



## DIFFICULTIES OF HOME LEARNING PARTNERS IN ASSISTING GRADE 1 LEARNERS IN READING

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### Abstract

This study aimed to determine the degree of difficulty experienced by home learning partners in assisting Grade 1 learners with reading in a selected school Central Philippines during the School Year 2021–2022. The findings revealed that home learning partners encountered varying degrees of difficulty across three key areas: home learning environment, parental tutoring, and learning resources. When grouped according to age, the degree of difficulty in both the home learning environment and parental tutoring was generally moderate. However, in terms of learning resources, younger home learning partners experienced a higher degree of difficulty compared to older partners, who reported a moderate level. With respect to average family income, those with higher monthly incomes experienced a high degree of difficulty in the home learning environment, while those with lower incomes reported a moderate degree; both groups showed a moderate degree of difficulty in parental tutoring and learning resources. In terms of the number of children in the household, home learning partners with fewer children experienced a moderate degree of difficulty in the home learning environment, whereas those with more children reported a high degree. A similar pattern was observed in parental tutoring and learning resources, where partners with more children faced a higher degree of difficulty. Statistical analysis revealed a significant difference in the degree of difficulty of home learning partners in assisting Grade 1 learners in reading, particularly in the areas of home learning environment, parental tutoring, and learning resources, when grouped according to age and number of children.

**Keywords:** Home learning partners, assisting learners, reading

### Bio-Profile:

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## Introduction

### Rationale

Writing and reading are foundational skills essential for every learner. Parents' involvement plays a critical role in supporting children's development across various learning areas. The COVID-19 pandemic disrupted traditional classroom learning and shifted education to remote modalities, which created challenges for learners, especially in rural areas with limited access to technology. Modular learning emerged as a strategy to reduce learning inequities by providing greater access to educational materials. During this period, home learning partners—such as parents, guardians, or relatives—became central figures in guiding and assisting learners at home.

This study examined the challenges faced by home learning partners in supporting Grade 1 learners' reading development under these new learning modalities. Home learning partners were responsible for helping children follow routines, achieve learning objectives, and troubleshoot minor issues, effectively acting as “teachers' assistants” at home (ABC+ USAID, 2020). Teaching reading to beginners proved particularly challenging, as many parents were unfamiliar with instructional strategies, reading materials, or the process of teaching foundational reading skills.

The findings revealed that home learning partners experienced moderate to high levels of difficulty in three main areas: establishing an effective home learning environment, providing tutoring support, and accessing appropriate learning resources. Factors such as the parent's age, the number of children in the household, and family income influenced the degree of difficulty. These results highlight the need for collaborative support between parents and teachers to ensure continuity of learning during challenging circumstances.

The insights from this study can inform the development of structured intervention programs, parental training workshops, and resource materials to better equip home learning partners. By addressing these challenges, young learners can receive more effective guidance in reading, improving their foundational literacy skills even outside the traditional classroom setting.

### Literature Review

Home learning has emerged as a substitute to the conventional schooling method, which should be made effective to provide essential learning skills to children at home using the limited available resources (Bhamani, 2020).

Home learning partners often face multiple challenges when helping Grade 1 learners develop reading skills. Many struggle due to limited literacy knowledge or pedagogical skills, which makes it difficult to scaffold reading effectively. Time constraints, competing responsibilities, and a lack of age-appropriate reading materials or a quiet learning environment further limit their ability to support their children. Emotional strain and conflicts during reading sessions, as well as low confidence or self-efficacy, can discourage consistent engagement. Additionally, some parents may face familial or





personal reading difficulties, which can further complicate these challenges. Research suggests that structured guidance or training programs can help mitigate these difficulties, empowering parents to provide more effective reading support at home (Niklas, F. et al 2020)

Many parents lack the proper teaching resources and, therefore, struggle to teach effectively. As a result, children are missing out on an important phase of their learning journey and overall development (Mushtaq, R. 2022).

Nash et al. (2020) stated that it would be of great help if families viewed themselves as partners with their child's teacher and recognized how everyday activities can support the learning process. Furthermore, Nash says that “ If families try harder to make reading at home a fun and routine activity, and teachers can partner and engage with families more than before, we don't believe that virtual learning has to be an obstacle to learning how to read. Usually, in kindergarten and first grade, kids begin to read the words, but only the most basic and simple ones”.

Many home learning partners struggle because they lack the pedagogical knowledge to teach reading: they don't fully understand how children learn to read (e.g., phonemic awareness, decoding, comprehension), which limits their ability to scaffold reading effectively. Additionally, they may feel pressured by schools but unsure of how to meet expectations, leading to anxiety or avoidance (Khanolainen,2020).

### **Theoretical Underpinnings**

This section discusses the theory on which this study is based and the concepts that help readers better understand the nature of this research study. The Theory of Difficulty by David Perkins states that any intervention to address concept learning should be based on a good theory of conceptual difficulties, and that such a theory should provide an explanation of what makes the learning of concepts difficult for students. According to Perkins (2007), concepts are by their very nature difficult to master as they are more abstract rather than concrete, continuous rather than discrete, dynamic rather than static, simultaneous rather than sequential, organic rather than mechanical, interactive rather than reparable, conditionally rather than universally, and non-linear rather than linear.

