

Parental Involvement in the English Reading Development of Primary Learners

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INTRODUCTION

Background of the Study

Reading is a foundational skill in early childhood education that significantly influenced a child's ability to comprehend, evaluate, and interact with written texts. It played a crucial role in academic success and lifelong learning, as it served as the basis for acquiring knowledge across subject areas. Strong reading skills enabled learners to think critically, communicate effectively, and actively participate in society. In this regard, literacy development was directly linked to Sustainable Development Goal 4 (SDG 4), which aimed to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Strengthening early reading proficiency was therefore essential in addressing educational inequalities and achieving sustainable development.

Despite global efforts, literacy remained a major challenge worldwide. Data from UNICEF (2022) and the World Bank (2022) revealed that a significant number of children lacked basic literacy and numeracy skills. In many regions, fewer than 25% of learners in Grades 2 or 3 demonstrated minimum reading proficiency. Furthermore, the global learning crisis had worsened in recent years, with approximately 70% of 10-year-old children in low- and middle-income countries unable to read and understand simple texts, a condition known as learning poverty. These findings highlighted the urgent need for effective interventions to strengthen foundational literacy skills at an early stage.

International large-scale assessments further emphasized the severity of the problem. Results from the Programme for International Student Assessment (PISA) 2022 showed that many countries continued to struggle with low reading proficiency levels. For instance, only 30% of students in Indonesia and 42% in Malaysia achieved Level 2 or higher in reading, compared to the OECD average of 74%. Alarmingly, less than 1% of students in these countries reached advanced proficiency levels (OECD, 2023). Similarly, in middle-income countries such as Brazil and Mexico, the majority of learners remained in the lowest proficiency bands, indicating limited ability to comprehend and analyze texts. These global trends underscored the need to strengthen early literacy development across diverse educational contexts.

The situation was even more concerning. According to the PISA 2022 results, only 24% of Filipino students reached the minimum proficiency level in reading, placing the country among those with the lowest reading performance globally. Additionally, data from the Philippine Statistics Authority (2023) indicated that nearly 19 million Filipino high school graduates from 2019 to 2024 struggled with basic reading comprehension. High illiteracy rates in regions such as Tawi-Tawi (67%), Davao Occidental (53%), and Zamboanga del Sur (49%) further highlighted significant disparities in educational access and quality. These findings indicated that many learners progressed through the education system without mastering essential reading skills.

To address these challenges, the Department of Education implemented initiatives such as the Every Child a Reader Program (ECARP) and other early literacy interventions. However, research showed that school-based efforts alone were not sufficient to fully address literacy gaps. Increasing attention had been given to the role of parental involvement as a key factor in improving children's reading development.

Parental involvement served as a cornerstone of a child's educational journey, as it created a supportive home environment that reinforced learning. Studies consistently showed that when parents actively participated in their children's education through activities such as reading aloud, assisting with homework, storytelling, and providing learning materials, children demonstrated improved reading performance, comprehension, and motivation (Carado, 2024; Chophel and Choeda, 2021; Lee *et al.*, 2021). During the COVID-19 pandemic, parental support became even more critical, as home-based learning played a central role in sustaining literacy development (Lee *et al.*, 2021).

In the Philippine context, several studies further highlighted the importance of parental involvement in literacy development. William *et al.* (2025) and Yopo (2024) found that active parental engagement through storytelling and encouragement led to significant improvements in reading comprehension. Similarly, Laoyan and Niñalga (2023) emphasized that training parents in specific literacy strategies enhanced children's vocabulary and reading fluency, while Caranguian (2023) noted its positive impact on long-term academic confidence. However, parental involvement was not uniform across all contexts. Baldonaza and Vargas (2022) found that a parent's ability to support reading development was often influenced by educational attainment and socioeconomic status. Additionally, Cuartero *et al.* (2020) highlighted the effectiveness of culturally responsive practices, such as indigenous storytelling, in improving reading skills.

