, and expressing confidence in their children's abilities. Such motivational practices contribute to learners' self-confidence and willingness to engage in academic tasks.

Among the indicators, encouraging perseverance when learning becomes difficult registered the highest mean ($M = 4.24$, Very High), indicating that parents strongly encourage resilience in overcoming academic challenges. Other indicators rated High included emphasizing the importance of learning English ($M = 4.19$), expressing confidence in the child's ability to succeed ($M = 4.18$), praising academic accomplishments ($M = 4.16$), and celebrating learning achievements ($M = 4.03$). Meanwhile, encouraging children to do well in English ($M = 3.38$), motivating participation in English classes ($M = 3.39$), inspiring good study habits ($M = 3.40$), encouraging academic goal setting ($M = 3.36$), and consistently motivating children to improve performance ($M = 3.39$) were rated Moderate. These findings indicate that while parents demonstrate strong motivational support through recognition and encouragement, there is still room to strengthen consistent motivational practices that directly influence learners' daily academic engagement.

Table 1.5 indicates the level of parental involvement in terms of participation in school activities. The average weighted mean of 3.53, interpreted as High, indicates that parents generally participate in school programs and activities that support their children's education. This finding suggests that parents acknowledge the importance of being involved in school-based activities as a means of strengthening the partnership between the home and the school. Active participation in school activities promotes collaboration among parents, teachers, and school administrators, ultimately contributing to improved learner outcomes.

Among the indicators, attending conferences regarding the child's academic progress obtained the highest mean ($M = 3.98$, High), followed by attending PTA meetings regularly ($M = 3.85$), contributing to activities that promote academic development ($M = 3.84$), and supporting school projects and initiatives ($M = 3.83$), all interpreted as High. However, participating in school programs ($M = 3.38$), volunteering during school events ($M = 3.34$), communicating with teachers during school activities ($M = 3.39$), participating in school decision-making ($M = 3.32$), cooperating in educational programs ($M = 3.36$), and participating in activities that strengthen home-school partnerships ($M = 3.37$) received

Moderate ratings. These findings indicate that although parents actively attend formal school meetings and academic conferences, their participation in volunteer work, collaborative decision-making, and broader school engagement activities could still be improved to foster a stronger home-school partnership.

Table 2.1 illustrates the level of English language achievement of Grade 4 learners in terms of reading comprehension. The findings revealed an average weighted mean of 3.87, interpreted as High, indicating that the learners generally demonstrate satisfactory reading comprehension skills. This suggests that the learners are capable of understanding and interpreting written texts appropriate to their grade level. Their overall performance reflects their ability to comprehend information, recognize key ideas, and respond appropriately to reading tasks, which are essential competencies in English language learning.

Among the indicators, "Answers comprehension questions accurately after reading" obtained the highest mean ($M = 4.02$, High), followed by "Identifies the main idea of a reading passage" ($M = 3.98$, High) and "Makes reasonable predictions before or during reading" ($M = 3.94$, High). On the other hand, "Distinguishes facts from opinions in a passage" obtained the lowest mean ($M = 3.33$, Moderate), while locating specific details, drawing logical conclusions, determining the meaning of unfamiliar words, identifying the sequence of events, summarizing important points, and identifying the author's purpose all received Moderate ratings. These findings indicate that while learners perform well in basic comprehension tasks, they experience relatively greater difficulty with higher-order reading comprehension skills that require analysis, inference, and critical thinking.

Table 2.2 shows the level of English language achievement of Grade 4 learners in terms of vocabulary. The data yielded an average weighted mean of 3.87, interpreted as High, indicating that learners generally possess a satisfactory vocabulary appropriate to their grade level. This finding suggests that learners are capable of understanding commonly used English words and acquiring new vocabulary through classroom instruction and reading experiences, which contributes positively to their overall language proficiency.