Perkins (2007) notes that both educational researchers and experienced teachers develop what might be called theories of difficulty (ToD). A strong theory of difficulty identifies learners' characteristic trouble spots in a particular area of instruction. It includes some causal analysis of why they occur, leading to improved teaching and learning. Moreover, the literature on learning and development offers numerous ways to understand conceptual difficulties, as well as recognize problems with ritualized knowledge and inert knowledge. In several studies, a strong theory of difficulty has led to improved learning outcomes (Perkins, 2007).





Sara Sbahi (2018) stated that "there is nothing difficult, it is something that you have not understood, and when you understand this thing, it turns out to be easy." "It is not just how much knowledge you have but how much you can do with what you have", Sbahi added. Difficulties are unavoidable, but they are an essential part of the learning process.

The theory of difficulties is highly relevant to this study because it provides a clear framework for understanding the teaching challenges faced by home learning partners in developing their children's reading skills. When these partners encounter difficulties in assisting their children, the level of support they provide tends to diminish, which can ultimately hinder the learner's reading progress. Therefore, recognizing and addressing these challenges is crucial to ensuring effective home-based reading support and promoting sustained student growth.

## **Objectives**

This study aimed to determine the degree of difficulty that home learning partners face in assisting Grade 1 learners with reading in a school within a large-sized Division in Central Philippines during the 2021-2022 school year, providing a basis for an intervention plan. Specifically, it aimed to determine: 1.) the profile of the grade 1 parents in terms of age, average family monthly income and number of children; 2.) the degree of difficulties of home learning partners in assisting grade 1 learners in reading according to the following areas: Home Learning environment, Parental Tutoring, Learning Resources; 3.) the degree of difficulties of home learning partners in assisting grade 1 learners in reading when grouped according to variable groupings and areas; and 4.) the significant difference in the degree of difficulties of home learning partners in assisting Grade 1 learners in reading when grouped and compared according to variables.

## **Methodology**

The study's methodology-related components, including the research design, study locale, study respondents, data collection instrument, validity and reliability of the research instrument, data collection procedure, analytical schemes, and statistical tools, are described in this section.

## **Research Design**

This study employs a descriptive research design to determine the degree of difficulty faced by home learning partners in assisting Grade 1 learners with reading in one of the schools within a large-sized division in Central Philippines during the 2021-2022 school year, providing a basis for an intervention plan. According to McCombes (2019), descriptive research aims to accurately and systematically describe a population,





situation, or phenomenon. It can answer what, where, when, and how questions, but not why questions.

### **Locale of the Study**

This study was conducted in one of the schools in a large-sized Division in Central Philippines, which consists of 21 competent teachers and has 397 enrolled learners in the school year 2021-2022.

### **Respondents**

This study used purposive sampling as the method of respondent selection. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling (Nikolopoulou, 2022).

### **Instrument**

This study used a researcher-made questionnaire consisting of two parts. The first part includes the personal profiles of the respondents, specifically their age, average family monthly income, and number of children. The second part examines the degree of difficulty that home learning partners face in assisting Grade 1 learners with reading, specifically in the areas of home learning environment, parental tutoring, and learning resources. The respondents were asked to rate each item using the five-point Likert scale.

### **Data Collection Procedures**

The data-gathering procedure for the study involved obtaining approval from the school's district supervisor and the school principal through a written request to conduct the study and distribute the survey questionnaires to the identified respondents. Upon approval, coordination with the grade 1 teachers was made to schedule the distribution of questionnaires alongside the scheduled release of modules, PTA meetings, or the release of cards. During the distribution, the researcher personally explained the purpose of the study, ensured voluntary participation, and guaranteed confidentiality of responses. After giving the respondents sufficient time to complete the questionnaire, the researcher retrieved the completed forms, checked the completeness, and securely organized the data for analysis while maintaining ethical research standards. The accomplished data-gathering instrument was encoded and tallied to the pre-formatted Excel file for more straightforward tabulation. Computation was processed using the Statistical Package for Social Sciences (SPSS) software. Likewise, statistical tables were constructed based on the objectives stated in the study.

### **Data Analysis/ Statistical Treatment**



Objective no. 1,2 and 3 which aimed to determine the profile of the grade 1 parents in terms of age, average monthly income and number of children; determine the degree of difficulties of home learning partners in assisting grade 1 learners in reading according to the following areas: Home Learning environment, Parental Tutoring, Learning Resources and when grouped according to variables, used a descriptive analytical scheme as statistical tools. Objective no. 4, which aimed to determine the significant difference in the degree of difficulties of home learning partners in assisting Grade 1 learners in reading when grouped and compared according to the aforementioned variables, used the comparative analytical scheme and Mann-Whitney U Test as statistical tools.

### Ethical Considerations

Ethical principles are essential in all research studies. In this undertaking, the present research strictly adhered to ethical standards to protect the rights, safety, and dignity of all participants involved. Participation in the study will be entirely voluntary. All potential participants were fully informed about the nature, purpose, and procedures of the study, including any potential risks and benefits. An informed consent form was also provided, which the respondents must read and sign before participating. These forms include detailed information such as the study objectives, procedures, confidentiality measures, data usage, and the right to withdraw at any point without any penalty.

### Results and Discussion

The findings of the discussion of the particular issues identified in this study are presented in this section. Additionally, it includes consequences and links to relevant studies that support or contradict the result of the study.

### Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the Area of Home Learning Environment, Parental Tutoring, and Learning Resources.