While existing literature strongly supported the importance of parental involvement in literacy development, several gaps remained (Carado, 2024; Baldonaza and Vargas, 2022; Chophel and Choeda, 2021; Lee *et al.*, 2021; Cuartero *et al.*, 2020). Most studies focused on general or urban populations, with limited attention given to rural or localized contexts (Chauke *et al.* 2025; Bartolome *et al.* 2025). Few studies have addressed on how parental involvement specifically influenced English reading development among early-grade learners in community-based settings (Sandag and Bistis 2025; William *et al.* 2025). Moreover, little was known about the specific strategies, patterns, and challenges of parental engagement in areas such as Cervantes, Ilocos Sur.

Given these gaps, there is a need for localized research that examined how parents supported their children's reading development within their specific social and cultural context. Understanding these dynamics was essential for designing intended interventions that were responsive to the needs of both learners and families.

Therefore, this study aimed to examine how parents in Cervantes, Ilocos Sur contributed to the development of their children's English reading skills during the primary years. Specifically, it sought to analyze different forms of parental involvement, including reading aloud, providing learning materials, establishing reading routines, and maintaining communication with teachers. This study is timely and necessary, as it responded to persistent literacy challenges at both global and national levels while addressing a significant gap in local research. By identifying patterns of parental engagement, the study aimed to provide practical insights for educators, policymakers, and families, ultimately contributing to improved literacy outcomes and the attainment of quality education for all.

Theoretical Framework

This study is based on well-known educational and developmental theories that explain how parental involvement affects children's academic performance, especially in English reading. These theories show that learning does not happen alone; it develops through interactions between children, parents, schools, and their environment. Specifically, this study uses Epstein's Theory of Parental Involvement, Bronfenbrenner's Ecological Systems Theory, and Vygotsky's Sociocultural Theory. Each theory offers a different but related explanation of how parents help support their children's literacy development.

Epstein's Theory of Parental Involvement. This study is grounded in Epstein's Theory of Parental Involvement, which highlights the multiple ways parents can actively support their children's learning (Epstein, 2020). Epstein identifies various forms of involvement, including parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. In the context of English reading development, the theory emphasizes that parental practices such as reading with children, assisting with homework, discussing stories, and maintaining communication with teachers foster a structured and supportive learning environment. This framework aligns with DepEd Order No. 12, s. 2020, which underscores the active role of parents in home-

based learning, particularly during remote and distance education. By encouraging parents to take an active role in their children’s academic tasks, Epstein’s theory supports the idea that consistent parental engagement positively influences literacy outcomes.

Bronfenbrenner’s Ecological Systems Theory. This theory provides a broader perspective by explaining how different environmental systems interact to influence a child’s development (Bronfenbrenner, 2021). The theory identifies several systems, including the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Of particular relevance to this study is the microsystem, which involves direct and immediate interactions between the child and significant individuals, such as parents and teachers. Shared storytelling, vocabulary enrichment activities, and meaningful discussions about texts within the home environment play a crucial role in enhancing language and cognitive development. This theoretical foundation resonates with Republic Act No. 10533 (Enhanced Basic Education Act of 2013), which promotes holistic child development through collaborative efforts between families and schools. Bronfenbrenner’s theory highlights that strong parent-child interactions within the home significantly shape early literacy skills.

Vygotsky’s Sociocultural Theory. This theory emphasizes the importance of social interaction and guided learning in cognitive development (Vygotsky, 2022). According to Vygotsky, children learn best through collaborative activities with more knowledgeable individuals who provide guidance within the Zone of Proximal Development (ZPD). Parents serve as primary facilitators of learning by scaffolding their children’s reading development assisting with phonics, comprehension, vocabulary building, and storytelling. Through this guided support, children gradually develop independent reading skills. This perspective is strongly supported by DepEd Order No. 32, s. 2020, which provides guidelines to reinforce the implementation of the Basic Education Learning Continuity Plan (BE-LCP). Issued during the shift to modular and blended learning modalities, the policy formally recognizes parents and guardians as essential partners in ensuring learning continuity. It emphasizes that in home-based learning environments, especially for primary learners, parents play a critical role in guiding children through modules, clarifying instructions, monitoring progress, and supporting literacy-related tasks. The order also encourages continuous communication between teachers and parents to ensure that learners receive consistent academic support. By institutionalizing parental engagement as a shared responsibility between schools and families, DepEd Order No. 32, s. 2020 strengthens the view that parents act as more knowledgeable others, providing necessary scaffolding that enhances children’s reading development.

