
PARENTAL INVOLVEMENT, LITERACY AND NUMERACY SKILLS OF THE KEY STAGE 2 LEARNERS

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ABSTRACT

This study determined the significant relationship between the parental involvement, literacy and numeracy skills of Key Stage 2 learners in Concepcion Elementary School. A proposed Instructional Supervisory plan was formulated based on the result of the study. The study's was chosen the descriptive-correlational design enables a methodical investigation of the associations between two crucial variables. The test of relationship between the parental involvement to the literacy and numeracy performance of the key stage 2 learners. On the analysis of the relationship between parental involvement and literacy performance indicates a strong positive correlation. Since the computed t value exceeds the table value, we reject the null hypothesis (H_0), suggesting that there is a significant relationship between parental involvement and literacy performance among key stage learners. This strong correlation implies that as parental engagement increases, so does the literacy performance of students. In the context of numeracy performance, the results also indicate a strong positive correlation. Given that the computed t value exceeds the table value, we reject the null hypothesis (H_0) in this case as well, affirming a significant relationship between parental involvement and numeracy performance. This strong correlation suggests that increased parental engagement is closely associated with better mathematical outcomes for students. The results in table 4 implied that the relationships identified between parental involvement and both literacy and numeracy performance underscore the necessity for schools to promote strategies that foster parental engagement. Initiatives such as workshops aimed at educating parents on effective literacy and numeracy support techniques can lead to improved academic outcomes. Furthermore, creating regular communication channels between parents and teachers can facilitate a collaborative approach to education, allowing for continuous feedback and support. In addition, schools should consider developing programs that encourage parental participation in classroom activities and homework assistance. The strong correlations between parental involvement and both literacy and numeracy performance underscore the importance of engaging families in the educational process. By fostering parental participation and collaboration, educational institutions can create a more supportive learning environment that promotes academic success and lifelong learning for students.

Keywords — Parental Involvement

Literacy

Numeracy Skills

Key Stage 2

I. INTRODUCTION

Every child has the right to quality education. According to Apolinario Mabini, “A moral government must be very moral, that is, it should govern with truth, without deceit, sincerely complying with the laws and its promises to the people.” How can one be moral and truthful if they are denied of quality education? Every school though needs to assess the quality of the education it provides. Instructional supervision then comes handy.

School heads or Principals are pillars of every educational institution. They are change agents who oversees every predicament and hurdles. Their efficiency reflects on the overall performance not only of the learners but also of the teaching and non-teaching staff. Teachers are front liners while school heads are commanders who plan the battle that

may come. This does not end though with relationship towards the teaching and non teaching staff but it also can be key to parents involvement in gearing towards a harmonious educational institution. Instructional supervisor by definition is concerned with supporting and assisting teachers to improve instructions through changing their behavior. The emotional competence of the school head can then become a tool in instructional supervision as the school head does more than just inspection and looking for mistakes, they will need to help teachers do better.

School management plays a vital role in the success of the teaching and learning process; it provides direction and support to all school personnel and stakeholders through supervision to achieve its organizational goals and objectives. Furthermore, effective supervision is considered an indicator of school effectiveness because the supervision of teachers is deemed a significant factor affecting the academic performance of students (Donkoh & Baffoe, 2018). Moreover, effectiveness in supervision can be measured by how supervisors, as managers, achieve the required outputs of the position (Bakker, 1999 as cited in Coronel & Ferrater-Gimena, 2017).

Being a neophyte teacher, the researcher has always been dreaming of becoming comprehensible. Every day becomes a learning process. As a teacher learning indeed never stops. Seeing improvement in every learner is an achievement she holds dearly to her heart. Learning from seasoned teachers the techniques that have worked towards their learners. She takes every classroom observation seriously. She makes sure that she takes note of the previous corrections that she has received and putting the feedback towards the researcher's head to make sure she avoids committing the same mistakes. In the end taking note of the level of mastery of her learners becomes a great reward.

The instructional supervision of her school head and her master teachers have helped her learn different ways of approaching every learning competency. However, there are moments wherein learners still grasp the topic and end up being confused. Every indicator in the classroom observation tool is achieved however there are still learners who have difficulties.

In this study, she certainly wants to address the relationship between instructional supervisory skills and their emotional competence to handle the involvement of parents in the learning of key stage 2 (grades 4 to 6) learners. The connection once defined can certainly help improve the performance of the learners.