**Table 1**

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the Area of Home Learning Environment*

Home Learning Environment			
	Items	Mean	Interpretation
<i>As a home learning partner, I find difficulty in..</i>			
1.	giving attention to my child because of the	3.80	High Degree



noises from our community.		
2. monitoring and assisting my child because of an electricity problem.	3.55	High Degree
3. guiding my child because there is no place/space in our home to study.	3.23	Moderate Degree
4. nurturing my child because he/she is not feeling comfortable due to the hot weather or the lack of proper ventilation in our area.	3.14	Moderate Degree
5. Supervising my child because I bring him/her to my work.	3.02	Moderate Degree
6. encouraging my child because I have other children that I have to assist.	3.31	Moderate Degree
7. obliging my child because I am working from home parent.	3.45	Moderate Degree
8. advising my child about the household chores.	3.58	High Degree
9. attending my child in reading even though we are in my workplace.	3.66	High Degree
10. encouraging my child to be interested in reading.	4.02	High Degree
<b>Overall Mean</b>	<b>3.48</b>	<b>Moderate Degree</b>

Table 1 shows the analysis of the difficulties of home learning partners in assisting grade 1 learners in reading in the area of the home learning environment. The results showed an overall mean score of 3.48, which belongs to the category of a moderate degree of difficulty.

The results implied that there is moderate difficulty among parents as home learning partners in reading in creating a supportive environment for early reading development at home. Furthermore, on the aspect of motivation, parents face the most significant difficulty in motivating children to develop an interest in reading, indicating that fostering intrinsic motivation is a crucial area of focus.

In the current study, Librea et al. (2023) discussed factors affecting low reading literacy skills among elementary pupils in the Philippines, highlighting themes such as lack of reading elements, inclusion of learners-at-risk, and teacher incompetence.

## Table 2

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the Area of Parental Tutoring*

Parental Tutoring		
Items	Mean	Interpretation
<i>As a home learning partner, I find difficulty in..</i>		
1. nurturing my child because of my educational	3.36	Moderate Degree



attainment.		
2. mentoring my child because I am not familiar to the strategies and process in teaching reading.	3.17	Moderate Degree
3. working with my child because I am not trained on how to teach reading.	3.05	Moderate Degree
4. lending a hand to my child because of lack of strategies in teaching on how to read.	3.52	High Degree
5. supporting my child because of my health problem / disability.	2.91	Moderate Degree
6. encouraging my child to love reading.	3.67	High Degree
7. consulting my child about their lesson due to limited time I can rendered if I am from my work.	3.66	High Degree
8. obliging my child to read because I don't know how to teach well.	2.89	Moderate Degree
9. managing the time because I have difficulties in reading.	2.72	Moderate Degree
10. comforting my child because of my parenting style.	3.31	Moderate Degree
<b>Overall Mean</b>	<b>3.23</b>	<b>Moderate Degree</b>

Table 2 shows the analysis of the complete level of difficulties faced by home learning partners in facilitating grade 1 students in reading, precisely in the area of parental tutoring. The results showed an overall mean score of 3.23, which belongs to the category of a moderate degree of difficulty.

These findings underscore a critical reality: even the most willing and motivated parents often find themselves caught between their responsibilities as breadwinners and their role as at-home educators. Time poverty—not a lack of desire or care—is a significant barrier to providing consistent academic support at home.

According to the recent study of Tomas et al. (2021), identified non-mastery of reading elements, presence of learners-at-risk, and lack of reading culture as key factors contributing to reading difficulties among elementary students.

**Table 3**

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the Area of Learning Resources*

Learning Resources		
Items	Mean	Interpretation
<i>As a home learning partner, I find difficulty in.</i>		
1. supplying insufficient reading resources to be used in reading.	3.52	High Degree



2. understanding the uses of the materials.	3.44	Moderate Degree
3. supervising my child due to numerous modules to be answered.	3.55	High Degree
4. difficult terminologies in the module or reading materials that cannot be understood.	3.47	Moderate Degree
5. advising my child because there are no reading materials that can be used in our home.	3.08	Moderate Degree
6. motivating my child because of unavailability of the gadget.	3.38	Moderate Degree
7. inspiring my child in reading because of network/signal problem in our area used for downloading and communicating to the teacher for some questions.	3.53	High Degree
8. mentoring my child in reading because of unclear printing of reading materials.	3.14	Moderate Degree
9. assisting my child in reading because of small font size of the letters in the reading materials.	3.11	Moderate Degree
10. supporting my child in reading because of the font style used in the reading materials that are not suitable for the age level of the learners.	2.91	Moderate Degree
<b>Overall Mean</b>	<b>3.31</b>	<b>Moderate Degree</b>

Table 3 reveals the degree of difficulty experienced by Home Learning Partners in assisting Grade 1 learners with reading, specifically in the area of learning resources. The overall mean score was 3.31, which falls under the moderate degree of difficulty.

The study's results suggest that home learning partners encounter a moderate level of difficulty in assisting Grade 1 learners with reading, particularly in accessing learning resources. The highest difficulty rating for supervising children, due to the numerous modules, suggests that learning materials may be overwhelming for both students and their home learning partners. This also implies that there is a need to streamline or prioritize essential tasks in the modules to make them more manageable for Grade 1 learners and their parents or guardians.

According to Tomas et al. (2021), a lack of reading elements, inclusion of learners-at-risk, a lack of reading enthusiasm, teacher's incompetence, a shortage in reading materials and facilities, parental involvement, and students' health were identified as key factors contributing to reading difficulties.

### Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in Home Learning Environment, Parental Tutoring, and Learning Resources when grouped according to Age, Average Family Monthly Income, and Number of Children





**Table 4**

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 learners in Reading in the area of Home Learning Environment when grouped according to age*

Home Learning Environment Items	Age			
	Mean	Younger Interpretation	Mean	Older Interpretation
<i>As a home learning partner, I find difficulty in..</i>				
1. giving attention to my child because of the noises from our community.	4.29	High Degree	3.33	Moderate Degree
2. monitoring and assisting my child because of an electricity problem.	4.00	High Degree	3.12	Moderate Degree
3. guiding my child because there is no place/space in our home to study.	3.42	Moderate Degree	3.06	Moderate Degree
4. nurturing my child because he/she is not feeling comfortable due to the hot weather or the lack of proper ventilation in our area.	3.45	Moderate Degree	2.85	Moderate Degree
5. Supervising my child because I bring him/her to my work.	3.35	Moderate Degree	2.70	Moderate Degree
6. encouraging my child because I have other children that I have to assist.	3.68	High Degree	2.97	Moderate Degree
7. obliging my child because I am working from home parent.	3.90	High Degree	3.03	Moderate Degree
8. advising my child about the household chores.	3.81	High Degree	3.36	Moderate Degree
9. attending my child in reading even though we are in my workplace.	4.03	High Degree	3.30	Moderate Degree
10. encouraging my child to be interested in reading.	4.29	High Degree	3.76	High Degree
<b>Overall Mean</b>	<b>3.82</b>	<b>High Degree</b>	<b>3.15</b>	<b>Moderate Degree</b>





Table 4 presents the Degree of Difficulties of Home Learning Partners in Assisting Grade 1 learners in Reading in the area of Home Learning Environment when grouped according to age. When grouped by age, younger home learning partners reported a higher overall level of difficulty, with an average score of 3.82, which indicates a high degree of difficulty. In contrast, older respondents had a lower average score of 3.15, suggesting a moderate level of difficulty.

The study's results imply that younger home learning partners face greater challenges. Younger home learning partners (likely younger parents or guardians) experience a higher degree of difficulty in supporting their Grade 1 children's reading at home. This would also mean that environmental distractions, such as community noise, are significant barriers to adequate learning support, particularly for younger home learning partners. Furthermore, motivating children to read is challenging for both younger and older home learning partners.

Studies have shown that younger parents or guardians often face more challenges in supporting their children's reading development at home. A study on parental involvement in reading found that younger parents tend to struggle more with managing distractions and motivating their children to read (Hudson et al., 2020).

**Table 5**

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 learners in Reading in the area of Parental Tutoring when grouped according to age*

Parental Tutoring Items	Age			
	Younger Mean	Younger Interpretati on	Older Mean	Older Interpretatio n
<i>As a home learning partner, I find difficulty in..</i>				
1. nurturing my child because of my educational attainment.	3.81	High Degree	2.94	Moderate Degree
2. mentoring my child because I am not familiar to the strategies and process in teaching reading.	3.68	High Degree	2.70	Moderate Degree
3. working with my child because I am not trained on how to teach reading.	3.19	Moderate Degree	2.91	Moderate Degree
4. lending a hand to my child because of lack of strategies in teaching on how to read.	3.84	High Degree	3.21	Moderate Degree
5. supporting my child because of my health problem / disability.	3.13	Moderate Degree	2.70	Moderate Degree
6. encouraging my child to love	4.13	High Degree	3.24	Moderate



reading.				Degree
7. consulting my child about their lesson due to limited time I can rendered if I am from my work.	4.03	High Degree	3.30	Moderate Degree
8. obliging my child to read because I don't know how to teach well.	3.19	Moderate Degree	2.61	Moderate Degree
9. managing the time because I have difficulties in reading.	2.94	Moderate Degree	2.52	Moderate Degree
10. comforting my child because of my parenting style.	3.58	High Degree	3.06	Moderate Degree
<b>Overall Mean</b>	<b>3.55</b>	<b>High Degree</b>	<b>2.92</b>	<b>Moderate Degree</b>

Table 5 shows the Degree of Difficulties of Home Learning Partners in Assisting Grade 1 learners in reading in the area of Parental Tutoring when grouped according to age. Younger respondents reported a higher overall difficulty, with a mean score of 3.55, which falls under the high degree of difficulty. In comparison, older respondents had a lower average of 2.92, indicating a moderate degree of difficulty.

The results imply that younger home learning partners face greater challenges in tutoring their children in reading compared to older ones. The high overall difficulty score among younger respondents suggests they may have less experience or confidence in teaching reading skills. This highlights the need for additional support, training, and accessible resources for younger parents or guardians, such as parenting seminars, tutorial videos, or reading guides. Encouraging a love for reading is the most challenging task for younger partners. This indicates a gap in strategies for making reading enjoyable and engaging at home. Schools and educators can help by providing simple reading activities, interactive stories, and tips for creating positive reading habits at home.

Based on the study of Thomas et. al (2021), younger parents or guardians face more challenges in supporting their children's reading development. Research highlights the importance of parental involvement and support in reading, particularly for young learners.