Together, these theories and supporting educational policies provide a comprehensive foundation for examining the role of parental involvement in the English reading development of primary learners. They collectively stress the importance of active, structured, and meaningful parental participation in nurturing children’s early literacy skills.

Figure 1 presents the paradigm of the study that guided the researcher in conducting the study.

The research paradigm is structured around the relationship between two primary variables: the Independent Variable, which is the Parent’s Profile specifically their generative classification, educational attainment, socio-economic status, and number of children and the Dependent Variable, which is the Level of Parental Involvement, measured through their Capabilities and Roles in teaching reading at home.

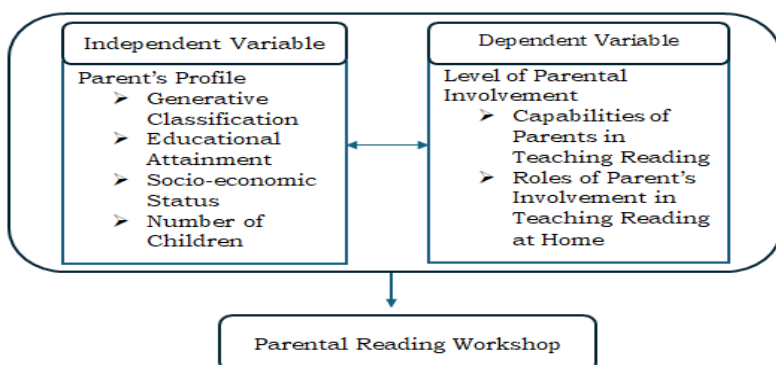


Figure 1. Research Paradigm

The horizontal, single-headed arrow from the Independent Variable to the Dependent Variable indicates a causal-correlational relationship, indicating that the study explores how the background and circumstances of parents influence the extent and quality of their involvement in their children's reading development.

The final component of the paradigm is the output of this research: a Parental Reading Workshop. This will present the study's findings in a form that offers practical, data-driven interventions for parents and guardians. The workshop aims to bridge identified gaps in parental capabilities and roles, providing participants with the necessary strategies and instructional guidance to effectively support school-based literacy goals within the home setting.

REVIEW OF RELATED LITERATURE

This section presents relevant studies and literature that justify the need to conduct this research. The review is organized under the following themes: (1) Profile of Parents and (2) Level of Parental Involvement in Reading Development along; a) Capabilities of Parents in Teaching Reading and b) Roles of Parent's Involvement in Teaching Reading at Home.

Profile of Parents. The profile of parents in the study encompasses generative classification, educational attainment, socio-economic status, and number of children, as these factors collectively shape the kind and level of support they provide in their children's learning and literacy development.

Generative Classification. This refers to the different caregiving roles that extend beyond the biological parent, including step-parents, grandparents, aunts, and uncles. These classifications highlight the diverse structures through which children receive support, guidance, and socialization.

Baker and Soden (2020) examined how different caregiver roles, including biological parents and grandparents, affect children's academic engagement. Their findings showed that biological mothers and fathers engage differently in literacy activities, with mothers generally spending more time reading aloud, while fathers contributed more to shared problem-solving tasks. Grandparents, when acting as primary caregivers, were found to provide consistent emotional support, though they sometimes relied on more traditional teaching methods. The study highlights how the specific caregiver relationship shapes types and frequency of literacy involvement. It recommended that literacy programs include training for all caregiver types to diversify instructional strategies at home.