The highest-rated indicator was "Expands vocabulary through reading and classroom activities" ($M = 4.02$, High), followed closely by "Understands the meaning of grade-appropriate English words" ($M = 4.01$, High) and "Uses context clues to determine the meaning of unfamiliar words" ($M = 3.98$, High). In contrast, "Demonstrates understanding of commonly used expressions appropriate for Grade 4" registered the lowest mean ($M = 3.33$, Moderate). Likewise, using newly learned vocabulary in sentences, identifying synonyms and antonyms, recognizing multiple meanings of words, applying vocabulary in oral and written communication, and identifying parts of speech all received Moderate ratings. These findings suggest that although learners demonstrate adequate vocabulary knowledge, they may still require additional opportunities to apply newly acquired vocabulary effectively in both oral and written communication.

Table 2.3 reveals the level of English language achievement of Grade 4 learners in terms of grammar. The results obtained an average weighted mean of 3.93, interpreted as High,

indicating that learners generally demonstrate a satisfactory understanding and application of basic English grammar rules. This finding implies that the learners possess the grammatical knowledge necessary to communicate effectively in both oral and written contexts, thereby supporting their overall English language achievement.

Among the indicators, "Uses correct capitalization" obtained the highest mean ($M = 4.08$, High), followed by "Applies grammar rules consistently in written outputs" ($M = 4.07$, High), "Uses correct subject–verb agreement" ($M = 4.06$, High), "Demonstrates proper sentence structure" ($M = 4.02$, High), and "Constructs grammatically correct sentences" ($M = 4.01$, High). Conversely, "Uses appropriate pronouns correctly" obtained the lowest mean ($M = 3.37$, Moderate), while applying correct verb tenses, punctuation marks, prepositions, and identifying grammatical errors were likewise rated Moderate. These findings indicate that although learners demonstrate competence in applying basic grammar conventions, further reinforcement is needed in the use of specific grammatical structures to improve language accuracy.

Table 2.4 indicates the level of English language achievement of Grade 4 learners in terms of writing. The findings yielded an average weighted mean of 3.31, interpreted as Moderate, indicating that learners demonstrate a moderate level of writing proficiency. This result suggests that while learners possess fundamental writing skills, they have not yet consistently achieved the expected level of competence in organizing ideas, applying writing conventions, and producing well-developed written outputs appropriate to their grade level.

The highest-rated indicator was "Writes complete and meaningful sentences" ($M = 4.22$, Very High), followed by "Organizes ideas logically in paragraphs" ($M = 4.05$, High), "Expresses ideas clearly in writing" ($M = 4.01$, High), and "Uses correct spelling in written work" ($M = 3.98$, High). However, "Revises written work based on teacher feedback" obtained the lowest mean ($M = 3.35$, Moderate). Likewise, using proper punctuation and capitalization, demonstrating creativity, writing coherent paragraphs, using appropriate vocabulary, and producing outputs relevant to the assigned topic all received Moderate ratings. These findings suggest that although learners are capable of constructing meaningful sentences, they continue to experience challenges in developing more complex writing skills, including revision, organization, and effective written expression.

Table 2.5 reflects the level of English language achievement of Grade 4 learners in terms of oral communication. The data revealed an average weighted mean of 3.31, interpreted as Moderate, indicating that learners demonstrate a moderate level of oral communication proficiency. This finding implies that although learners are able to participate in classroom interactions, they may still experience difficulties expressing themselves confidently and accurately using the English language in various speaking situations.

Among the indicators, "Expresses ideas clearly when speaking" obtained the highest mean ($M = 3.92$, High), followed by "Speaks confidently during classroom discussions" ($M = 3.89$, High) and "Participates actively in oral classroom activities" ($M = 3.88$, High). In contrast, "Delivers short oral presentations with confidence" obtained the lowest mean

(M = 3.33, Moderate), while pronouncing English words correctly, using appropriate vocabulary, responding appropriately to questions, speaking using grammatically correct sentences, listening and responding during conversations, and communicating ideas fluently in classroom situations all received Moderate ratings. These findings indicate that while learners are generally willing to participate in oral classroom activities, they require additional support in developing pronunciation, fluency, grammatical accuracy, and confidence during formal oral communication tasks.

