

Parental Involvement and Learners' Reading Comprehension: A Correlational Study

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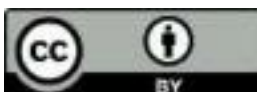
Abstract

Parental involvement plays a key role in developing young learners' reading comprehension. When parents engage in activities such as reading aloud, providing learning materials, and guiding homework, children are more likely to expand their vocabulary, strengthen reading skills, and develop positive attitudes toward reading. Anchored in United Nations Sustainable Development Goal 4 (Quality Education), this study examined the relationship between parental involvement and primary learners' reading comprehension. A descriptive-correlational research design was used. Data on parental involvement were collected from 74 parents using a researcher-made questionnaire, while learners' reading comprehension was assessed through the Department of Education Comprehensive Rapid Literacy Assessment (CRLA). Findings revealed that most parents were older, had higher educational attainment and income, and had fewer children. Overall, parental involvement was high, particularly in motivation, supervision, and modeling positive behaviors, indicating strong support for literacy development. However, interactive reading practices and community-based involvement were less emphasized. Parental involvement tended to be higher among older, more educated, and higher-income parents. Families with more children demonstrated richer literacy routines, while smaller families showed more focused attention. Despite these variations, parental involvement remained generally consistent across groups. The study found no significant relationship between parental involvement and learners' reading comprehension. Although a very weak positive correlation was observed, it was not statistically meaningful. This suggests that while parental involvement supports children's learning, it may not directly determine reading comprehension outcomes, underscoring the need to consider other influencing factors to achieve quality education.

Keywords: Parental involvement, reading comprehension, primary learners, literacy development, CRLA, socio-economic factors, SDG 4

Bio-profiles

Aiza B. Papa has been a public elementary school teacher for 15 years. She completed her Bachelor's degree in Elementary Education at Negros Oriental State University, Bais Campus. She pursued a Master's Degree in Education Major in Administration and Supervision at STI West Negros University. Her research focuses on strengthening home-school partnerships and improving literacy through parental involvement.



Dr. Henriquito C. Tepacia is a public school district supervisor under the Schools Division of Negros Oriental, Department of Education, Philippines. He is dedicated to exploring the impact of transformational leadership styles on organizational effectiveness and employee morale within educational and administrative settings.

Introduction

Rationale

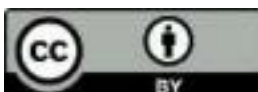
One of the essential skills across all subject areas that paves the way for school achievement is reading comprehension. According to Garcia et al. (2018), pupils who are not reading proficiently have difficulty with mathematics, science, and social studies, underscoring the vital role of literacy in lifelong learning. Likewise, Idulog et al. (2023) highlight the crucial role of Filipino students' reading proficiency for educators and policymakers in developing learners' comprehension across different subject matter; thus, parents' and home literacy practices should be enhanced.

Epstein's School-Family-Community Partnership Model (2018) was used as the basis for describing parents' involvement in the education of their children. This model presents six categories of parenting practices that affect children's learning, including: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Specifically in the literacy domain, parenting refers to parents providing opportunities to read or read to their children; communicating refers to having reading materials in the home and encouraging children to read independently or with parents. Learning at home involves providing learners with opportunities to read during homework time and collaborating with teachers. Numerous studies have revealed the impact of parental practices on learners' reading comprehension and motivation to learn (Silinskis et al., 2020).

To evaluate learners' literacy achievement, the Department of Education develops the Comprehensive Rapid Literacy Assessment (CRLA), a standardized test that measures learners' reading levels in primary education. CRLA provides evidence that enables schools to implement their target interventions. Hence, CRLA is an instrument for assessing reading comprehension among elementary school pupils (DepEd, 2023). This study examines the relationship between Epstein's parental involvement theory and CRLA scores. This study evaluates the correlation between family involvement and its immediate effect on learners' reading performance.

Local research supports this relationship. This confirms the notion raised by Famoso et al. (2025) that learners' reading comprehension performance is affected not only by classroom interventions but also by the parental support they receive and their home learning experiences. Their research showed that readers' comprehension levels depend on parental support and parental involvement. In line with this, Carado (2023) also suggested that parental awareness and participation in school affairs are related to learners' academic achievement, and home-school partnership is crucial. Consistent with this finding, Maagad et al. (2025) also suggested that learners' level of parental involvement in home reading activities, such as sharing stories and providing reading materials, increases readers' comprehension and overall academic performance.

These facts have implications in the Negros Island Region, where poverty exists, and education suffers from disparity due to social inequality. Families with limited resources do not have equal access to reading materials or receive sufficient support. In exploring the connection between parental involvement and reading comprehension based on CRLA, this study sought to answer both a



theoretical question regarding family influence on learners' reading performance and a practical question on how home-school intervention would affect achievement disparity.

Eventually, this study addressed the overarching objective of UNSDG 4, which is to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all learners. It provided concrete evidence for developing home-school partnership programs and policies to address equity issues and promote learners' success.

Literature Review

This section presents a review of the literature, both conceptual and research-based, on parental involvement and its influence on reading comprehension. The core premise, derived from Epstein's (2018) model, is that student success is the shared responsibility between the home and the school.

Perspectives from other countries on parental involvement are that a consistent pattern across international literature is that parental involvement entails much more than mere school attendance; it refers to both home-based activities and the parent's ability to respond to the demands of school-based responsibilities. Research from Hapipah et al. (2020) and Newman et al. (2019) indicates that home involvement (homework checking, home literacy activities, etc.) mediated students' academic performance. From a foreign research perspective, a correlation has been established between active participation and cognitive skills (Boonk et al., 2018; Musengamana, 2023); however, Saeki et al. (2017) suggest that these effects differ across countries and cultures. Among the dimensions of parental involvement in reading comprehension, the Home Literacy Environment (HLE) is crucial (Niklas, 2017; Dong et al., 2020). They also agree that the availability of reading materials and shared parent-child reading have predicted the development of comprehension. Reading behavior models are considered more important for vocabulary development than supervising behaviors (Inoue, T., 2018; Luo et al., 2019).

Meanwhile, in the Philippines, parental involvement is considered a strong predictor of the learners' literacy. Local scholars such as Segura et al. (2025) and Baron (2025) have confirmed a direct relationship between parental involvement and learners' school success. Through government interventions such as DepEd Memorandum Order No. 034 (2025), which provides the framework and mechanics for home-based remediation in literacy, the state ensures that parental involvement is integrated into learners' learning journey. In the local literature, scholars such as Melencion (2023) and Ramos et al. (2024) identify parents' educational background and occupational prestige as influencing the quality of the HLE and the provision of the child's reading materials.

Contrary to the findings of Famoso et al. (2025), who found that consistent habits and encouragement of learners' study time and habits are vital factors, Pelonio et al. (2025) found that passive parental participation does not directly contribute to the development of learners' reading comprehension.

Theoretical Underpinnings

This study is anchored on Epstein's School-Family-Community Partnership Model (2018), which states that students succeed when overlapping spheres of school, family, and community interact and influence one another. According to Epstein, reading is more than just a classroom activity. Reading is developed through six types of involvement: parenting, communicating, volunteering, learning at home, decision making, and community collaboration. The dimensions



directly involved in the literacy process relevant to this study, using the Philippine setting as a reference, are parenting, home learning, and communication.

A good home literacy environment, with adequate access to reading materials and parental modeling, plays an important role in successful reading attainment. According to Jabar et al. (2021) and Manalo et al. (2023), family capital and active parental involvement are crucial in raising learners' motivation and understanding. The relevance of this model is underscored by the 2018 PISA results, which show that the Philippines had the lowest reading comprehension score. In this regard, the Department of Education used the Comprehensive Rapid Literacy Assessment (CRLA) to assess the literacy levels of early-grade students.

This research linked Epstein's dimensions of involvement to the results of CRLA and UN SDG 4, based on the assumption that different levels of support from the parents (mediated by demographic variables such as income and prior academic achievement) play a significant role in promoting equitable, quality education and improving reading comprehension of all grade levels.

Objectives

This study aimed to determine the relationship between parental involvement and the reading comprehension level of primary learners in a public elementary school under a large school Division in Negros Island Region during the school year 2025–2026. Specifically, it sought to determine: 1) the extent of parental involvement in terms of home literacy environment, parental reading support, homework and learning supervision, parental motivation and encouragement, modeling reading behavior, and communication with teachers; 2) the level of learners' reading comprehension according to grade level; 3) the extent of parental involvement when grouped by age, educational attainment, family income, and number of children; 4) if a significant difference exists in the extent of parental involvement when grouped and compared according to the aforementioned variables; and 5) if a significant relationship exists between the extent of parental involvement and learners' reading comprehension level.

Methodology

The chapter explains the research design, the study location, the study respondents, the research instrument, the data collection tool, validity and reliability, the data-gathering procedure, and data analysis.