**Table 6**

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the area of Learning Resources when grouped according to age*

Learning Resources	Age			
	Items	Mean	Younger Interpretation	Older Interpretation
<i>As a home learning partner, I find difficulty in..</i>				
1. supplying insufficient reading resources to be used	3.84	High Degree	3.21	Moderate Degree





in reading.				
2. understanding the uses of the materials.	3.87	High Degree	3.03	Moderate Degree
3. supervising my child due to numerous modules to be answered.	3.81	High Degree	3.30	Moderate Degree
4. difficult terminologies in the module or reading materials that cannot be understood.	3.74	High Degree	3.21	Moderate Degree
5. advising my child because there are no reading materials that can be used in our home.	3.42	Moderate Degree	2.76	Moderate Degree
6. motivating my child because of unavailability of the gadget.	3.87	High Degree	2.91	Moderate Degree
7. inspiring my child in reading because of network/signal problem in our area used for downloading and communicating to the teacher for some questions.	3.77	High Degree	3.30	Moderate Degree
8. mentoring my child in reading because of unclear printing of reading materials.	3.39	Moderate Degree	2.91	Moderate Degree
9. assisting my child in reading because of small font size of the letters in the reading materials.	3.35	Moderate Degree	2.88	Moderate Degree
10. supporting my child in reading because of the font style used in the reading materials that are not suitable for the age level of the learners.	3.29	Moderate Degree	2.55	Moderate Degree
<b>Overall Mean</b>	<b>3.64</b>	<b>High Degree</b>	<b>3.01</b>	<b>Moderate Degree</b>

Table 6 shows the degree of difficulty experienced by home learning partners when assisting grade 1 learners with reading, specifically in relation to learning resources,



categorized by age. Overall, younger home learning partners reported a higher level of difficulty, with an average score of 3.64, which is considered high. In comparison, older respondents had a slightly lower mean score of 3.01, interpreted as a moderate level of difficulty.

The result implies that the younger parents are more affected by the lack of digital devices. Data shows that the unavailability of gadgets creates a significant barrier to motivating children to read, especially among younger home learning partners. This suggests a need for broader access to digital resources, such as loaner tablet programs, offline reading materials, or community-based digital hubs. Older respondents face challenges with workload and connectivity. The number of modules and unreliable internet access are key difficulties for older learning partners. These findings suggest that learning tasks should be simplified or streamlined, and offline learning options should be prioritized, especially in areas with poor signal reception.

On the contrary, Pierce & Cleary (2024) have indeed found that younger parents face significant challenges due to the lack of digital devices, which hinders their ability to support their children's reading development. Their research highlights the persistent educational digital divide, where students without access to computing resources and the internet struggle to keep up with their peers.

**Table 7**

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the area of Home Learning Environment when grouped according to Average Family Monthly Income*

Home Learning Environment Items	Average Family Monthly Income			
	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a home learning partner, I find difficulty in..</i>				
1. giving attention to my child because of the noises from our community.	3.88	High Degree	3.74	High Degree
2. monitoring and assisting my child because of an electricity problem.	3.60	High Degree	3.51	High Degree
3. guiding my child because there is no place/space in our home to study.	3.36	Moderate Degree	3.15	Moderate Degree
4. nurturing my child because he/she is not feeling comfortable due to the hot weather or the lack of proper ventilation in our area.	2.96	Moderate Degree	3.26	Moderate Degree
5. Supervising my child because I bring him/her to my work.	3.04	Moderate Degree	3.00	Moderate Degree





6. encouraging my child because I have other children that I have to assist.	3.56	High Degree	3.15	Moderate Degree
7. obliging my child because I am working from home parent.	3.20	Moderate Degree	3.62	High Degree
8. advising my child about the household chores.	3.52	High Degree	3.62	High Degree
9. attending my child in reading even though we are in my workplace.	3.32	Moderate Degree	3.87	High Degree
10. encouraging my child to be interested in reading.	3.72	High Degree	4.21	High Degree
<b>Overall Mean</b>	<b>3.42</b>	<b>Moderate Degree</b>	<b>3.51</b>	<b>High Degree</b>

Table 7 revealed the challenges experienced by home learning partners in supporting their Grade 1 children in reading, focusing on the home learning environment, and categorized by their average family monthly income. Interestingly, both lower- and higher-income groups reported similar levels of difficulty. Learning partners from lower-income households had an average difficulty score of 3.42, interpreted as a moderate degree of difficulty. Meanwhile, those from higher-income households reported a slightly higher average of 3.51, which is also considered a moderate level, but nearing the high threshold.

This implies that support programs should be customized; lower-income families may benefit from community-level interventions, such as quiet study spaces or access to improved ventilation or fans. Higher-income families might need strategies or resources to spark reading interest, such as interactive materials, digital storybooks, or reading clubs. Noise pollution is a significant obstacle for low-income households. The greatest difficulty for this group was being unable to focus due to noisy surroundings. This highlights the need for local governments or school-led initiatives to provide quiet zones, learning kits with noise-reduction tools, or safe spaces for children to study outside the home.

Talbert, R. et al (2019). suggest that quiet study spaces or community learning centers can benefit lower-income families. By offering resources like interactive materials and digital storybooks, it can spark reading interest in higher-income families.