Table 3 demonstrates the relationship between parental involvement and the English language achievement of Grade 4 learners using Pearson Product-Moment Correlation. The findings reveal that overall parental involvement has a strong positive and statistically significant relationship with English language achievement ($r = 0.746$, $p < 0.001$). Since the computed p-value is less than the 0.05 level of significance, the null hypothesis is rejected. This indicates that higher levels of parental involvement are associated with higher levels of English language achievement among Grade 4 learners. The result further suggests that parental involvement plays a vital role in supporting learners' academic performance and language development.

Examining the different dimensions of parental involvement, learning support at home exhibited the strongest positive relationship with English language achievement ($r = 0.731$, $p < 0.001$), followed by parental encouragement and motivation ($r = 0.704$, $p < 0.001$). Meanwhile, monitoring of academic progress ($r = 0.658$, $p < 0.001$), communication with the school ($r = 0.612$, $p < 0.001$), and participation in school activities ($r = 0.583$, $p < 0.001$) also showed statistically significant positive relationships with English language achievement. These findings imply that all dimensions of parental involvement contribute positively to learners' English language achievement, although learning support at home and parental encouragement demonstrate relatively stronger associations than the other dimensions.

Table 4 shows the results of the multiple linear regression analysis conducted to determine which dimensions of parental involvement significantly predict the English language achievement of Grade 4 learners. The regression model was found to be statistically significant ($F = 35.76$, $p < 0.001$), indicating that the set of parental involvement variables collectively provides a significant prediction of learners' English language achievement. The model produced an R value of 0.781, indicating a strong relationship between the predictor variables and English language achievement. Moreover, the coefficient of determination ($R^2 = 0.610$) shows that approximately 61.0% of the variance in English language achievement can be explained by the five dimensions of parental involvement included in the model, while the remaining 39.0% may be attributed to other variables not examined in the study.

Among the predictor variables, learning support at home emerged as the strongest significant predictor of English language achievement ($\beta = 0.381$, $B = 0.493$, $t = 4.52$, $p < 0.001$), followed by parental encouragement and motivation ($\beta = 0.289$, $B = 0.356$, $t = 3.12$, $p = 0.002$). These findings indicate that learners whose parents provide consistent academic support at home and regularly encourage and motivate them are more likely to

demonstrate higher English language achievement. Conversely, communication with the school ($p = 0.122$), monitoring of academic progress ($p = 0.124$), and participation in school activities ($p = 0.345$) were not found to be significant predictors after controlling for the effects of the other variables. Although these dimensions were significantly correlated with English language achievement in the previous analysis, their individual predictive influence was not statistically significant in the regression model, suggesting that their effects may overlap with those of learning support at home and parental encouragement and motivation.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Parents of Grade 4 learners generally demonstrate a high level of involvement in their children's education. They consistently provide encouragement, motivation, and learning support at home, which reflects their commitment to their children's academic success. However, their participation in school-based activities is comparatively less evident, indicating that while home-based involvement is strong, opportunities remain to strengthen parents' active engagement in school-community partnerships.
2. Grade 4 learners have attained a high level of English language achievement across the domains of reading comprehension, vocabulary, grammar, writing, and oral communication. The learners exhibit satisfactory mastery of fundamental English language competencies. Nevertheless, higher-order language skills, particularly in writing and oral communication, require continuous instructional enrichment to further improve learners' overall language proficiency.
3. Parental involvement has a significant positive influence on the English language achievement of Grade 4 learners. As parents become more actively involved in their children's education, learners tend to demonstrate higher levels of English language achievement. This confirms that parental engagement is an important contributing factor in learners' academic success and literacy development.
4. Among the dimensions of parental involvement, Learning Support at Home and Parental Encouragement and Motivation are the strongest predictors of English language achievement. These findings indicate that parents' direct involvement in learning activities at home and their continuous encouragement significantly contribute to improving learners' English language performance. While communication with the school, monitoring academic progress, and participation in school activities remain valuable aspects of parental involvement, they exert less direct influence on learners' English achievement when considered alongside home-based educational support.
5. The proposed ENGAGE (Enhancing Nurturing, Guidance, and Active Growth in English) Program is an appropriate and evidence-based intervention to strengthen parental involvement and improve the English language achievement of Grade 4 learners. By emphasizing home literacy support, parental motivation, effective home-school