Research Design

In line with the investigation of the relation between parental involvement and reading comprehension among public elementary pupils in Negros Island Region for the academic year 2025–2026, this study is designed as a quantitative descriptive-correlational research design. This design, as defined by Bloomfield et al. (2019), is, by nature, a non-experimental design and is most useful for recognizing the existence and patterns of systematic human behavior through the absence of manipulated variables. The descriptive-correlational research design then describes the conditions and the extent of the relationship that can exist among home-based factors and students. It helps improve reading ability by understanding the current reality in schools.

Locale of the Study



The research is located at a public elementary school in a large division school in the Negros Island Region. Specifically, the researcher's site of research is Bindoy District II, a Division under the Department of Education. The institution provides a Kindergarten and Elementary learning environment with 164 learners. There are 8 regular, permanent teachers at the school, and 2 learning facilitators manage them under the principal's leadership. In a nutshell, this institution is a vital site for a study of contemporary educational research considering that it is devoted to serve its people, serve for its growth and serves as venue to study innovation of research considering that the school has a very distinct population, this institution still adheres with the Division standard for program and school improvement, a good venue to investigate home support on school success, because this is the same dilemma faced by the public school system of Central Philippines.

Respondents of the Study

The target respondents for the study were 74 parents of primary-level learners enrolled in the 2025-2026 school year. The study chose its subjects based on the relevance of their contributions to obtain detailed information on how parents become involved. Purposive sampling is being used (a non-probability sampling method). The researcher used a selective method to gather information about learners' reading comprehension.

Data Gathering Instrument

The researcher used a researcher-developed questionnaire and a standardized test to collect data on parent involvement and literacy. The researcher-made questionnaire is divided into two parts. Part I gathers a basic demographic profile, consisting of questions on Age, educational attainment, income, and number of children. Part II measures six involvement aspects in the areas of home literacy environment, help with reading, and home-school communication, and it comprises seven items on each dimension. The items are measured using a 5-point Likert scale: 5 (always), 4 (often), 3 (sometimes), 2 (rarely), and 1 (almost never). The researcher obtained the reading comprehension level by requesting school records of the Department of Education's Comprehensive Rapid Literacy Assessment (CRLA) with proper authority. The assessment was validated through a review of the test by the adviser and panel.

Instrument Validity and Reliability

The research instrument was then extensively validated and reliability-tested to yield consistent, reproducible results. Content validity of the research instrument was established by having three education experts (two master teachers and one school principal) with master's degrees in administration and management validate the tool using the Good and Scates parameters. The validation index obtained was 4.933, indicating that the instrument had "excellent" validity and that it measures what it is intended to measure.

On the other hand, reliability was established through a pilot study involving 30 non-participating parents. The data were analyzed using Cronbach's Alpha to assess internal consistency, as stated by Taber (2017). The reliability index calculated was 0.911, or "excellent" reliability, a very high value which guaranteed that the instrument consistently and reliably measures parental involvement in its various aspects.

Data Gathering Procedure



The researcher initiated data collection by submitting a request letter to the class advisers and the Schools Division Superintendent for approval. Upon being granted, the class adviser informed each respondent of the study's purpose and required them to sign the informed consent form. To be ethical, the researcher hand-delivered each questionnaire to each respondent during their leisure time, without interfering with class instruction. The respondents' anonymity was ensured by having them complete it anonymously. Upon return, data were encoded, tabulated, and subsequently analyzed using Statistical Package for the Social Sciences (SPSS) for descriptive, comparative, and relational analyses. Tables were used to present findings, enabling the drawing of appropriate conclusions and relevant recommendations.

Research Ethics Protocol

In line with the free and willing participation and the conduct of research activities with integrity, this study adheres strictly to Republic Act No. 10173 (Data Privacy Act of 2012) to ensure a secure environment for all sensitive data. Ethics are the core element of this research study, as emphasized by Bhandari (2024), which ensured that participants' rights and well-being were taken into account and that no bias was involved. The procedure included proper legal activities, obtaining official approval from the Schools Division Superintendent, school heads, and parents via informed consent. For privacy and safety, no personal identifiers were included, and participants were not asked to state their names. The gathered data were kept highly confidential, available only during the study period, and destroyed permanently upon completion of the research.

Analytical and Statistical Schemes

Objective No. 1 employed descriptive statistics and mean scores to evaluate the extent of parental involvement in terms of home literacy environment, parental reading support, homework and learning supervision, parental motivation and encouragement, modeling reading behavior, and communication with teachers. Objective No. 2 also used descriptive statistics and mean scores to evaluate learners' reading comprehension by grade level. Objective No. 3 also used descriptive statistics and mean scores to evaluate the extent of parental involvement across Age, highest educational attainment, average monthly family income, and number of children. Objective No. 4 used comparative statistics and the Mann-Whitney U test to determine whether there was a significant difference in the extent of parental involvement across groups defined by the aforementioned variables. Objective No. 5 used relational statistics and Spearman's rank correlation to determine a significant relationship between the extent of parental involvement and learners' reading comprehension level.

Results and Discussion

Extent of Parental Involvement in Home Literacy Environment, Parental Reading Support, Homework and Learning Supervision, Parental Motivation and Encouragement, Modeling Reading Behavior, and Communication with Teachers



Table 1

Extent of Parental Involvement in Home Literacy Environment

Home Literacy Environment		
Items	Mean	Interpretation
<i>As a parent, I...</i>		
1. Read books or stories aloud to my child at home.	3.24	Moderate Extent
2. Provide access to my child to age-appropriate books at home.	3.66	Great Extent
3. Talk about stories or books we read together.	3.38	Moderate Extent
4. Encourage my child to read independently at home.	4.26	Great Extent
5. Encourage my child to visit libraries or bookstores with me to find reading materials.	2.45	Low Extent
6. Provide time daily for my child to read for pleasure.	3.43	Moderate Extent
7. Engage my child in conversations that build vocabulary and comprehension.	3.26	Moderate Extent
Overall Mean	3.38	Moderate Extent

The home literacy environment is shown in Table 1; these statistics indicate that parents are engaged in fostering literacy at home, but inconsistently and proactively. Parents provide resources and choice and are thus engaged in encouraging independent reading ($M = 4.26$) and in providing age-appropriate books ($M = 3.66$); Romero-González et al. (2023) argue that the provision of a physical book represents only a peripheral form of parental engagement. Unfortunately, interactive reading aloud and vocabulary discussions were used only modestly, suggesting that other pressures hamper pedagogical interaction and higher-quality assistance. Hajovsky et al. (2020) contend that verbal interaction between child and parent is the most powerful contributor to engagement. The low level of parent engagement in library/bookstore visits outside the home ($M = 2.45$) suggests that parent support for literacy may be confined to the home. Grolnick (2023) stresses that improving this level of parental engagement requires moving toward shared, dialogue-based interactions.

Table 2

Extent of Parental Involvement in Parental Reading Support

Parental Reading Support		
Items	Mean	Interpretation
<i>As a parent, I...</i>		
1. Read books or stories aloud to my child regularly.	3.07	Moderate Extent
2. Encourage my child to read independently at home.	4.25	Great Extent
3. Discuss the content of books or stories with my child after reading.	3.36	Moderate Extent
4. Provide a variety of reading materials (books, magazines, newspapers) for my child.	3.16	Moderate Extent
5. Help my child understand difficult words or concepts while reading.	4.42	Great Extent
6. Set aside a specific time each day for my child to read.	3.64	Great Extent
7. Praise and motivate my child for their reading efforts.	4.54	Very Great Extent
Overall Mean	3.78	Great Extent

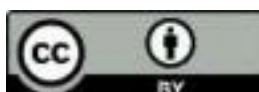


Table 2 shows high levels of parental involvement in helping children read, including strong affective and motivational involvement. The highest-rated practice of praising the child, motivating her to continue, or encouraging her suggests that parents have identified building the child's confidence and emotional stability as a significant priority. This matches the findings of Cuenca et al. (2023), who report that the home-village parents provide very stable emotional conditions for their students. Parents perform well in helping the child with words and promoting the child's reading, yet their ratings are moderate for reading together and discussing the text; parents can fill this gap. Famoso et al. (2025) remind us that while parental support on an affective level is admirable, there is a dire need for a cognitively oriented intervention (shared dialogue) to transform this support into superior academic outcomes.

Table 3

Extent of Parental Involvement in Homework and Learning Supervision

Homework and Learning Supervision		
Items	Mean	Interpretation
<i>As a parent, I...</i>		
1. Check if my child has completed their homework every day.	4.46	Great Extent
2. Assist my child when they encounter difficulties in their homework.	4.36	Great Extent
3. Provide a quiet and organized space for my child to study.	3.99	Great Extent
4. remind my child about deadlines and school assignments.	4.42	Great Extent
5. Monitor the amount of time my child spends on homework.	4.05	Great Extent
6. Encourage my child to review lessons after school.	4.19	Great Extent
7. Communicate with my child's teacher about homework or learning concerns.	3.47	Moderate Extent
Overall Mean	4.13	Great Extent

Table 3 illustrates active parents who monitor their child's schoolwork performance, specifically focusing on task supervision. The highest-scoring behavior is having teachers or parents check homework every day ($M=4.46$). It appears that parents establish a daily structure at home to reinforce instruction at school (Davis-Kean et al., 2020; Epstein, 2018). This direct supervision of daily routine creates the spatial and temporal structures necessary for learning (Davis-Kean et al., 2020; Epstein, 2018). Although home-based monitoring was high, parent-teacher communication about how well the student learns was rated at a medium level. Bartolome et al. (2017) indicate that parents may cling to beliefs that schools are a distinct domain separate from the home, and that parents lack trust and confidence in formal interactions (Bartolome et al., 2017). As per DepEd Memo 034, S. 2025, there needs to be effective two-way communication established so that learning in the school has strong backup from home monitoring.