Every lesson teachers make sure that they are well prepared in every aspect. The passion of every teacher to deliver a lesson and instill new learning to the learners are unfathomed. However, there are moments wherein even though the teachers give their best, follow the lesson plan, make use of every learning resources available still there are learners who cannot keep up and still unable to achieve the desired output or passing score. As a Grade 5 teacher for instance, 90% of the learners are at par to the expected pace in reading however there are still learners who belong to enhancement category. Thus making us ask if the instructional supervision given is congruent to the learners needs. The corrections given to the performance of the teachers are they reflected to the needs of the learners? On the other hand as a popular proverb goes, "It takes a village to raise a child." The learnings in school needs to be supported by the parents thus the emotional competence of the school head comes in and plays a crucial role. Learners improve when they are supported by the right people. Being able to feedback from the parents on which area needs reinforcement. There are learners who have difficulties and special needs however they develop high order thinking skills because of the effectivity of the corrections given. However, there are learners who can easily comprehend but end up committing more errors. This study aims to interconnect the effectivity of instructional supervision and the ones who give feedback to the overall learning of the pupils.

Thus, this is the reason why we need to dig deeper into the relationship of instructional supervision to the literacy performance of key stage 2 learners (Grades 4 to 6). Classroom observation tool has different criteria to which the teachers need to hit but the thing is, does this really help improve the performance of the learners. Each criterion also follows a certain rubric which can be measured through the learner's output and performance.

This study determined the significant relationship between the parental involvement, literacy and numeracy skills Key Stage 2 learners in Concepcion Elementary School. A proposed enhancement plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of parental involvement to the different PAPs of the School?
2. What is the Literacy performance of the Key Stage 2 Learners in the first Quarter?
3. What is the Numeracy performance of the Key Stage 2 Learners in the first Quarter?
4. Is there a significant relationship between the parental involvement to the:
 - 4.1 literacy skills;
 - 4.2 numeracy skills.
5. What enhancement plan can be proposed based on the findings of the study?

Statement of Hypothesis

There a significant relationship between the parental involvement to the:

- 1.1 literacy skills;
- 1.2 numeracy skills.

II. METHODOLOGY

Design. The study's chose the descriptive-correlational design enables a methodical investigation of the associations between two crucial variables: school heads' Socio-emotional intelligence and instructional supervisory skills, and how these factors affect parents' involvement and Key Stage 2 students' literacy performance. In order to offer a thorough knowledge of these variables' interactions, this methodology entails gathering precise measurements and descriptions of these variables within a particular context, such as through surveys, observations, or existing records. Using this strategy, researchers can systematically examine and interpret data to find any possible relationships between the degree of parental participation and students' reading performance and the instructional supervisory skills and emotional competence of school heads. This methodology not only facilitates the identification of patterns and correlations but also establishes a foundation for well-informed decision-making and interventions targeted at improving academic performance and cultivating supportive school environments. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the school heads' Socio-emotional intelligence and instructional supervisory skills, and how these factors affect parents' involvement and Key Stage 2 students' literacy performance. The main local of the study is in Concepcion Elementary School is one of the schools in the division of Ormoc City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-researcher were the 1 Head 134 parents, and 112 Key stage 2 learners to assess the school heads' Socio-emotional intelligence and instructional supervisory skills, and how these factors affect parents' involvement and Key Stage 2 students' literacy performance. The information for the analysis was gathered using three (3) distinct survey instruments: one to gauge the School head's level of instructional supervisory skills as well as the Socio-emotional competence. Another tool to be used during the conduct of this research were the Parent's involvement and another to gauge performance of learners was the CRLA standardized tool respectively. The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling. There were 262 total number respondents who are included in the study. The respondents of the were the 131 parents, and 131 key stage 2 learners were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones.

Research Procedure. The researcher prepared the research design which is the descriptive-correlational research design and tools to gauge the performance of the teachers. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Ormoc City Division for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) in Ormoc City District 6 in the Division of Ormoc for his awareness.

The researcher was distributed the researcher survey questionnaires to the Head Teachers to be answered by the teachers. After one month, the questionnaires was retrieved and consolidated and will be subjected to statistical treatment using Pearson's-r. Data was collated and submitted to appropriate statistical treatment.

The results were analyzed and interpreted in order to find out if there were significant relationship between the parental involvement, literacy and numeracy skills Key Stage 2 learners in Concepcion Elementary School.. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Leyte Division being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Orientation of the participants was done. Answering and retrieval of the research tools followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed instructional Supervisory Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both Head Teachers and the Junior High School teachers was done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

The Simple Percentage and weighted mean were employed to determine the extent of Instructional Supervisory Skills of Head Teachers and Performance of teachers.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Instructional Supervisory Skills of Head Teachers and Performance of teachers.