Goodall and Villegas (2019) investigated parental participation across different caregiver roles including mothers, fathers, and extended family and its impact on early literacy development. The study found that mothers typically reported higher involvement in book-related activities, while fathers and extended caregivers (e.g., aunts/uncles) participated more in storytelling or oral traditions. Differences in involvement were linked not only to caregiver role but also to cultural norms regarding literacy practices. The researchers emphasized the need for schools to recognize and engage all caregiver roles in literacy initiatives, especially in communities where extended family participation is common.

Park and Holloway (2021) focused on how family constellation including single parents, two-parent households, and extended caregivers affects children's academic motivation and reading habits. They found that children in two-biological-parent households tended to have more structured reading routines, whereas single parents and extended caregivers sometimes struggled to maintain consistent literacy practices due to time and resource constraints. Despite these differences, when extended caregivers such as grandparents or aunts/uncles were actively involved, children still displayed positive literacy outcomes. The study highlighted that caregiver involvement not just biological status is the key to academic engagement, and recommended inclusive family literacy programs.

Le Fevre and Shaw (2022) examined how mother-child versus father-child reading interactions differs in early years and their effects on literacy readiness. Their findings showed that mothers often focus on dialogic reading and scaffolding support, while fathers' interactions were more likely to include play-based and problem-solving talk during reading. These differences were not seen as deficits but rather as complementary literacy experiences

that benefit children's broader comprehension skills. The study recommended that literacy interventions encourage both caregiver types to contribute their unique strengths during reading.

Day and Forehand (2023) explored literacy involvement among biological parents and non-biological caregivers (e.g., step-parents, foster caregivers) in diverse family structures. Results indicated that step-parents and non-biological caregivers can be equally effective in supporting reading growth when provided with confidence-building strategies and resources, even in the absence of formal parenting training. However, some step-parents reported lower participation due to role ambiguity and uncertainty about educational expectations. The study recommended that schools explicitly include non-biological caregivers in literacy communication and training efforts.

Jeynes (2024) analyzed how parental role and family configuration including two-parent biological, single-parent, and extended caregiver households relate to children's academic outcomes. The study found that parental involvement, regardless of caregiver type, predicted higher reading achievement when engagement was consistent and structured. Importantly, extended caregivers (e.g., grandparents, aunts/uncles) also contributed positively when actively participating in literacy support. The study underscored that involvement quality not biological status is key to academic success, and recommended that educational policies broaden their definition of parental involvement.

Research consistently shows that caregiver roles whether biological parents, grandparents, or extended family shape children's literacy development in distinct ways. Mothers often engage more in dialogic reading and book-related activities, while fathers contribute through problem-solving and play-based interactions (Le Fevre and Shaw, 2022; Baker and Soden, 2020; Goodall and Villegas, 2019). Grandparents and extended caregivers provide emotional support and cultural traditions such as storytelling, though they may face challenges in maintaining structured routines (Jeynes, 2024; Park and Holloway, 2021). Non-biological caregivers, including step-parents and foster parents, can also effectively support literacy when given resources and confidence-building strategies, despite role ambiguity (Day and Forehand, 2023). Collectively, these studies highlight that the quality and consistency of involvement rather than biological status are key to positive literacy outcomes, underscoring the need for inclusive literacy programs that engage all caregiver types.

Educational Attainment. This refers to the highest level of education completed by parents, and it is considered one of the most important factors influencing how they support their children's learning. Parents with higher levels of education often have greater knowledge, skills, and confidence in guiding academic tasks, creating structured routines, and providing access to learning resources. On the other hand, parents with lower educational attainment may face challenges in assisting with schoolwork or in fostering consistent literacy practices, which can affect the child's academic progress. Educational attainment therefore plays a central role in shaping the quality of parental involvement, making it a key variable in understanding how family background impacts children's overall educational development.

Chavez *et al.* (2025) found that parents with higher levels of education tend to use more effective reading strategies, such as phonemic coaching, instead of rote correction. This indicates that a parent's educational background strongly shapes teaching strategies at home and supports children's literacy development. Parental engagement is most consistent among biological parents who actively implement these approaches. However, differences in financial resources were not directly examined, indicating that socio-economic conditions may also influence instructional practices. Overall, the study highlights the importance of parental education in fostering reading skills.