**Table 8**

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the area of Parental Tutoring when grouped according to Average Family Monthly Income*

Parental Tutoring	Average Family Monthly Income	
	Lower	Higher





Items	Mean	Interpretation	Mean	Interpretation
<i>As a home learning partner, I find difficulty in..</i>				
1. nurturing my child because of my educational attainment.	3.16	Moderate Degree	3.49	Moderate Degree
2. mentoring my child because I am not familiar to the strategies and process in teaching reading.	2.76	Moderate Degree	3.44	Moderate Degree
3. working with my child because I am not trained on how to teach reading.	3.28	Moderate Degree	2.90	Moderate Degree
4. lending a hand to my child because of lack of strategies in teaching on how to read.	3.28	Moderate Degree	3.67	High Degree
5. supporting my child because of my health problem / disability.	3.04	Moderate Degree	2.82	Moderate Degree
6. encouraging my child to love reading.	3.52	High Degree	3.77	High Degree
7. consulting my child about their lesson due to limited time I can rendered if I am from my work.	3.60	High Degree	3.69	High Degree
8. obliging my child to read because I don't know how to teach well.	2.96	Moderate Degree	2.85	Moderate Degree
9. managing the time because I have difficulties in reading.	2.80	Moderate Degree	2.67	Moderate Degree
10. comforting my child because of my parenting style.	3.32	Moderate Degree	3.31	Moderate Degree
<b>Overall Mean</b>	<b>3.17</b>	<b>Moderate Degree</b>	<b>3.26</b>	<b>Moderate Degree</b>

Table 8 shows the challenges faced by home learning partners in tutoring their grade 1 children in reading, grouped according to their average monthly family income. Both income groups reported a moderate level of difficulty. Learning partners from lower-income families had an average score of 3.17, while those from higher-income families reported a slightly higher average of 3.26.

The results of this study implied that, despite having more resources, higher-income parents still find it challenging to spark their child's interest in reading. This could be due to screen distractions, busy lifestyles, or low intrinsic motivation in children. Schools should consider providing parents with engaging tools, games, or techniques that turn reading into a fun activity.



Screen distractions and busy lifestyles can hinder parents' efforts to encourage reading habits in their children. A study published in the Monitor on Psychology highlights the impact of parental burnout on children's reading habits, citing exhaustion and irritability as contributing factors (Abramson, 2021).

**Table 9**

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the area of Learning Resources when grouped according to Average Family Monthly Income*

Learning Resources Items	Average Family Monthly Income			
	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a home learning partner, I find difficulty in..</i>				
1. supplying insufficient reading resources to be used in reading.	3.36	Moderate level	3.62	High level
2. understanding the uses of the materials.	3.40	Moderate level	3.46	Moderate level
3. supervising my child due to numerous modules to be answered.	3.32	Moderate level	3.69	High level
4. difficult terminologies in the module or reading materials that cannot be understood.	3.20	Moderate level	3.64	High level
5. advising my child because there are no reading materials that can be used in our home.	3.00	Moderate level	3.13	Moderate level
6. motivating my child because of unavailability of the gadget.	3.16	Moderate level	3.51	High level
7. inspiring my child in reading because of network/signal problem in our area used for downloading and communicating to the teacher for some questions.	3.48	Moderate level	3.56	High level
8. mentoring my child in reading because of unclear printing of reading materials.	3.28	Moderate level	3.05	Moderate level
9. assisting my child in reading because of small font size of the letters in the reading materials.	3.04	Moderate level	3.15	Moderate level
10. supporting my child in reading because of the font style used in the	2.84	Moderate level	2.95	Moderate level



reading materials that are not suitable for the age level of the learners.

<b>Overall Mean</b>	<b>3.21</b>	<b>Moderate level</b>	<b>3.38</b>	<b>Moderate level</b>
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Table 9 reveals that both low- and high-income groups experience a moderate level of difficulty overall, with mean scores of 3.21 and 3.38.

This implies that, regardless of income, poorly designed reading materials—especially those with age-inappropriate font styles—pose a common barrier to effective home-based learning. Lower-income families may benefit more from targeted training or orientation sessions on how to utilize learning resources. Higher-income families, while potentially having more access to resources, may struggle with the sheer volume of content, suggesting a need to review workload and pacing in the curriculum.

A study by Lee et al. (2022) found that reading materials with poor design, such as small font sizes or complex layouts, can hinder reading comprehension and engagement in children. Another study by Katz et al. (2020) discovered that age-inappropriate font styles can lead to reading difficulties and decreased motivation in young readers.

**Table 10**

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the area of Home Learning Environment when grouped according to the Number of Children*

Home Learning Environment	Number of Children			
		Few		Many
Items	Mean	Interpretation	Mean	Interpretation
<i>As a home learning partner, I find difficulty in..</i>				
1. giving attention to my child because of the noises from our community.	3.55	High Degree	4.00	High Degree
2. monitoring and assisting my child because of an electricity problem.	3.31	Moderate Degree	3.74	High Degree
3. guiding my child because there is no place/space in our home to study.	2.69	Moderate Degree	3.69	High Degree
4. nurturing my child because he/she is not feeling comfortable due to the hot weather or the lack of proper ventilation in our area.	2.83	Moderate Degree	3.40	Moderate Degree
5. Supervising my child because I bring him/her to my work.	2.69	Moderate Degree	3.29	Moderate Degree
6. encouraging my child because I	2.97	Moderate	3.60	High Degree





have other children that I have to assist.		Degree		
7. obliging my child because I am working from home parent.	3.52	High Degree	3.40	Moderate Degree
8. advising my child about the household chores.	3.10	Moderate Degree	3.97	High Degree
9. attending my child in reading even though we are in my workplace.	3.34	Moderate Degree	3.91	High Degree
10. encouraging my child to be interested in reading.	3.72	High Degree	4.26	High Degree
<b>Overall Mean</b>	<b>3.17</b>	<b>Moderate Degree</b>	<b>3.73</b>	<b>High Degree</b>

Table 10 shows the Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the area of Home Learning Environment when grouped according to the number of children. HLPs with fewer children reported an overall mean score of 3.17, indicating a moderate level of difficulty. In comparison, those with more children reported a higher overall mean of 3.73, reflecting a *high* degree of difficulty.