Table 4

Extent of Parental Involvement in Parental Motivation and Encouragement

Parental Motivation and Encouragement		
Items	Mean	Interpretation
<i>As a parent, I...</i>		



1. Praise my child for completing schoolwork or homework that day.	4.61	Very Great Extent
2. Encourage my child to do their best in school.	4.72	Very Great Extent
3. Talk to my child about the importance of education.	4.32	Great Extent
4. Celebrate my child's achievements, big or small.	3.93	Great Extent
5. Motivate my child to keep trying even when tasks are difficult.	4.67	Very Great Extent
6. Set goals with my child to improve their learning.	4.32	Great Extent
7. Express confidence in my child's ability to succeed academically.	4.50	Great Extent
Overall Mean	4.44	Great Extent

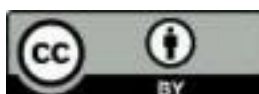
The results in Table 4 suggest that parental engagement in the home learning environment consistently promotes affective/motivational support. Parents focus on instilling self-efficacy through promoting performance and motivating through hard tasks. Hajovsky et al. (2020) claim that this type of proactive support is a key predictor of future learning, as learners whose parents engage in it are better able to cope with cognitive demands. The data also shows that parents integrate both motivational encouragement and practices focused on performance: children have goals and conversations about importance, are positively reinforced for good performance, and are only celebrated for achievement fairly infrequently. In this community, it would be useful to strengthen a routine of parental celebration of academic achievement to maximize long-term engagement.

Table 5

Extent of Parental Involvement in Modeling Reading Behavior

Modeling Reading Behavior		
Items	Mean	Interpretation
<i>As a parent, I...</i>		
1. Read books or other reading materials in front of my child.	3.53	Great Extent
2. Show enthusiasm when reading and share my enjoyment with my child.	4.16	Great Extent
4. Talk about what I read with my child.	3.85	Great Extent
5. Demonstrate how to use reading strategies (e.g., sounding out words, summarizing).	4.04	Great Extent
5. Motivate my child to view reading as an enjoyable activity rather than solely a task related to work or study.	3.91	Great Extent
6. Visit libraries or bookstores with my child to model interest in reading.	2.96	Moderate Extent
7. Make reading a visible and regular part of my daily routine.	3.84	Great Extent
Overall Mean	3.75	Great Extent

Overall, Table 5 shows that children receive substantial parental modeling, or the visible demonstration of reading behaviors at home. While the highest items address the emotional and pragmatic aspects of sharing reading enjoyment and providing an external model of reading strategies (such as summarizing) to increase children's acquisition of literacy behaviors, the next greatest area involves demonstrating concrete ways to interact with print. Children do receive, however, only



moderate amounts of modeled behaviors within libraries or bookstores, potentially because of distance and time constraints or the cost of attending; according to Zhang et al. (2017), interaction with the wider community through these spaces will expose children to different kinds of texts they need for high-level literacy development. There is still a significant gap between home modeling and community print environments to sustain children's reading motivation and literacy exposure.

Table 6

Extent of Parental Involvement in Communication with Teachers

Communication with Teachers			
	Items	Mean	Interpretation
<i>As a parent, I...</i>			
1.	Ask the teacher about my child's academic performance	3.73	Great Extent
2.	Attend parent-teacher meetings or conferences.	4.46	Great Extent
3.	Communicate with the teacher when my child is struggling with schoolwork.	3.92	Great Extent
4.	Ask the teacher for suggestions to help my child improve.	3.59	Great Extent
5.	Inform the teacher about any concerns or issues affecting my child's learning.	3.95	Great Extent
6.	Respond promptly to messages or notices from the teacher.	4.12	Great Extent
7.	Maintain a positive and respectful relationship with my child's teacher.	4.66	Very Great Extent
	Overall Mean	4.06	Great Extent

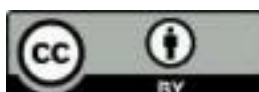
Communication with teachers in Table 6 demonstrates the significant role of parents in school-home communication, with teachers as the mediating factor ($M=4.66$). Parents also demonstrated strong engagement in school-guided procedures, with high ratings for conference attendance and the timeliness of responses to messages ($M=4.46$). High scores are consistent with research findings, such as those by Carado (2023), which suggest that parents participate in school through public demonstrations and awareness of school efforts. Parents report checking in frequently with the teacher, but give lower ratings for asking for recommendations for instruction, suggesting they do not request more specific input from teachers. As Epstein (2018) states, a true partnership is more than simply sharing information.

Table 7

Level of Learners' Reading Comprehension

Grade Level	N	Mean	Interpretation
Grade 1	24	2.51	Developing Reader
Grade 2	22	3.25	Developing Reader
Grade 3	28	4.14	Transitioning Reader
Overall Mean	74	3.30	Moderate Level

The results in Table 7 show that students have an adequate performance (moderate level) in reading ($M = 3.30$). From the Grade 1 and 2 "Developing" level, students' performance improved to the "Transitioning" level in Grade 3. The progress suggests the importance of early intervention in



closing foundational gaps. Moreover, Segura et al. (2025) and Silinskas et al. (2020) explain that systematic, coordinated support from schools and parents is important for building and sustaining progress during this developmental stage. Full comprehension will finally be achieved through opportunities and systematic reading remediation, as emphasized in DepEd Memorandum No. 034, s. 2025.

Table 8

Extent of Parental Involvement in Home Literacy Environment when grouped according to Age

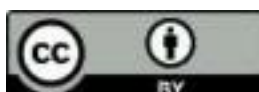
Home Literacy Environment	Age			
		Younger		Older
Items	Mean	Interpretation	Mean	Interpretation
<i>As a parent, I...</i>				
1. Read books or stories aloud to my child at home.	3.59	Great Extent	2.98	Moderate Extent
2. Provide access to my child to age-appropriate books at home.	3.53	Great Extent	3.76	Great Extent
3. Talk about stories or books we read together.	3.34	Moderate Extent	3.40	Moderate Extent
4. Encourage my child to read independently at home.	4.25	Great Extent	4.26	Great Extent
5. Encourage my child to visit libraries or bookstores with me to find reading materials.	2.53	Moderate Extent	2.38	Low Extent
6. Provide time daily for my child to read for pleasure.	3.59	Great Extent	3.31	Moderate Extent
7. Engage my child in conversations that build vocabulary and comprehension.	3.47	Moderate Extent	3.10	Moderate Extent
Overall mean	3.47	Moderate Extent	3.31	Moderate Extent

Table 8 suggests that involvement in the home literacy environment is only moderate for younger ($M=3.47$) and older parents ($M=3.31$). Although both younger and older parents demonstrate excellent levels of book access and independent reading, they show only moderate levels of interactive vocabulary-building. It is important to note that older parents demonstrate an excellent level of engagement in external library visits, while parents are low in involvement in these events. These patterns support Gino (2023) and Mocsin (2025), who highlight the importance of consistent, language-rich interaction between parents and children for the promotion of children's reading skills. In addition to focusing on these important interactive and resource activities, it is critical to foster higher comprehension skills in children in all parental age groups.

Table 9

Extent of Parental Involvement in Parental Reading Support when grouped according to Age

Parental Reading Support	Age			
		Younger		Older
Items	Mean	Interpretation	Mean	Interpretation



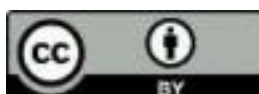
<i>As a parent, I...</i>				
1. Read books or stories aloud to my child regularly.	3.38	Moderate Extent	2.83	Moderate Extent
2. Encourage my child to read independently at home.	4.28	Great Extent	4.22	Great Extent
3. Discuss the content of books or stories with my child after reading.	3.59	Great Extent	3.19	Moderate Extent
4. Provide a variety of reading materials (books, magazines, newspapers) for my child.	3.38	Moderate Extent	3.00	Moderate Extent
5. Help my child understand difficult words or concepts while reading.	4.47	Great Extent	4.38	Great Extent
6. Set aside a specific time each day for my child to read.	3.88	Great Extent	3.45	Moderate Extent
7. Praise and motivate my child for their reading efforts.	4.72	Very Great Extent	4.40	Great Extent
Overall mean	3.96	Great Extent	3.64	Great Extent

From Table 9, it can be observed that both younger ($M=3.96$) and older parents ($M=3.64$) demonstrated highly supportive behaviors toward children's reading. Both younger and older parents were more supportive when they praised and encouraged their children. The level of involvement with actively providing instruction through read-aloud to their children is moderate overall. Betonio et al. (2025) mentioned that direct support is a significant predictor of children's reading ability. Thus, just using verbal praise is not enough; maintaining an interactive reading task is required to support children's reading ability.