Liu and Liu (2021) revealed that although fathers may have high educational levels, their involvement in literacy activities is often limited due to work-related fatigue. Occupational demands and long working hours reduce the time available for storytelling and reading, illustrating how socio-economic factors can affect parental engagement. Despite these constraints, fathers' educational attainment positively influences the quality of interaction when they are able to participate. The study emphasizes the role of parental commitment in supporting children's literacy development within the home environment. These findings highlight the interaction of education and socio-economic factors in shaping involvement.

Smith and Harris (2023) found that parents working remotely engaged more frequently in reading and literacy activities compared to those working on-site. Flexible work arrangements allowed parents to establish more consistent routines, demonstrating the influence of socio-economic conditions on involvement. While educational levels were not emphasized, parents' professional context affected their ability to support learning at home. The study underscores the importance of both time and opportunity in sustaining literacy engagement. Overall, access to flexible work schedules enhances the potential for meaningful parental involvement.

Şahin (2019) reported no significant differences between mothers and fathers in terms of involvement in children's academic activities. Both parents contributed equally to reading support, homework guidance, and home-based educational decisions. The findings mean that active engagement is not limited to a single parent role but shared across caregivers. Educational background and socio-economic factors were not central to the analysis, highlighting the influence of consistent family routines. This study shows that parental participation can be balanced across genders in households.

Lopez and Carandang (2020) found that mothers with higher educational attainment are more likely to implement dialogic reading and create literacy-rich environments at home. This enhances children's expressive language and supports reciprocal learning interactions. Financial resources were not directly examined, but the study shows that knowledge and skills from education can drive meaningful literacy engagement. Mothers played a central role in structuring reading activities and promoting sustained involvement. These findings underscore the impact of parental education on home literacy practices.

The reviewed studies highlight how parental education and socio-economic conditions interact to shape literacy involvement at home. Chavez *et al.* (2025) and Lopez and Carandang (2020) emphasize that higher educational attainment equips parents especially mothers with effective strategies such as dialogic reading and phonemic coaching, fostering stronger literacy outcomes. However, Liu and Liu (2021) and Smith and Harris (2023) show that socio-economic factors, including occupational demands and work arrangements, influence the consistency of parental engagement, with remote work enabling more frequent literacy activities compared to on-site employment. Şahin (2019) adds that parental involvement can be balanced across mothers and fathers, indicating that active participation is not limited by gender but by family routines. Taken together, these findings underscore that while education enhances the quality of literacy practices, socio-economic conditions determine the time and opportunity for involvement. Both factors must be considered to understand the diverse ways parents support children's literacy development.

Socio-economic Status. This refers to the social and financial standing of families, often measured through income, occupation, and access to resources. It plays a significant role in shaping the opportunities available to children, including the quality of their learning environment and the support they receive at home. Families with higher socio-economic status typically have greater access to books, technology, and enrichment activities, while those with fewer resources may face challenges in sustaining consistent educational support. Understanding socio-economic status is therefore important in analyzing how family background influences children's literacy and overall academic development.

Cuartero-Enteria and Tagyam (2020) demonstrated that both economic conditions and cultural background strongly influence parental involvement in literacy activities. Families with greater financial means and rich reading traditions showed higher engagement with children's reading development. Educational levels were not the primary focus, but active participation and consistent support were evident among parents who valued literacy. Access to resources, including books and storytelling traditions, enhanced children's learning experiences. The study highlights how socio-economic and cultural factors combine to shape parental engagement.

Sengonul (2022) found that socio-economic status influences literacy outcomes by affecting access to reading materials and learning opportunities. Parents with higher SES could provide higher-quality books and more structured reading time, while lower SES limited these options. Despite these differences, consistent engagement and positive parental attitudes were key drivers of children's literacy. Educational background was not emphasized, but SES mediated the resources and support available at home. The study emphasizes the importance of proactive parental involvement alongside material conditions.