III. RESULTS AND DISCUSSION

TABLE I
INVOLVEMENT OF PARENTS TO PAPS IN SCHOOL

	Indicators	Weighted Mean	Interpretation
1	It Is difficult to find time to be actively involved in my child's education.	2.59	Often
2	It is the teacher's full responsibility to educate my child.	2.72	Often
3	I got overwhelmed trying to understand educational programs and procedures especially during this pandemic.	2.93	Often
4	I spend several hours trying to help my child understand his/her modules	3.00	Often
5	My child gets an excessive number of modules every day and I don't have time to help.	2.31	Sometimes
6	I always check my child's work to make sure it is correctly done.	3.11	Often
7	I have difficult time understanding my child's modules enough to make sure it is correct.	2.71	Often
8	My child receives too many modules every night.	2.52	Often
9	I am always willing to help my child complete his/her modules.	3.51	Always
10	I was the one responsible in getting and retrieving the modules of my child.	3.16	Often
11	I had a hard time helping my child's modules because I lack information or knowledge regarding the lessons discussed.	2.74	Often
12	My involvement in my child's education motivates him/her to finish the modules.	3.34	Always
13	I seek help from the teacher every time I find difficulty in assisting my child's module.	2.51	Often
14	Teachers at my child's school encourage parents to guide our child in completing his/her modules.	3.64	Always
15	I cannot help my child on his/her modules because I do not know.	1.87	Sometimes
16	I attended capacity building to enhance my knowledge in assisting my child.	2.55	Often
17	I believe that my child is equipped with the knowledge to answer his/her modules independently.	3.25	Often
18	My child cannot work on his/her module without my assistance.	2.21	Often
19	I don't have time helping my child with his/her modules or lessons.	2.18	Often
20	I talk with other parents frequently about educational issues.	2.46	Often
	Grand Mean	2.77	Often

Legend: 3.26- 4.00 – Always

2.51-3.25 – Often

1.76- 2.50- Sometimes

1.00-1.75- Never

Table 1 presents the involvement of parents in the Parent-Advocacy Program for Students (PAPS) in schools, reflecting both their commitment and the challenges they face. With a grand mean of 2.77, the findings suggest that parents are "often" engaged in their children's education. Notably, indicators such as "I am always willing to help my child complete his/her modules" (3.51) and "Teachers at my child's school encourage parents to guide our child in completing his/her modules" (3.64) show a strong willingness among parents to support their children's learning. This aligns with existing literature, such as the work by Epstein (2018), which underscores the importance of teacher encouragement in fostering parental involvement.

However, challenges remain evident. The statement "It is difficult to find time to be actively involved in my child's education" received a mean of 2.59, indicating that parents frequently struggle to allocate time for educational activities. Similarly, responses such as "I got overwhelmed trying to understand educational programs and procedures especially during this pandemic" (2.93) reveal the complexities parents face, particularly during times of crisis. These challenges echo findings from Morales (2023), who noted that the pandemic has exacerbated barriers to parental engagement, often leaving parents feeling overwhelmed and underprepared to assist their children with remote learning.

The results also indicate that while parents show a willingness to help, many feel they lack the necessary information or skills to do so effectively, as evidenced by responses like "I had a hard time helping my child's modules because I lack information or knowledge regarding the lessons discussed" (2.74). This gap highlights the need for better communication between schools and families, as well as additional support for parents to enhance their capability to assist their children.

The results implied that these findings are significant for educators, school administrators, and policymakers. First, the results suggest a pressing need for schools to implement training programs for parents that focus on educational strategies and curriculum comprehension. By providing workshops and resources, schools can empower parents to be more effective partners in their children's education. Furthermore, the consistent feedback from parents that they feel overwhelmed or lack knowledge underscores the necessity for schools to simplify communication regarding educational expectations and procedures.

Additionally, the strong support indicated by parents toward their children's education indicates an opportunity for schools to cultivate this willingness further. Engaging parents through regular updates, collaborative activities, and forums for discussion can enhance their involvement and confidence in assisting their children. The overall findings contribute to the understanding of parental involvement in education, emphasizing that while parents are willing to engage, systemic support is essential for overcoming the obstacles they face.