Table 10

Extent of Parental Involvement in Homework and Learning Supervision when grouped according to Age

Homework and Learning Supervision	Age			
	Mean	Younger Interpretation	Mean	Older Interpretation
<i>As a parent, I...</i>				
1. Check if my child has completed their homework every day.	4.51	Very Great Extent	4.41	Great Extent
2. Assist my child when they encounter difficulties in their homework.	4.06	Great Extent	4.64	Very Great Extent
3. Provide a quiet and organized space for my child to study.	4.00	Great Extent	3.97	Great Extent
4. remind my child about deadlines and school assignments.	4.00	Great Extent	4.77	Very Great Extent
5. Monitor the amount of time my child spends on homework.	4.06	Great Extent	4.05	Great Extent
6. encourage my child to review lessons after school.	4.20	Great Extent	4.18	Great Extent



7. communicate with my child's teacher about homework or learning concerns.	3.34	Moderate Extent	3.59	Great Extent
Overall mean	4.02	Great Extent	4.23	Great Extent

Table 10 reveals that parental supervision remains consistent across age groups, though intervention styles vary by life stage. Younger parents act primarily as initiators, excelling in checking daily homework completion, while older parents serve as facilitators, focusing on prompting tasks and providing topical guidance. Despite these strengths, both groups struggle to provide a quiet, private study environment. As Melencion (2023) notes, the quality and consistency of involvement drive student perseverance; thus, failing to secure an orderly environment may diminish the positive impact of parental support on learner motivation.

Table 11

Extent of Parental Involvement in Parental Motivation and Encouragement when grouped according to Age

Parental Motivation and Encouragement	Age			
	Mean	Younger Interpretation	Mean	Older Interpretation
<i>As a parent, I...</i>				
1. praise my child for completing schoolwork or homework that day.	4.49	Great Extent	4.72	Very Great Extent
2. encourage my child to do their best in school.	4.60	Very Great Extent	4.82	Very Great Extent
3. talk to my child about the importance of education.	4.20	Great Extent	4.44	Great Extent
4. celebrate my child's achievements, big or small.	3.83	Great Extent	4.03	Great Extent
5. motivate my child to keep trying even when tasks are difficult.	4.52	Very Great Extent	4.79	Very Great Extent
6. set goals with my child to improve their learning.	4.20	Great Extent	4.44	Great Extent
7. my child's ability to succeed academically.	4.40	Great Extent	4.59	Very Great Extent
Overall mean	4.32	Great Extent	4.55	Very Great Extent

Table 11 shows that both age groups are highly involved in providing motivational support, though older parents demonstrate a higher level of engagement ($M = 4.55$) than younger parents ($M = 4.32$). Older parents are more consistently encouraging of academic perseverance and provide more opportunities for success, reflecting greater confidence in addressing their child's needs. While younger parents remain supportive, they score lower in recognizing and praising achievements. This aligns with Yang et al. (2020) and Utami (2022), who emphasize that consistent home-based encouragement is a vital catalyst for improved student learning and academic performance.

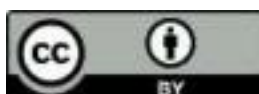


Table 12

Extent of Parental Involvement in Modeling Reading Behavior when grouped according to Age

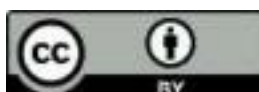
Modeling Reading Behavior		Age		
Items	Mean	Younger Interpretation	Mean	Older Interpretation
<i>As a parent, I...</i>				
1. read books or other reading materials in front of my child.	3.37	Moderate Extent	3.67	Great Extent
2. show enthusiasm when reading and share my enjoyment with my child.	4.00	Great Extent	4.31	Great Extent
4. talk about what I read with my child.	3.91	Great Extent	3.79	Great Extent
5. demonstrate how to use reading strategies (e.g., sounding out words, summarizing).	3.94	Great Extent	4.13	Great Extent
5. motivate my child to view reading as an enjoyable activity rather than solely a task related to work or study.	3.97	Great Extent	3.85	Great Extent
6. visit libraries or bookstores with my child to model interest in reading.	2.74	Moderate Extent	3.15	Moderate Extent
7. make reading a visible and regular part of my daily routine.	3.69	Great Extent	3.97	Great Extent
Overall mean	3.66	Great Extent	3.84	Great Extent

Table 12 reveals that both younger ($M = 3.66$) and older parents ($M = 3.84$) demonstrate a great extent of involvement in modeling reading behaviors. Older parents show slightly higher engagement, particularly in enthusiasm, specific strategy demonstration, and the establishment of structured daily routines. This suggests that older parents may adopt more intentional approaches, likely due to increased experience or more established household habits. In contrast, both groups reported only moderate involvement in visiting libraries or visibly reading in front of their children. These findings imply that while the literacy support is strong, opportunities for visible or external demonstrations of reading remain limited. This aligns with Hapipah et al. (2025), who emphasize that when parents actively model learning-related behaviors, it significantly bolsters a child's intrinsic motivation and interest in literacy activities.

Table 13

Extent of Parental Involvement in Communication with Teachers when grouped according to Age

Communication with Teachers		Age		
Items	Mean	Younger Interpretation	Mean	Older Interpretation
<i>As a parent, I...</i>				
1. ask the teacher about my child's academic performance	3.74	Great Extent	3.72	Great Extent
2. attend parent-teacher meetings or conferences.	4.20	Great Extent	4.69	Very Great Extent



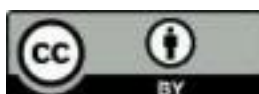
3. communicate with the teacher when my child is struggling with schoolwork.	3.80	Great Extent	4.03	Great Extent
4. ask the teacher for suggestions to help my child improve.	3.47	Moderate Extent	3.69	Great Extent
5. inform the teacher about any concerns or issues affecting my child's learning.	3.83	Great Extent	4.05	Great Extent
6. respond promptly to messages or notices from the teacher.	3.94	Great Extent	4.29	Great Extent
7. maintain a positive and respectful relationship with my child's teacher.	4.66	Very Great Extent	4.67	Very Great Extent
Overall mean	3.96	Great Extent	4.16	Great Extent

Table 13 reveals that both younger ($M = 3.96$) and older parents ($M = 4.16$) maintain a high level of involvement in school-home communication. Older parents demonstrate slightly higher engagement, particularly in attending conferences and maintaining respectful teacher relationships ($M = 4.66$). While younger parents are also active, their moderate scores in seeking specific instructional suggestions indicate a less proactive approach to academic guidance. These results underscore the importance of home-school partnerships, as noted by Bartolome et al. (2017) and Bendanillo (2021), where consistent communication serves as a vital catalyst for improved academic outcomes.

Table 14

Extent of Parental Involvement in Home Literacy Environment when grouped according to Highest Educational Attainment

Home Literacy Environment		Highest Educational Attainment		
Items	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a parent, I...</i>				
1. read books or stories aloud to my child at home.	3.17	Moderate Extent	3.31	Moderate Extent
2. Provide access to my child to age-appropriate books at home.	3.60	Great Extent	3.72	Great Extent
3. talk about stories or books we read together.	3.17	Moderate Extent	3.56	Great Extent
4. encourage my child to read independently at home.	4.09	Great Extent	4.41	Great Extent
5. encourage my child to visit libraries or bookstores with me to find reading materials.	2.31	Low Extent	2.56	Moderate Extent
6. provide time daily for my child to read for pleasure.	3.20	Moderate Extent	3.64	Great Extent
7. engage my child in conversations that build vocabulary and comprehension.	3.17	Moderate Extent	3.33	Moderate Extent
Overall mean	3.24	Moderate Extent	3.51	Great Extent



From Table 14, it can be seen that highly educated parents generally demonstrate a higher general level of participation and show particularly high participation in reading arrangement and story talk. Both groups attach high importance to the provision of reading materials and solitary reading. At the same time, there is a moderate level of importance to basic interactional practices such as read-aloud and the explanation of word meaning. Community-based involvement, such as visiting the library, is the least common practice among parents across all levels of education. It is assumed that parents with higher education would have greater pedagogical confidence in implementing interactive literacy practices. The findings support Norudin et al. (2024), who found that children's reading self-efficacy and reading comprehension are moderated by parents' education attainment, and that highly educated parents provide effective instructional feedback that enhances a learner's reading confidence.