Alido *et al.* (2023) revealed that parental attitudes toward reading often matter more than socio-economic resources alone. Parents with strong engagement and proactive involvement maintained consistent reading practices, even when financial resources were limited. Educational attainment was not the central variable, but knowledge and skill in guiding children's reading contributed to effective support. Families with higher SES could provide additional materials, but motivation and attitude were more decisive. The findings highlight the role of commitment and resourcefulness in home literacy practices.

Geduld (2024) introduced the concept of the compensatory effect, showing that strong parental involvement can overcome low socio-economic conditions. Children from lower-income families achieved literacy outcomes comparable to higher-income peers when parents actively engaged in reading activities. While educational attainment was not the focus, proactive involvement was crucial in bridging resource gaps. The study underscores that behavioral support and consistent engagement can compensate for limited financial means. Parental dedication and structured routines were key to academic success.

Tamale Metropolis (2025) found that even educated parents face barriers to consistent involvement due to time poverty and limited disposable income. Financial constraints reduced access to books and other literacy materials, while work demands limited engagement time. Despite high educational attainment, these socio-economic challenges constrained the ability to provide structured reading activities. The study highlights the interaction between education and SES in shaping parental participation. Children benefited most when parents could balance knowledge with available resources and time.

Miftahu and Melaiye (2021) found that financial and time constraints in families reduced opportunities for parental involvement in reading. Parents with demanding work schedules or limited income struggled to engage consistently with their children's literacy development. Educational attainment was not the primary factor, although parents with knowledge and skills were more effective when resources allowed. Socio-economic barriers were the main determinant of engagement levels in this context. The findings emphasize the need for support systems to assist parents facing economic and time limitations.

Rasonabe (2024) found a significant relationship between parental professional status and children's reading outcomes. Parents who could establish structured routines and boundaries facilitated higher literacy achievement. Educational attainment and socio-economic status were both reflected in professional standing, influencing both skills and resources available. Active parental involvement was the key factor bridging professional profile and academic success. The study highlights the combined impact of knowledge, resources, and structured support at home.

Frontiers in Psychology (2022) confirmed that parents' professional status significantly affects children's academic outcomes. Structured routines, parental control, and consistent engagement were critical in supporting literacy development. Both educational attainment and socio-economic status were embedded in parents' professional context, shaping their capacity to support children. Active and consistent involvement, rather than SES alone, drove higher reading achievement. The study underscores the importance of combining skills, resources, and structured support in promoting home literacy.

The reviewed literature consistently demonstrates that socio-economic status (SES) plays a critical role in shaping parental involvement in literacy activities, though its effects are often mediated by attitudes, routines, and cultural practices. Sengonul (2022) and Cuartero-Enteria and Tagyam (2020) highlight that families with greater financial resources and cultural traditions of reading show higher engagement, while limited SES restricts access to materials and structured reading time. Geduld (2024) and Alido *et al.* (2023) emphasize that strong parental attitudes and proactive involvement can compensate for financial constraints, underscoring the importance of motivation and commitment in sustaining literacy practices. Similarly, Tamale Metropolis (2025) and Miftahu and Melaiye (2021) reveal that time poverty and occupational demands reduce opportunities for engagement, even among educated parents, showing how SES interacts with professional and financial contexts. Rasonabe (2024) and Frontiers in Psychology (2022) further connect professional status to literacy outcomes, noting that structured routines and consistent involvement are decisive factors regardless of SES alone.

Taken together, these studies indicate that while socio-economic resources provide access to materials and opportunities, parental attitudes, routines, and dedication are equally vital in fostering literacy development. SES influences the means of engagement, but the quality and consistency of parental involvement ultimately determine children's literacy outcomes.

Number of children. This refers to the number of children in a household is an important factor that influences how parents divide their time, attention, and resources. Families with more children may encourage peer learning and sibling interaction, but parental support can become less individualized. In smaller families, parents often have more opportunities to provide focused guidance and structured literacy activities. Understanding family size helps explain variations in parental involvement and its impact on children's academic development.