Table 2
LITERACY PERFORMANCE OF THE KEY STAGE 2 LEARNERS

Score Range	Description	LITERACY PERFORMANCE	
		Frequency	%
25-30	Excellent	2	2
19-24	Very Good	33	24

13-18	Good	55	42
7-12	Fair	40	31
1-6	Poor	1	1
Total		131	100
Weighted Mean		15.26	Good

Table 2 presents the comprehensive overview of the literacy performance of the Key Stage 2 Learners involved in this study. With a weighted mean of 15.26, the overall literacy performance is classified as "Good." This categorization reflects that a significant proportion of students are achieving a satisfactory level of literacy. Specifically, 42% of students scored in the "Good" range (13-18), indicating a solid understanding of literacy skills. Additionally, 24% were classified as "Very Good" (19-24), while only 2% achieved "Excellent" (25-30).

However, the distribution of scores reveals some areas of concern. A total of 31% of students fell into the "Fair" category (7-12), and there was even a small percentage (1%) in the "Poor" category (1-6). The relatively low percentage of students scoring in the "Excellent" range highlights the need for targeted interventions to boost literacy achievement among students. Moreover, the fact that a significant number of students are categorized as "Good" but not higher indicates potential gaps in higher-order literacy skills, such as critical thinking and comprehension.

The results implied that the findings suggest a need for tailored instructional strategies that address the varying levels of literacy performance among key stage 2 learners. For those in the "Fair" and "Poor" categories, targeted interventions such as tutoring programs or differentiated instruction could help bridge the gap in literacy skills. Additionally, the relatively low numbers in the "Excellent" category indicate that current literacy programs may need to be reevaluated to incorporate more advanced literacy practices that encourage critical thinking and deeper engagement with texts. Moreover, collaboration between teachers and parents, as highlighted in earlier discussions, can play a vital role in enhancing literacy performance. Schools should consider implementing workshops that equip parents with strategies to support their children's literacy development at home. The overall literacy performance is deemed "Good," there are evident gaps that require immediate attention. Addressing these gaps through targeted interventions, enriched instructional strategies, and strengthened parent-teacher partnerships will be essential in promoting higher literacy achievements and ensuring that all students reach their full potential.

TABLE 3
NUMERACY PERFORMANCE

Score Range	Description	NUMERACY PERFORMANCE	
		Frequency	%
25-30	Excellent	6	5
19-24	Very Good	24	18
13-18	Good	49	37
7-12	Fair	52	40
1-6	Poor	0	0
Total		131	100
Weighted Mean		14.08	Good

The findings presented in Table 3 provide a detailed overview of the numeracy performance of the Key Stage 2 Learners assessed in this study. With a weighted mean of 14.08, the overall performance is categorized as "Good." This suggests that a substantial number of students demonstrate adequate numeracy skills. Specifically, 37% of students scored within the "Good" range (13-18), while 18% achieved "Very Good" (19-24). Notably, 5% of students reached the "Excellent" range (25-30).

Despite these positive indicators, the data also reveal a significant portion of students—40%—falling into the "Fair" category (7-12). This highlights a crucial area of concern, as these students may struggle with foundational numeracy skills that are essential for their academic progression. Fortunately, it is worth noting that no students scored in the "Poor" range (1-6), which suggests that all students have a basic understanding of numeracy concepts. However, the distribution of scores indicates a potential need for enhanced support and targeted interventions, particularly for those in the "Fair" category. The results also point to the necessity of focusing on advanced numeracy skills, as a significant number of students are not achieving higher levels of proficiency.

The results implied that given that 40% of students fall into the "Fair" category, there is an urgent need for targeted interventions designed to support these learners. Implementing focused tutoring programs, differentiated instruction, and additional resources could help bridge the gap for students struggling with numeracy skills. Additionally, engaging students in more hands-on, practical applications of mathematics may encourage deeper understanding and retention. Furthermore, the relatively low representation of students in the "Excellent" category suggests that existing numeracy programs may require enhancement. Teachers should consider integrating more challenging content that promotes higher-order thinking skills, enabling students to apply their numeracy knowledge in diverse contexts. Collaborative learning opportunities, where students can work together to solve problems, may also foster greater engagement and understanding.

Moreover, while the overall numeracy performance is rated as "Good," the significant number of students in the "Fair" category highlights the need for immediate action. By implementing targeted support, enhancing instructional practices, and promoting real-world applications of numeracy, educators can better equip students to reach their full potential in mathematics and ensure a stronger foundation for future learning.