Table 15

Extent of Parental Involvement in Parental Reading Support when grouped according to Highest Educational Attainment

Parental Reading Support		Highest Educational Attainment		
Items	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a parent, I...</i>				
1. read books or stories aloud to my child regularly.	2.91	Moderate Extent	3.20	Moderate Extent
2. encourage my child to read independently at home.	4.18	Great Extent	4.30	Great Extent
3. discuss the content of books or stories with my child after reading.	3.30	Moderate Extent	3.41	Moderate Extent
4. provide a variety of reading materials (books, magazines, newspapers) for my child.	2.91	Moderate Extent	3.37	Moderate Extent
5. help my child understand difficult words or concepts while reading.	4.42	Great Extent	4.41	Great Extent
6. set aside a specific time each day for my child to read.	3.39	Moderate Extent	3.83	Great Extent
7. praise and motivate my child for their reading efforts.	4.24	Great Extent	4.78	Very Great Extent
Overall mean	3.62	Great Extent	3.90	Great Extent

Table 15 indicates high reading support across educational groups, though parents with higher attainment demonstrate slightly greater involvement and more structured routines. While higher-education parents excel in praising and motivating their children ($M = 4.78$), lower-education parents focus most on clarifying difficult words ($M = 4.42$). Both groups report only moderate involvement in reading aloud. Consistent with Davis-Kean et al. (2020) and Tamis-LeMonda et al. (2019), these results suggest that while emotional support is present, the greater consistency in routines among more educated parents provides the reliable cognitive stimulation necessary for future academic success.

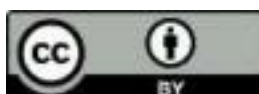


Table 16

Extent of Parental Involvement in Homework and Learning Supervision when grouped according to Highest Educational Attainment

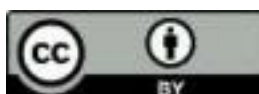
Homework and Learning Supervision		Highest Educational Attainment		
Items	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a parent, I...</i>				
1. check if my child has completed their homework every day.	4.33	Great Extent	4.56	Very Great Extent
2. assist my child when they encounter difficulties in their homework.	4.06	Great Extent	4.61	Very Great Extent
3. provide a quiet and organized space for my child to study.	4.03	Great Extent	3.95	Great Extent
4. remind my child about deadlines and school assignments.	4.15	Great Extent	4.64	Very Great Extent
5. monitor the amount of time my child spends on homework.	3.76	Great Extent	4.30	Great Extent
6. encourage my child to review lessons after school.	4.21	Great Extent	4.17	Great Extent
7. communicate with my child's teacher about homework or learning concerns.	3.48	Moderate Extent	3.46	Moderate Extent
Overall mean	4.00	Great Extent	4.23	Great Extent

Table 16 shows that parental commitment remains consistent across educational levels, though intervention strategies differ. Parents with lower educational attainment focus on daily homework completion ($M = 4.33$), while those with higher attainment prioritize time management and deadline reminders. Despite these varied approaches, both groups struggle with teacher communication. This aligns with Iroegbu et al. (2020), noting that education influences the type, not the degree, of support. As Naranjo (2019) suggests, schools must proactively bridge this communication gap to help parents navigate formal academic structures.

Table 17

Extent of Parental Involvement in Parental Motivation and Encouragement when grouped according to Highest Educational Attainment

Parental Motivation and Encouragement		Highest Educational Attainment		
Items	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a parent, I...</i>				
1. praise my child for completing schoolwork or homework that day.	4.39	Great Extent	4.78	Very Great Extent
2. encourage my child to do their best in school.	4.52	Very Great Extent	4.88	Very Great Extent
3. talk to my child about the importance of education.	4.06	Great Extent	4.54	Very Great Extent



4. celebrate my child's achievements, big or small.	3.61	Great Extent	4.20	Great Extent
5. motivate my child to keep trying even when tasks are difficult.	4.36	Great Extent	4.92	Very Great Extent
6. set goals with my child to improve their learning.	4.15	Great Extent	4.46	Great Extent
7. my child's ability to succeed academically.	4.52	Very Great Extent	4.49	Great Extent
Overall mean	4.23	Great Extent	4.61	Very Great Extent

Table 17 shows that, while all parents are highly involved, those with higher educational attainment demonstrate a stronger level of engagement ($M = 4.61$) than those with lower attainment ($M = 4.23$). Higher education is positively associated with motivating academic performance and persistence in the face of challenges, likely because these parents have access to more tools and information to support learning. In contrast, less educated parents focus on rewarding success and discussing the importance of education. As Torgerson et al. (2018) and Garcia et al. (2018) suggest, parental educational experiences are vital in providing the guidance and structure necessary to enhance a child's learning motivation and reading comprehension.

Table 18

Extent of Parental Involvement in Modeling Reading Behavior when grouped according to Highest Educational Attainment

Modeling Reading Behavior		Highest Educational Attainment		
Items	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a parent, I...</i>				
1. read books or other reading materials in front of my child.	3.30	Moderate Extent	3.71	Great Extent
2. show enthusiasm when reading and share my enjoyment with my child.	3.88	Great Extent	4.39	Great Extent
4. talk about what I read with my child.	3.64	Great Extent	4.02	Great Extent
5. demonstrate how to use reading strategies (e.g., sounding out words, summarizing).	3.97	Great Extent	4.10	Great Extent
5. motivate my child to view reading as an enjoyable activity rather than solely a task related to work or study.	4.03	Great Extent	3.80	Great Extent
6. visit libraries or bookstores with my child to model interest in reading.	2.67	Moderate Extent	3.20	Moderate Extent
7. make reading a visible and regular part of my daily routine.	3.73	Great Extent	3.93	Great Extent
Overall mean	3.60	Great Extent	3.88	Great Extent

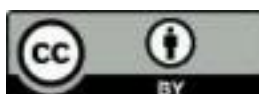


Table 18 indicates that parents across educational levels demonstrate a high level of involvement in modeling reading behaviors, though those with higher attainment show greater consistency ($M = 3.88$ vs. $M = 3.60$). Highly educated parents read aloud more frequently and express enthusiasm, suggesting greater confidence in fostering a literacy-rich environment. Both groups, however, show moderate engagement in external activities, such as library visits. Aligned with Yang et al. (2020) and Gonzales et al. (2023), these findings imply that structured, intentional modeling at home is a critical driver for developing stronger learner comprehension skills.

Table 19

Extent of Parental Involvement in Communication with Teachers when grouped according to Highest Educational Attainment

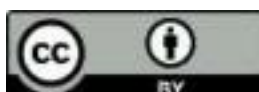
Communication with Teachers		Highest Educational Attainment		
Items	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a parent, I...</i>				
1. ask the teacher about my child's academic performance	3.58	Great Extent	3.85	Great Extent
2. attend parent-teacher meetings or conferences.	4.36	Great Extent	4.54	Very Great Extent
3. communicate with the teacher when my child is struggling with schoolwork.	3.79	Great Extent	4.02	Great Extent
4. ask the teacher for suggestions to help my child improve.	3.81	Great Extent	3.42	Moderate Extent
5. inform the teacher about any concerns or issues affecting my child's learning.	3.91	Great Extent	3.98	Great Extent
6. respond promptly to messages or notices from the teacher.	4.00	Great Extent	4.23	Great Extent
7. maintain a positive and respectful relationship with my child's teacher.	4.76	Very Great Extent	4.59	Very Great Extent
Overall mean	4.02	Great Extent	4.10	Great Extent

Table 19 demonstrates high levels of communication with teachers across both groups, with higher-education parents showing slightly greater involvement ($M = 4.10$ vs. $M = 4.02$). Highly educated parents excel in meeting attendance and prompt messaging, while those with lower attainment prioritize maintaining positive, respectful teacher relationships. Despite these strengths, parents with higher education report only moderate engagement in seeking specific academic suggestions. As Carado (2023) and Bruggink et al. (2022) suggest, active participation and structured school-home support systems are essential for strengthening collaboration and improving learners' overall academic outcomes.

Table 20

Extent of Parental Involvement in Home Literacy Environment when grouped according to Average Family Monthly Income

Home Literacy Environment	Average Family Monthly Income	
	Lower	Higher



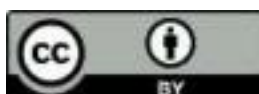
Items	Mean	Interpretation	Mean	Interpretation
<i>As a parent, I...</i>				
1. read books or stories aloud to my child at home.	3.06	Moderate Extent	3.39	Moderate Extent
2. Provide access to my child to age-appropriate books at home.	3.30	Moderate Extent	3.95	Great Extent
3. talk about stories or books we read together.	2.91	Moderate Extent	3.76	Great Extent
4. encourage my child to read independently at home.	4.00	Great Extent	4.46	Great Extent
5. encourage my child to visit libraries or bookstores with me to find reading materials.	2.21	Low Extent	2.63	Moderate Extent
6. provide time daily for my child to read for pleasure.	2.94	Moderate Extent	3.83	Great Extent
7. engage my child in conversations that build vocabulary and comprehension.	2.79	Moderate Extent	3.63	Great Extent
Overall mean	3.03	Moderate Extent	3.67	Great Extent

As shown in Table 10, there is a significant difference in parental involvement in reading by socioeconomic status: households with higher incomes demonstrate higher levels of engagement, whereas lower-income households show moderate levels of parental involvement. Both income levels strongly promoted autonomous reading, but higher-income households more frequently offered varied reading materials, established daily reading practices, and mediated vocabulary development in conversations. As Qasem (2018) notes, financial situations tend to determine a parent's level of academic involvement. The moderate engagement from lower-income households could suggest the lack of adequate resources/access to such reading practices rather than limited interest on the parents' part.