Arevalo and Apostol (2025) found that the number of children significantly affects parental involvement, with parents in smaller families providing more individualized academic support and reading time. In larger families, attention, time, and resources are divided, resulting in reduced support for each child. This often limits consistent literacy engagement at home. The study recommended focused school interventions, such as parent workshops and structured reading programs, to support large-family households.

Sivabalan *et al.* (2024) reported that family size influences how parents distribute time and attention among children, often leading to inconsistent involvement in larger households. Some children may receive less academic support, particularly in reading activities. This imbalance can affect overall learning outcomes. The researchers recommended structured home-reading guides and flexible school programs to help parents manage multiple children's learning needs.

Chen *et al.* (2024) found that larger family size leads to reduced parental investment per child due to limited time and financial resources. This supports the resource dilution theory, where an increased number of children lower academic support and monitoring. As a result, children in bigger families may have lower academic performance. The study recommended providing accessible learning materials and community support programs for large families.

Gu *et al.* (2024) revealed that parents in larger households struggle to maintain consistent involvement in each child's academic activities due to time constraints. This reduced engagement negatively affects reading development and academic performance. Managing multiple children's needs often limits one-on-one support. The study recommended strengthening school-family partnerships and promoting group-based literacy activities at home.

Maimad *et al.* (2023) found that large family size, combined with low income, limits parental involvement due to insufficient resources, time, and study space. These challenges reduce opportunities for reading and academic support at home. As a result, children may experience weaker academic outcomes. The researchers recommended providing free learning materials and community-based literacy programs for large families.

The reviewed studies consistently show that family size significantly influences parental involvement in children's academic and literacy development. Arevalo and Apostol (2025), Sivabalan *et al.* (2024), and Chen *et al.* (2024) highlight that smaller families allow for more individualized support and reading time, while larger households often face resource dilution, where time, attention, and financial means are spread thin across multiple children. Gu *et al.* (2024) and Maimad *et al.* (2023) further emphasize that managing several children's needs limits one-on-one engagement, especially when combined with low income, reducing opportunities for consistent literacy practices. Across these findings, reduced parental investment in larger families is linked to weaker academic outcomes, particularly in reading development.

Despite these challenges, the studies also recommend practical interventions to support large-family households, such as parent workshops, structured reading programs, accessible learning materials, and community-based literacy initiatives. In summary, the evidence demonstrates that while smaller families benefit from more focused parental involvement, larger families require external support systems to balance resource constraints and sustain meaningful literacy engagement.

Level of Parental Involvement in Reading Development. Parental involvement in children's reading development can be understood through two key sub-themes: capabilities of parents in teaching reading and roles of parents' involvement at home.

Capabilities of Parents in Teaching Reading. This refers to the skills, knowledge, and strategies they use to guide their children's literacy development. These capabilities include understanding reading processes, applying effective techniques such as phonemic awareness and dialogic reading, and fostering a supportive environment for practice. Parents who possess strong teaching skills are better able to provide individualized support, correct errors constructively, and encourage a love for reading. Examining parental capabilities is therefore essential in understanding how home-based involvement contributes to children's reading progress and overall academic achievement.

Reimers and Schleicher (2020) argued that in the post-pandemic era, a parent's profile must now include digital literacy as a critical form of cultural capital. Their findings indicate that a parent's comfort with technology determined the level of access a child had to e-learning tools and digital libraries, effectively creating a new divide based on technological proficiency.

Treviño *et al.* (2021) found that socioeconomic status played a decisive role in shaping parental involvement during the COVID-19 pandemic. Families with greater financial and technological resources were able to provide structured support at home, such as access to digital devices, internet connectivity, and organized reading activities. In contrast, families with fewer resources struggled to maintain consistent involvement due to barriers like lack of devices or limited internet access. This disparity not only affected children's academic progress but also their emotional well-being, highlighting the urgent need for policies that bridge resource gaps to ensure equitable parental support in literacy development.