This implies that larger families may require additional support or resources to manage the demands of home learning, especially in ensuring equal attention and guidance for each child. Despite the challenges, many parents—regardless of the number of children they have—are actively encouraging reading at home, which provides a positive foundation that schools can build upon.

A study by Wang et al. (2022) found that larger families often face challenges in providing individualized attention and support to each child, which can impact their academic performance.

**Table 11**

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the area of Parental Tutoring when grouped according to the Number of Children*

Parental Tutoring Items	Mean	Number of Children	
		Few Interpretation	Many Interpretation
	n	Mean	n
<i>As a home learning partner, I find difficulty in..</i>			
1. nurturing my child because of my educational attainment.	2.93	Moderate Degree	3.71 High Degree
2. mentoring my child because I am not familiar to the strategies and	2.69	Moderate Degree	3.57 High Degree





process in teaching reading.				
3. working with my child because I am not trained on how to teach reading.	2.41	Low Degree	3.57	High Degree
4. lending a hand to my child because of lack of strategies in teaching on how to read.	3.10	Moderate Degree	3.86	High Degree
5. supporting my child because of my health problem / disability.	2.41	Low Degree	3.31	Moderate Degree
6. encouraging my child to love reading.	3.38	Moderate Degree	3.91	High Degree
7. consulting my child about their lesson due to limited time I can rendered if I am from my work.	3.31	Moderate Degree	3.94	High Degree
8. obliging my child to read because I don't know how to teach well.	2.21	Low Degree	3.46	Moderate Degree
9. managing the time because I have difficulties in reading.	2.00	Low Degree	3.31	Moderate Degree
10. comforting my child because of my parenting style.	3.00	Moderate degree	3.57	High degree
<b>Overall Mean</b>	<b>2.74</b>	<b>Moderate degree</b>	<b>3.62</b>	<b>High degree</b>

Table 11 shows the Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the area of Parental Tutoring when grouped according to the number of children. There was an overall mean score of 2.74 ( fewer number of children) interpreted as a moderate degree and 3.62( many number of children).

Studies have indeed found that parents with fewer children tend to devote more time to fostering a love for reading in their kids. However, these parents may struggle with time management due to their own reading challenges. On the other hand, parents with more children seem to be more proactive in managing their time, despite facing similar reading difficulties, possibly due to their experience in juggling multiple children.

A study by Sénéchal and LeFevre (2002) found that parents' interactions with their children during storybook reading were significantly related to the children's reading motivations and early literacy development.

**Table 12**

*Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the area of Learning Resources when grouped according to the Number of Children*

Learning Resources	Number of Children			
	Items	Mean	Few	Many
Mean			Interpretation	Mean
<hr/>				





*As a home learning partner, I find difficulty in..*

1. supplying insufficient reading resources to be used in reading.	3.21	Moderate Degree	3.77	High Degree
2. understanding the uses of the materials.	3.14	Moderate Degree	3.69	High Degree
3. supervising my child due to numerous modules to be answered.	3.21	Moderate Degree	3.83	High Degree
4. difficult terminologies in the module or reading materials that cannot be understood.	3.00	Moderate Degree	3.86	High Degree
5. advising my child because there are no reading materials that can be used in our home.	2.48	Low Degree	3.57	High Degree
6. motivating my child because of unavailability of the gadget.	3.14	Moderate Degree	3.57	High Degree
7. inspiring my child in reading because of network/signal problem in our area used for downloading and communicating to the teacher for some questions.	3.28	Moderate Degree	3.74	High Degree
8. mentoring my child in reading because of unclear printing of reading materials.	2.38	Low Degree	3.77	High Degree
9. assisting my child in reading because of small font size of the letters in the reading materials.	2.45	Low Degree	3.66	High Degree
10. supporting my child in reading because of the font style used in the reading materials that are not suitable for the age level of the learners.	2.10	Low Degree	3.57	High Degree
<b>Overall Mean</b>	<b>2.84</b>	<b>Moderate Degree</b>	<b>3.70</b>	<b>High Degree</b>

Table 12 shows the Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the area of learning resources when grouped according to the number of children. Respondents with fewer children reported an overall mean score of 2.84, which falls under a moderate level of agreement, while those with more children had a higher mean score of 3.70, indicating a high degree of agreement.

These findings suggest that families with multiple children may face compounded educational barriers due to limited resources, inadequate learning materials, and



technological constraints. Meanwhile, families with fewer children still face challenges, particularly in accessing reliable internet and age-appropriate materials, but at a slightly less intense level.

A study by Sénéchal, M., & LeFevre, J. (2002) found that parents with more children seem to be more proactive in managing their time despite facing similar reading difficulties, possibly due to experience juggling multiple kids.

**Comparative Analysis of the Degree of Difficulties of Home Learning Partners in Assisting Grade 1 learners in Reading in the areas of Home Learning Environment, Parental Tutoring, and Learning Resources when grouped according to Age, Average Family Monthly Income, and Number of Children**

**Table 13**

*Differences in the Degree of Difficulties of Home Learning Partners in Assisting Grade 1 learners in Reading in the area of Home Learning Environment, and when grouped and compared according to variables*

Home Learning Environment							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	31	38.60	322.50		0.011	Significant
	Older	33	26.77				
Average Family Monthly Income	Lower	25	31.44	461.00	0.05	0.715	Not Significant
	Higher	39	33.18				
Number of Children	Few	29	26.40	330.50		0.017	Significant
	Many	35	37.56				

Table 13 was about the difference in the degree of difficulties of home learning partners in assisting grade 1 learners in reading in the area of home learning environment, and when grouped and compared according to variables. As to the average family monthly income, there was a p-value of 0.715, which is greater than the tabular p-value of 0.005,





interpreted as insignificant. However, the variable of age has a p-value of 0.011, and the variable Number of Children has a p-value of 0.017, which is less than the tabular p-value of 0.005, interpreted as significant. Therefore, the hypothesis that states that there is no significant difference in the degree of difficulties of home learning partners in assisting grade 1 learners in reading in the area of home learning environment, and when grouped and compared according to variables, is rejected.