Table 21

Extent of Parental Involvement in Parental Reading Support when grouped according to Average Family Monthly Income

Parental Reading Support		Average Family Monthly Income		
Items	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a parent, I...</i>				
1. read books or stories aloud to my child regularly.	3.20	Moderate Extent	2.91	Moderate Extent
2. encourage my child to read independently at home.	4.13	Great Extent	4.39	Great Extent
3. discuss the content of books or stories with my child after reading.	3.32	Moderate Extent	3.42	Moderate Extent
4. provide a variety of reading materials (books, magazines, newspapers) for my child.	3.24	Moderate Extent	3.06	Moderate Extent



5. help my child understand difficult words or concepts while reading.	4.05	Great Extent	4.88	Very Great Extent
6. set aside a specific time each day for my child to read.	3.63	Great Extent	3.64	Great Extent
7. praise and motivate my child for their reading efforts.	4.61	Very Great Extent	4.45	Great Extent
Overall mean	3.74	Great Extent	3.82	Great Extent

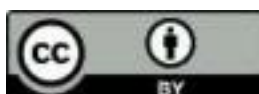
Table 21 indicates that parental reading support is consistent across income levels, with both higher- and lower-income groups showing a high level of involvement ($M = 3.82$ and 3.74 , respectively). Higher-income parents excel in cognitive scaffolding, particularly in explaining difficult concepts ($M = 4.88$), while lower-income parents prioritize emotional encouragement through praise ($M = 4.61$). Both groups report moderate levels of reading aloud. As Mocsin (2025) emphasizes, effective reading support transcends socioeconomic background, relying instead on parental readiness and engagement to reinforce learners' literacy and comprehension through combined emotional and cognitive assistance.

Table 22

Extent of Parental Involvement in Homework and Learning Supervision when grouped according to Average Family Monthly Income

Homework and Learning Supervision		Average Family Monthly Income		
Items	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a parent, I...</i>				
1. check if my child has completed their homework every day.	4.41	Great Extent	4.52	Very Great Extent
2. assist my child when they encounter difficulties in their homework.	4.17	Great Extent	4.61	Very Great Extent
3. provide a quiet and organized space for my child to study.	3.73	Great Extent	4.30	Great Extent
4. remind my child about deadlines and school assignments.	4.21	Great Extent	4.67	Very Great Extent
5. monitor the amount of time my child spends on homework.	3.90	Great Extent	4.24	Great Extent
6. encourage my child to review lessons after school.	4.07	Great Extent	4.33	Great Extent
7. communicate with my child's teacher about homework or learning concerns.	3.05	Moderate Extent	4.00	Great Extent
Overall mean	3.93	Great Extent	4.38	Great Extent

Table 22 reveals that parental supervision remains consistent across income levels, though support strategies differ. Lower-income parents prioritize daily task completion ($M = 4.41$), while higher-income parents focus on time management and deadline reminders ($M = 4.67$). Notably, communication with teachers is the lowest area of involvement for both groups. These findings align with Cuenca et al. (2025), suggesting that while commitment is stable across socioeconomic lines, the



quality and structure of home-based support vary based on available resources. Both groups face challenges in maintaining an ideal study environment.

Table 23

Extent of Parental Involvement in Parental Motivation and Encouragement when grouped according to Average Family Monthly Income

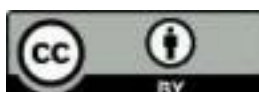
Parental Motivation and Encouragement		Average Family Monthly Income		
Items	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a parent, I...</i>				
1. praise my child for completing schoolwork or homework that day.	4.34	Great Extent	4.94	Very Great Extent
2. encourage my child to do their best in school.	4.61	Very Great Extent	4.85	Very Great Extent
3. talk to my child about the importance of education.	4.22	Great Extent	4.45	Great Extent
4. celebrate my child’s achievements, big or small.	3.88	Great Extent	4.00	Great Extent
5. motivate my child to keep trying even when tasks are difficult.	4.54	Very Great Extent	4.84	Very Great Extent
6. set goals with my child to improve their learning.	4.24	Great Extent	4.42	Great Extent
7. my child’s ability to succeed academically.	4.22	Great Extent	4.85	Very Great Extent
Overall mean	4.29	Great Extent	4.62	Very Great Extent

Table 23 reveals that, while both income groups are heavily invested in motivating their children, higher-income families show a more pronounced level of involvement ($M = 4.62$) than lower-income families ($M = 4.29$). Parents with higher incomes score higher in praising achievements and encouraging academic persistence, suggesting that greater access to resources and time may facilitate more intensive motivational support. These findings align with Marlina et al. (2023) and Melencion et al. (2025), who emphasize that direct parental influence and support are essential catalysts for fostering student independence and enhancing reading performance.

Table 24

Extent of Parental Involvement in Modeling Reading Behavior when grouped according to Average Family Monthly Income

Modeling Reading Behavior		Average Family Monthly Income		
Items	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a parent, I...</i>				
1. read books or other reading materials in front of my child.	3.29	Moderate Extent	3.82	Great Extent



2. show enthusiasm when reading and share my enjoyment with my child.	3.93	Great Extent	4.45	Great Extent
4. talk about what I read with my child.	3.78	Great Extent	3.94	Great Extent
5. demonstrate how to use reading strategies (e.g., sounding out words, summarizing).	3.78	Great Extent	4.36	Great Extent
5. motivate my child to view reading as an enjoyable activity rather than solely a task related to work or study.	3.85	Great Extent	3.97	Great Extent
6. visit libraries or bookstores with my child to model interest in reading.	2.95	Moderate Extent	2.97	Moderate Extent
7. make reading a visible and regular part of my daily routine.	3.90	Great Extent	3.76	Great Extent
Overall mean	3.64	Great Extent	3.90	Great Extent

Table 24 shows that while both income groups demonstrate a great extent of involvement, higher-income parents exhibit slightly higher engagement ($M = 3.90$ vs. $M = 3.64$). Higher income levels are associated with more frequent reading aloud and greater enthusiasm, likely due to greater access to resources. Conversely, lower-income parents maintain meaningful involvement through daily routines and motivation. Both groups reported only moderate engagement in external literacy activities, such as library visits. As noted by Carado (2023) and Manalo et al. (2023), active parental modeling is a vital driver of student engagement and academic growth across all socioeconomic backgrounds.

Table 25

Extent of Parental Involvement in Communication with Teachers when grouped according to Average Family Monthly Income

Communication with Teachers		Average Family Monthly Income		
Items	Mean	Lower Interpretation	Mean	Higher Interpretation
<i>As a parent, I...</i>				
1. ask the teacher about my child's academic performance	4.74	Very Great Extent	4.41	Great Extent
2. attend parent-teacher meetings or conferences.	4.76	Very Great Extent	4.64	Very Great Extent
3. communicate with the teacher when my child is struggling with schoolwork.	4.33	Great Extent	3.97	Great Extent
4. ask the teacher for suggestions to help my child improve.	3.83	Great Extent	4.77	Very Great Extent
5. inform the teacher about any concerns or issues affecting my child's learning.	4.65	Very Great Extent	4.05	Great Extent
6. respond promptly to messages or notices from the teacher.	4.14	Great Extent	4.18	Great Extent
7. maintain a positive and respectful relationship with my child's teacher.	4.43	Great Extent	3.59	Great Extent



Overall mean	4.42	Great Extent	4.23	Great Extent
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Table 25 reveals that both lower-income ($M = 4.42$) and higher-income ($M = 4.23$) parents exhibit high involvement in teacher communication. Notably, lower-income parents exhibit a high level of participation in parent-teacher conferences ($M = 4.76$), suggesting that financial constraints do not hinder school engagement. While higher-income parents are also active, they show comparatively lower scores in maintaining relational communication. These results align with Parroco et al. (2022) and Oranga et al. (2023), who underscore that consistent home-school collaboration is a fundamental driver for improving learners' academic performance and overall educational outcomes.

Table 26

Extent of Parental Involvement in Home Literacy Environment when grouped according to Number of Children

Home Literacy Environment		Number of Children		
Items	Mean	Few Interpretation	Mean	Many Interpretation
<i>As a parent, I...</i>				
1. read books or stories aloud to my child at home.	3.29	Moderate Extent	3.18	Moderate Extent
2. Provide access to my child to age-appropriate books at home.	3.29	Moderate Extent	4.12	Great Extent
3. talk about stories or books we read together.	3.29	Moderate Extent	3.48	Moderate Extent
4. encourage my child to read independently at home.	4.17	Great Extent	4.36	Great Extent
5. encourage my child to visit libraries or bookstores with me to find reading materials.	2.29	Low Extent	2.64	Moderate Extent
6. provide time daily for my child to read for pleasure.	3.32	Moderate Extent	3.58	Great Extent
7. engage my child in conversations that build vocabulary and comprehension.	3.22	Moderate Extent	3.30	Moderate Extent
Overall mean	3.27	Moderate Extent	3.52	Great Extent

Table 26 shows a slight increase in involvement in the home literacy environment among target families. Though encouraging children to read on their own was important across all families, only the larger families consistently provided a structured environment, a routine, and access to books for the children to engage with. This could imply that the child's routine reading is more readily seen and encouraged by other siblings. As Cusinato et al. (2020) identified, interaction patterns between family members and resource management are key factors contributing to parents' involvement. From these findings, it appears that target families benefit from a combined reading environment. In contrast, smaller families are likely more reliant on individual, focused parental attention to foster the same home literacy routines.