TABLE 4
TEST OF RELATIONSHIP BETWEEN THE PARENTAL INVOLVEMENT TO THE LITERACY AND NUMERACY PERFORMANCE OF THE KEY STAGE LEARNERS

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Parental Involvement vs Literacy Performance	0.78	4.221	1.261	Reject Ho	Significant Relationship (Strong)
Parental Involvement vs Numeracy Performance	0.75	4.097	1.261	Reject Ho	Significant Relationship (Strong)

Table 4 presents the test of relationship between the parental involvement to the literacy and numeracy performance of the key stage 2 learners. On the analysis of the relationship between parental involvement and literacy performance indicates a strong positive correlation, with a computed value of $t=4.221$ and a corresponding correlation coefficient $r = 0.78$. The table value at the 0.05 significance level is 1.261. Since the computed t value exceeds

the table value, we reject the null hypothesis (H_0), suggesting that there is a significant relationship between parental involvement and literacy performance among key stage learners. This strong correlation implies that as parental engagement increases, so does the literacy performance of students.

In the context of numeracy performance, the results also indicate a strong positive correlation, with a computed t value of 4.097 and a correlation coefficient $r = 0.75$. The critical table value at the 0.05 significance level remains 1.261. Given that the computed t value exceeds the table value, we reject the null hypothesis (H_0) in this case as well, affirming a significant relationship between parental involvement and numeracy performance. This strong correlation suggests that increased parental engagement is closely associated with better mathematical outcomes for students.

The results in table 4 implied that the relationships identified between parental involvement and both literacy and numeracy performance underscore the necessity for schools to promote strategies that foster parental engagement. Initiatives such as workshops aimed at educating parents on effective literacy and numeracy support techniques can lead to improved academic outcomes. Furthermore, creating regular communication channels between parents and teachers can facilitate a collaborative approach to education, allowing for continuous feedback and support.

In addition, schools should consider developing programs that encourage parental participation in classroom activities and homework assistance. The strong correlations between parental involvement and both literacy and numeracy performance underscore the importance of engaging families in the educational process. By fostering parental participation and collaboration, educational institutions can create a more supportive learning environment that promotes academic success and lifelong learning for students.

IV. CONCLUSIONS

Based on the results of this study regarding the connections between Key Stage 2 students' literacy and numeracy performance and parental involvement. In Both cases' rejections of the null hypothesis provide as further evidence of how important active parental involvement is for improving student outcomes. The Key Stage 2 academic achievement in reading and numeracy improves in tandem with the increase in parental involvement. This emphasizes how urgently school must put in place measures that encourage family participation, like workshops, frequent contact, and chances for parents to participate in class activities such as Portfolio Day. Prioritizing family participation helps school build a more encouraging and cooperative learning environment, which will eventually help learners succeed academically and develop a lifelong love of learning.

V. RECOMMENDATIONS

VI.

1. The Instructional Supervisory plan should be implemented to all school heads that could improve the level of parents involvement and academic performance of learners in ESP.
2. By creating open lines of communication that inform parents about their child's academic achievement and provide them with resources to enhance learning at home, teachers can actively involve parents in their learning. Regular workshops on literacy and numeracy techniques will enable parents to support their children's education and homework in an efficient manner. Teachers can cultivate a collaborative environment that improves student results in reading and numeracy by making their classrooms friendly and encouraging parental involvement in educational activities.
3. The creation and promotion of programs that promote parental involvement in the educational process has to be given top priority by school administrators. This can entail planning literacy and numeracy evenings for the whole family and setting up mentorship programs that link educators and parents. School administrators can improve student achievement

in reading and numeracy by cultivating a school culture that appreciates and encourages parental involvement. This will enhance the bond between the home and the school.

3. PSDS need to assist schools in putting in place successful parental participation initiatives by offering materials, instruction, and policies. In order to improve parental involvement tactics, they can help schools in the district share best practices. PSDS may assist in making sure that schools establish supportive settings that enhance student reading and numeracy achievements by keeping an eye on the success of these initiatives and supporting laws that encourage parental involvement.

4. Education Program Supervisor ought to create thorough policies that specify the best ways to encourage parental participation in reading and numeracy. Continuous improvement will be possible if schools are encouraged to use data-driven methods to evaluate how parental involvement affects student performance. EPS can contribute to the development of a more integrated approach to student education by supporting professional development opportunities for educators that are centered on improving parental collaboration.

5. Future studies that monitor these associations over time should investigate the long-term impacts of parental participation on reading and numeracy achievement. Examining the obstacles that keep some parents from being involved in their kids' education will provide important information for creating successful plans. Furthermore, by looking at how parental involvement affects different socioeconomic and cultural backgrounds, interventions can be better tailored to enhance support and engagement for all families, which will eventually improve educational achievements.

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