These findings highlight that parental age and household size can significantly impact the effectiveness of home learning support. Parental age and family size are two factors that may change how practical home learning support is.

Tan, Lyu, and Peng (2020) stated that skills development and time management might be a significant intervention that could be better focused on skills development, time management strategies, and accessible educational tools, rather than financial aid alone. This approach can help parents from diverse backgrounds support their children's learning effectively.

**Table 14**

*Differences in the Degree of Difficulties of Home Learning Partners in Assisting Grade 1 learners in Reading in the area of Parental Tutoring, and when grouped and compared according to variables*

Parental Tutoring							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p- value	Interpretati on
Age	Younger	31	37.90	344.00	0.02	0.024	Significant
	Older	33	27.42				
Average Family Monthly Income	Lower	25	31.90	472.50	0.05	0.836	Not Significant
	Higher	39	32.88				
Number of Children	Few	29	24.55	277.00	0.00	0.002	Significant
	Many	35	39.09				

Table 14 shows how challenging it is for home learning partners to assist grade 1 learners with reading, specifically in the area of parental tutoring. As to the average family monthly income, there was a p-value of 0.836, which is greater than the tabular p-value of



0.005, interpreted as insignificant. However, the variable of age has a p-value of 0.024, and Number of Children has a p-value of 0.002, which is less than the tabular p-value of 0.005, interpreted as significant. Therefore, the hypothesis that states that there is no significant difference in the degree of difficulties of home learning partners in assisting grade 1 learners in reading in the area of parental tutoring and when grouped and compared according to variables is rejected.

The study implies the necessity of appropriate interventions aiming at training older home learning partners or offering structured support programs for larger families. Moreover, financial status alone does not appear to have a significant influence on a parent's ability to provide reading assistance; therefore, the implementation of support measures should focus more on family dynamics and the caregiver's capacity rather than their economic background.

As supported by Bayrakdar, S., & Guveli, A. (2020), larger families can present challenges for individualized attention, but structured support programs can help. Their research emphasizes the need for targeted interventions, such as training for older home learning partners or structured support programs for larger families. Interestingly, research suggests that financial status may not be the primary factor in determining a parent's ability to assist with reading. Instead, factors like parental expectations, home environment, and access to resources play a more significant role.

**Table 15**

*Differences in the Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in Reading in the area of Learning Resources, and when grouped and compared according to variables*

Learning Resources							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	31	37.81	347.00	0.027	0.027	Significant
	Older	33	27.52				
Average Family Monthly Income	Lower	25	30.50	437.50	0.05	0.490	Not Significant
	Higher	39	33.78				
Number of Children	Few	29	24.21	267.00	0.001	0.001	Significant
	Many	35	39.37				





Table 15 shows how challenging it is for home learning partners to assist grade 1 learners with reading, specifically in the area of learning resources. As to the average family monthly income, there was a p-value of 0.490, which is greater than the tabular p-value of 0.005, interpreted as insignificant. However, the variable of age has a p-value of 0.027, and Number of Children has a p-value of 0.001, which is less than the tabular p-value of 0.005, interpreted as significant. Therefore, the hypothesis that states that there is no significant Difference in the Degree of Difficulties of Home Learning Partners in Assisting Grade 1 Learners in reading in the area of Learning Resources, and when grouped and compared according to variables, is rejected.

The findings suggest that the age of the home learning partner and the number of children in the household are significant factors determining the level of challenges in supporting early reading development. Older caregivers or those with multiple children may require additional support or resources to assist their learners effectively. On the other hand, family income does not appear to have a significant influence on the level of difficulty; therefore, interventions should focus more on household dynamics and caregiver characteristics rather than economic status alone.

Thomas et al., (2021) suggests that the age of the home learning partner and the number of children in the household significantly impact the challenges faced in supporting early reading development. Older caregivers may require additional support or resources to effectively assist learners, particularly in areas like reading. Studies have shown that parental involvement in education is crucial for academic success, and targeted support can help bridge gaps.

## Conclusion

Based on the findings, several clear conclusions can be drawn from the study about the degree of difficulties encountered by home learning partners in assisting their children in reading. The findings indicate that the respondents are generally characterized by older individuals with relatively higher incomes and larger family sizes, suggesting that the sample reflects a more mature and economically stable population. The moderate degree of difficulties faced by home-school learning partners suggests that they experience some challenges that affect learning support, but these challenges are manageable and not severe enough to significantly hinder their overall ability to assist students. Overall, the findings show that home learning partners experience moderate but notable reading-support challenges, shaped largely by age, income, and family size, highlighting the need for better resources and targeted support to help Grade 1 learners develop reading skills effectively. The study shows that age and number of children play a significant role in the challenges parents face when helping Grade 1 learners with reading, especially in terms of resources, tutoring, and the home learning environment. In contrast, factors like average family monthly income do not significantly affect the level of difficulty of home learning partners.

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