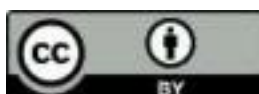


Table 27

Extent of Parental Involvement in Parental Reading Support when grouped according to Number of Children

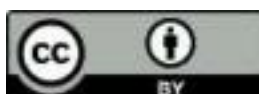
Parental Reading Support		Number of Children		
Items	Mean	Few Interpretation	Mean	Many Interpretation
<i>As a parent, I...</i>				
1. read books or stories aloud to my child regularly.	4.69	Very Great Extent	4.29	Great Extent
2. encourage my child to read independently at home.	4.59	Very Great Extent	4.19	Great Extent
3. discuss the content of books or stories with my child after reading.	4.34	Great Extent	3.71	Great Extent
4. provide a variety of reading materials (books, magazines, newspapers) for my child.	4.33	Great Extent	4.48	Great Extent
5. help my child understand difficult words or concepts while reading.	3.94	Great Extent	4.15	Great Extent
6. set aside a specific time each day for my child to read.	4.34	Great Extent	4.07	Great Extent
7. praise and motivate my child for their reading efforts.	3.44	Moderate Extent	3.50	Moderate Extent
Overall mean	4.24	Great Extent	4.05	Great Extent

Table 27 indicates that parental reading support remains consistent across family sizes, though the nature of involvement shifts. Families with fewer children prioritize time-intensive activities, such as reading aloud ($M = 4.69$), while larger families focus on resource-based support, such as providing varied reading materials ($M = 4.48$). Notably, both groups show moderate levels of emotional encouragement. As Luo et al. (2019) and Boonk et al. (2018) suggest, while support patterns adapt to household capacity, combining active engagement with emotional motivation is essential for optimizing a child's academic performance and literacy development.

Table 28

Extent of Parental Involvement in Homework and Learning Supervision when grouped according to Number of Children

Homework and Learning Supervision		Number of Children		
Items	Mean	Few Interpretation	Mean	Many Interpretation
<i>As a parent, I...</i>				
1. check if my child has completed their homework every day.	4.44	Great Extent	4.74	Very Great Extent
2. assist my child when they encounter difficulties in their homework.	4.66	Very Great Extent	4.76	Very Great Extent



3. provide a quiet and organized space for my child to study.	4.31	Great Extent	4.33	Great Extent
4. remind my child about deadlines and school assignments.	4.06	Great Extent	3.83	Great Extent
5. monitor the amount of time my child spends on homework.	4.69	Very Great Extent	4.65	Very Great Extent
6. encourage my child to review lessons after school.	4.56	Very Great Extent	4.14	Great Extent
7. communicate with my child's teacher about homework or learning concerns.	4.59	Very Great Extent	4.43	Great Extent
Overall mean	4.47	Great Extent	4.42	Great Extent

Table 28 indicates that parental involvement in homework supervision remains consistently high regardless of family size, with both smaller ($M = 4.47$) and larger families ($M = 4.42$) showing a great extent of engagement. Families with fewer children prioritize structured time monitoring ($M = 4.69$), while larger families focus on providing direct academic assistance when difficulties arise ($M = 4.76$). Conversely, both groups demonstrate lower involvement in tracking deadlines. As noted by Yang et al. (2022), these findings reinforce that active parental support, whether through structured monitoring or direct help, remains a fundamental driver of a child's academic development.

Table 29

Extent of Parental Involvement in Parental Motivation and Encouragement when grouped according to Number of Children

Parental Motivation and Encouragement		Number of Children		
Items	Mean	Few Interpretation	Mean	Many Interpretation
<i>As a parent, I...</i>				
1. praise my child for completing schoolwork or homework that day.	3.69	Great Extent	3.40	Moderate Extent
2. encourage my child to do their best in school.	4.19	Great Extent	4.14	Great Extent
3. talk to my child about the importance of education.	4.22	Great Extent	3.57	Great Extent
4. celebrate my child's achievements, big or small.	4.19	Great Extent	3.93	Great Extent
5. motivate my child to keep trying even when tasks are difficult.	4.00	Great Extent	3.83	Great Extent
6. set goals with my child to improve their learning.	3.09	Moderate Extent	2.86	Moderate Extent
7. my child's ability to succeed academically.	3.94	Great Extent	3.76	Great Extent
Overall mean	3.90	Great Extent	3.64	Great Extent

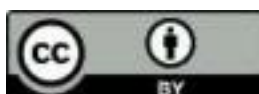


Table 29 indicates that parental motivation remains high across family sizes, though parents with fewer children demonstrate relatively higher engagement ($M = 3.90$) than those with many children ($M = 3.64$). Smaller families show greater focus on discussing the importance of education and recognizing achievements, suggesting that fewer children allow for more concentrated attention. Both groups, however, report only moderate goal-setting. Aligned with Jabar et al. (2021), Dong et al. (2020), and Epstein et al. (2019), these results emphasize that while family context influences the intensity of support, consistent interaction remains vital for fostering children's reading comprehension.

Table 30

Extent of Parental Involvement in Modeling Reading Behavior when grouped according to Number of Children

Modeling Reading Behavior		Number of Children		
Items	Mean	Few Interpretation	Mean	Many Interpretation
<i>As a parent, I...</i>				
1. read books or other reading materials in front of my child.	3.66	Great Extent	3.79	Great Extent
2. show enthusiasm when reading and share my enjoyment with my child.	4.47	Great Extent	4.45	Great Extent
4. talk about what I read with my child.	3.91	Great Extent	3.93	Great Extent
5. demonstrate how to use reading strategies (e.g., sounding out words, summarizing).	3.69	Great Extent	3.53	Great Extent
5. motivate my child to view reading as an enjoyable activity rather than solely a task related to work or study.	4.03	Great Extent	3.88	Great Extent
6. visit libraries or bookstores with my child to model interest in reading.	4.34	Great Extent	3.95	Great Extent
7. make reading a visible and regular part of my daily routine.	4.91	Very Great Extent	4.48	Great Extent
Overall mean	4.15	Great Extent	3.99	Great Extent

Table 30 indicates that parents across both family sizes demonstrate high levels of involvement in modeling reading behaviors, though those with fewer children show slightly higher engagement ($M = 4.15$ vs. $M = 3.99$). Smaller families are more likely to make reading a visible, enjoyable daily routine and to visit bookstores, likely because they have more concentrated time and attention. While larger families also show strong participation, the division of resources among multiple children may affect consistency. As Betonio et al. (2025) emphasize, active and consistent home literacy engagement is a crucial driver of improvements in learners' reading skills, regardless of family size.

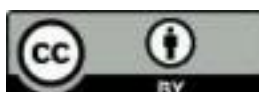


Table 31

Extent of Parental Involvement in Communication with Teachers when grouped according to Number of Children

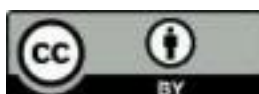
Modeling Reading Behavior	Number of children			
	Items	Mean	Few Interpretation	Many Interpretation
<i>As a parent, I...</i>				
	1. ask the teacher about my child's academic performance	3.49	Moderate Extent	4.03 Great Extent
	2. attend parent-teacher meetings or conferences.	4.20	Great Extent	4.79 Very Great Extent
	3. communicate with the teacher when my child is struggling with schoolwork.	3.61	Great Extent	4.30 Great Extent
	4. ask the teacher for suggestions to help my child improve.	3.50	Moderate Extent	3.71 Great Extent
	5. inform the teacher about any concerns or issues affecting my child's learning.	3.80	Great Extent	4.12 Great Extent
	6. respond promptly to messages or notices from the teacher.	3.95	Great Extent	4.34 Great Extent
	7. maintain a positive and respectful relationship with my child's teacher.	4.59	Very Great Extent	4.76 Very Great Extent
	Overall mean	3.89	Great Extent	4.28 Great Extent

Table 31 reveals that, while both groups demonstrate a high level of involvement, parents with many children show higher engagement ($M = 4.28$) than those with fewer children ($M = 3.89$). Families with many children exhibit a very high participation rate in parent-teacher conferences ($M = 4.79$), possibly due to greater familiarity with school systems. Conversely, parents with fewer children report moderate engagement in inquiring about academic performance. As noted by Magulod (2019) and Marlina et al. (2023), consistent communication and parental support are vital contributors to student motivation and long-term academic success.