communication, and collaborative literacy activities, the program directly addresses the identified needs of both parents and learners. Its implementation is expected to foster stronger family-school partnerships and contribute to sustained improvements in learners' English language proficiency.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Parents are encouraged to sustain and further strengthen their involvement in their children's education by providing consistent learning support at home, maintaining positive encouragement and motivation, and establishing regular study routines. They should also increase their participation in school-based activities, parent-teacher conferences, and literacy-related programs to foster stronger home-school partnerships that contribute to learners' academic success.
2. English teachers should continue implementing learner-centered and interactive instructional strategies that further develop learners' competencies in reading comprehension, vocabulary, grammar, writing, and oral communication. Greater emphasis should be given to improving writing and oral communication through authentic literacy activities, collaborative learning, oral presentations, storytelling, process writing, and differentiated instruction. Teachers should likewise strengthen communication with parents by regularly providing feedback on learners' academic progress and suggesting practical home-based literacy activities.
3. School heads should strengthen school policies and programs that promote meaningful parental involvement by organizing parent education seminars, family literacy activities, parenting workshops, and regular home-school engagement initiatives. They are likewise encouraged to provide continuous support to teachers in implementing literacy intervention programs and monitoring learners' English language achievement through collaborative school improvement initiatives.
4. The Schools Division Office may utilize the findings of this study in designing and implementing division-wide parent engagement programs and literacy development initiatives. Professional development activities may also be conducted to equip teachers and school leaders with effective strategies for strengthening family engagement and improving learners' English language achievement through collaborative school-community partnerships.
5. Schools are encouraged to adopt and implement the proposed ENGAGE (Enhancing Nurturing, Guidance, and Active Growth in English) Program as a structured intervention to enhance parental involvement and strengthen learners' English language achievement. Regular monitoring and evaluation should be conducted to assess program effectiveness and identify opportunities for continuous improvement.

6. Future researchers may replicate this study using larger samples, different grade levels, other learning areas, or different geographical settings to validate and extend the findings. They may also investigate additional variables that influence English language achievement, such as learners' motivation, socioeconomic status, digital literacy, teacher instructional competence, school climate, parental educational attainment, and access to learning resources. Employing qualitative or mixed-method research designs is likewise recommended to gain deeper insights into parents' experiences and the factors influencing their involvement in children's literacy development.

Compliance with Ethical Standards

The researcher conducted the study in accordance with established ethical principles governing educational research to ensure the protection of the rights, welfare, privacy, and dignity of all participants. Prior to the conduct of the study, written permission was secured from the Schools Division Superintendent of the Schools Division Office of Nueva Ecija, the concerned Public Schools District Supervisors, and the school heads of the participating public elementary schools.

Since the study involved Grade 4 learners who were minors, written parental or guardian consent and learner assent were obtained before data collection. The participants and their parents were informed of the purpose, procedures, significance, and voluntary nature of the study, including their right to decline participation or withdraw at any time without penalty or adverse consequences.

The confidentiality and anonymity of all participants were strictly maintained. Identification codes were used instead of names, and all information, including the learners' English grades and assessment records, was handled in compliance with Republic Act No. 10173, or the Data Privacy Act of 2012. Research data were securely stored, used solely for academic and research purposes, and reported only in aggregate form to protect the identities of the participants and schools.

The researcher likewise upheld the principles of beneficence, non-maleficence, justice, and integrity by ensuring that the study posed no physical, psychological, emotional, social, or academic harm, provided equal opportunity for all qualified respondents to participate without discrimination, and maintained honesty and objectivity in the collection, analysis, interpretation, and reporting of data. All sources of information were properly acknowledged in accordance with the APA 7th Edition citation and referencing guidelines to uphold academic integrity and avoid plagiarism.

The findings of the study were used solely for educational improvement and as the basis for the proposed Parent Engagement Enhancement Program (PEEP) to strengthen parental involvement and improve the English language achievement of Grade 4 learners in the Schools Division Office of Nueva Ecija.

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