Table 32

Difference in the Extent of Parental Involvement in Home Literacy Environment when grouped and compared according to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	32	39.33	613.500	0.05	0.522	Not Significant
	Older	42	36.11				
Highest Educational Attainment	Lower	35	35.16	600.500	0.05	0.373	Not Significant
	Higher	39	39.60				
Average Family Monthly Income	Lower	33	28.95	394.500	0.002	0.002	Significant
	Higher	41	44.38				



Number of Children	Few	41	35.70	602.500	0.420	Not Significant
	Many	33	39.74			

Table 32 reveals that Age, educational attainment, and number of children do not significantly influence parental involvement intensity ($p > 0.05$). These findings align with Niklas et al. (2017) and Norudin et al. (2023), suggesting that commitment to home literacy transcends most demographic traits. Conversely, family income emerges as a significant factor ($p = 0.002$), with higher-income parents demonstrating greater involvement. As Marlina et al. (2023) note, higher income enhances the capacity to provide diverse resources, which are essential for fostering student motivation and independent learning within the home literacy environment.

Table 33

Difference in the Extent of Parental Involvement in Parental Reading Support when grouped and compared according to Variables

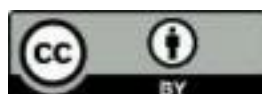
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	32	41.88	532.000	0.05	0.125	Not Significant
	Older	42	34.17				
Highest Educational Attainment	Lower	35	33.93	557.500		0.174	Not Significant
	Higher	39	40.71				
Average Family Monthly Income	Lower	33	34.27	570.000		0.245	Not Significant
	Higher	41	40.10				
Number of Children	Few	41	37.34	670.000		0.943	Not Significant
	Many	33	37.70				

Table 33 indicates that there are no significant differences in parental reading support across Age, education, income, or family size ($p > 0.05$). These findings suggest that the commitment to literacy support is uniform regardless of demographic backgrounds. This consistency aligns with Pada (2024), Pelonio et al. (2025), and Liu (2024), who emphasize that active parental participation at home remains a steady and critical factor in enhancing learners' reading comprehension and skills across diverse family structures. Consequently, the quality of home-based reading support appears to be a universal practice independent of socioeconomic or personal variables.

Table 34

Difference in the Extent of Parental Involvement in Homework and Learning Supervision when grouped and compared according to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	32	38.52	639.500	0.05	0.722	



	Older	42	36.73			Not Significant
Highest Educational Attainment	Lower	35	37.84	670.500	0.896	Not Significant
	Higher	39	37.19			Not Significant
Average Family Monthly Income	Lower	33	35.33	605.000	0.435	Not Significant
	Higher	41	39.24			Not Significant
Number of Children	Few	41	31.62	435.500	0.008	Significant

Table 34 reveals that Age, education, and income do not significantly impact homework supervision intensity ($p > 0.05$), suggesting involvement is driven by commitment rather than socioeconomic status, as noted by Escol et al. (2024). Conversely, family size significantly influences involvement ($p = 0.008$), with smaller families providing more focused attention. This aligns with Black et al. (2017) regarding resource distribution. Consequently, schools should implement universal engagement programs while providing supplemental support—such as the structured interventions mandated by DepEd Memorandum 034, s. 2025—for learners from larger households to ensure equitable academic success.

Table 35

Difference in the Extent of Parental Involvement in Parental Motivation and Encouragement when grouped and compared according to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	32	39.22	617.000	0.05	0.542	Not Significant
	Older	42	36.19				Not Significant
Highest Educational Attainment	Lower	35	35.23	603.000	0.007	0.382	Not Significant
	Higher	39	39.54				Not Significant
Average Family Monthly Income	Lower	33	30.08	431.500	0.035	0.007	Significant
	Higher	41	43.48				Significant
Number of Children	Few	41	32.84	485.500	0.035	0.035	Significant
	Many	33	43.29				Significant

Table 35 shows that Age and education do not significantly affect parental motivation ($p > 0.05$), suggesting that emotional support transcends personal backgrounds, as noted by Manalo et al. (2023). However, family income ($p = 0.007$) and family size ($p = 0.035$) are significant factors. Higher income facilitates better access to resources, while larger families may experience diluted parental attention. These findings align with Sirin (2017) and Black et al. (2017). Consequently, schools must implement targeted interventions and home-school partnerships, following DepEd Memo 034 and DO 010, s. 2025, to ensure equitable academic encouragement.

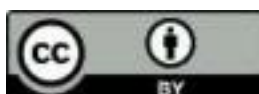


Table 36

Difference in the Extent of Parental Involvement in Modeling Reading Behavior when grouped and compared according to Variables

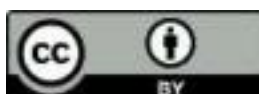
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	32	39.56	606.000	0.05	0.469	Not Significant
	Older	42	35.93				
Highest Educational Attainment	Lower	35	35.94	628.000	0.05	0.553	Not Significant
	Higher	39	38.90				
Average Family Monthly Income	Lower	33	36.23	634.500	0.05	0.646	Not Significant
	Higher	41	38.52				
Number of Children	Few	41	33.79	524.500	0.05	0.097	Not Significant
	Many	33	42.11				

Table 36 demonstrates that Age, educational attainment, family income, and number of siblings do not significantly influence how parents model reading behavior ($p > 0.05$). These results suggest that role-modeling practices, such as reading aloud and fostering literacy habits, are uniform across diverse family contexts. This consistency aligns with Boonk et al. (2018) and Bartolome et al. (2017), who emphasize that home-based involvement remains a steady predictor of achievement regardless of demographic variations. As noted by Jabar et al. (2021), while household characteristics matter, the commitment to literacy engagement remains universal among Filipino families.

Table 37

Difference in the Extent of Parental Involvement in Communication with Teachers when grouped and compared according to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	32	41.05	558.500	0.05	0.214	Not Significant
	Older	42	34.80				
Highest Educational Attainment	Lower	35	36.39	643.500	0.05	0.672	Not Significant
	Higher	39	38.50				
	Lower	33	34.05	562.500		0.214	



Average Family						Not
Monthly Income	Higher	41	40.28			Significant
	Few	41	34.90			Not
Number of Children				570.000	0.245	
	Many	33	40.73			Significant

Table 37 indicates that Age, educational attainment, family income, and number of siblings do not significantly influence the extent of parent-teacher communication ($p > 0.05$). These results suggest that engaging in conferences and discussing student performance are viewed as universal parental responsibilities, independent of socioeconomic or demographic factors. This finding aligns with Qasem (2018) and Paneru et al. (2025), who argue that parental involvement persists across all levels of society. Ultimately, effective communication depends on parents' perceived roles rather than their personal characteristics, ensuring consistent home-school collaboration regardless of family background.

Table 38

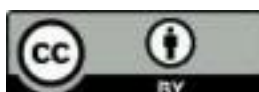
Relationship between the Learners' Reading Comprehension Level and Parents' Involvement

Variables	N	rho	p-value	Sig. level	Interpretation
Learners' Reading Comprehension	74				
Parents' Involvement	74	0.076	0.522	0.05	Not significant

Table 38 reveals a very weak positive correlation ($\rho = 0.076$) between learners' reading comprehension and parental involvement, which is not statistically significant ($p = 0.522$). These findings suggest that while parental support is present, it does not, on its own, drive comprehension gains. As noted by Betonio et al. (2025) and Norudin et al. (2023), reading outcomes are more likely influenced by school-based instruction and internal learner factors, such as motivation. Consequently, improving comprehension requires a balanced strategy integrating parental support with structured teaching and student engagement, as emphasized by Pelonio et al. (2025) and Kadusale et al. (2025).

Conclusion

The study concludes that while parental involvement in literacy support is consistently high across diverse demographic profiles, it does not function as a standalone predictor of reading comprehension. The high levels of engagement across all dimensions—from home literacy environments to teacher communication—underscore a universal commitment among parents to their children's education, regardless of Age, education, or income. However, the moderate reading levels and the lack of a statistically significant correlation between involvement and comprehension ($\rho = .024$) reveal a critical "application gap". This suggests that parental effort, while well-intentioned, may lack the pedagogical alignment needed to translate into advanced cognitive gains directly. The



findings imply that for parental involvement to be effective, it must transition from general support to structured, school-aligned interventions. This study contributes to the field by highlighting that socioeconomic stability facilitates participation but does not guarantee academic mastery. Consequently, the responsibility for literacy development must be a shared, synergistic endeavor in which schools provide specialized instructional frameworks that empower parents to move beyond supervision toward an active, evidence-based literacy partnership.

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Authorship Contribution Statement

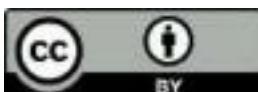
Papa: Lead researcher, data analyst, and manuscript developer. **Tepacia:** Thesis adviser, technical consultant, and quality assurance oversight

Conflict of Interest

The authors state that this study was conducted without any commercial or financial relationships that could be construed as a conflict of interest. The interpretation and collection of data or the final result were not in any way influenced by the authors' personal affiliations or other interests. The authors take responsibility for the integrity of the study and the decision to publish it.

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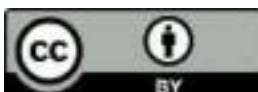
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