Turco *et al.* (2023) examined how parents interact with their children in digital reading environments and identified three distinct styles of engagement. Some parents demonstrated high-quality language use but lacked active interaction; others showed minimal engagement overall; while a third group used high-quality speech but limited dialogic exchange. The study revealed that most parent-child pairs were engaged and collaborative when reading e-books, though significant variation in interaction styles was observed. These differences were linked to factors such as parental confidence, growth mindset, knowledge of child development, and screen time regulation. Understanding these diverse styles is crucial for supporting meaningful parent-child literacy interactions in today's digital age.

Bernard (2024) shifted the focus from academic credentials to psychological traits by introducing the concept of Parental Literacy Self-Efficacy. This research indicates that a parent's internal belief in their ability to teach is more influential on child literacy outcomes than their actual household income, proving that confidence can act as a bridge over socioeconomic gaps.

Cuartero *et al.* (2020) highlighted the role of Indigenous education practices, particularly oral storytelling, in enhancing children's reading fluency and comprehension. Storytelling traditions within Indigenous communities served as culturally relevant literacy tools, improving children's ability to understand narratives, expand vocabulary, and develop fluency. This study underscores the importance of integrating cultural heritage into literacy programs, showing that oral traditions can bridge home culture with formal education while fostering both identity and academic growth.

Laoyan and Niñalga (2023) highlighted the effectiveness of structured programs such as workshops, literacy games, and shared reading activities. These initiatives boosted children's memory, fluency, and vocabulary, showing that equipping parents with strategies through formal training can significantly enhance literacy outcomes.

Betonio and Lomarda (2025) conducted a study among Grade 1 learners in Bukidnon to examine the relationship between parental involvement and reading development. Their findings revealed that parents who actively participated in school activities, provided access to reading materials, modeled reading behavior, and read aloud to their children significantly enhanced literacy outcomes. This demonstrates that parents capabilities

particularly their confidence in teaching and their ability to create a supportive reading environment play a vital role in strengthening children's proficiency.

Arancillo (2023) explored the reading development of Grades 1–3 pupils in Sorsogon by surveying 65 parents about their engagement in reading activities. The study showed that consistent parental involvement directly improved children's reading performance, while collaboration between schools and families further amplified these gains. The results highlight that parents' ability to sustain reading practices at home, coupled with school support, is essential in nurturing literacy growth.

Novela (2023–2024) investigated Key Stage 2 pupils in Naga City, focusing on the influence of teaching styles and parental involvement on reading outcomes. The study found that both factors significantly affected vocabulary acquisition, fluency, and comprehension. This underscores that parent teaching styles and consistency in guiding reading activities are critical, complementing the role of teachers in developing children's literacy skills.

The studies highlight that parental capabilities in teaching reading extend beyond traditional literacy skills, encompassing digital literacy, psychological traits, cultural practices, and structured involvement. Treviño *et al.* (2021) and Reimers and Schleicher (2020) emphasize the importance of technological proficiency and socioeconomic resources in enabling parents to support children's literacy, particularly in digital environments. Bernard (2024) and Turco *et al.* (2023) reveal that engagement styles and parental self-efficacy strongly influence the quality of literacy interactions, showing that confidence and mindset can bridge resource gaps. Cuartero *et al.* (2020) further demonstrate the value of cultural heritage, with Indigenous storytelling traditions enhancing fluency and comprehension, while Laoyan and Niñalga (2023) highlight the effectiveness of structured programs that equip parents with practical strategies.

Betonio and Lomarda (2025), Novela (2023–2024), and Arancillo (2023) reinforce that active parental participation through modeling reading behavior, sustaining home practices, and collaborating with schools significantly improves vocabulary, fluency, and comprehension. Taken together, these findings demonstrate that parental capabilities are multidimensional, shaped by knowledge, confidence, cultural capital, and access to resources. Strengthening these capabilities through training, school partnerships, and community support is essential for fostering meaningful literacy development in children.

Roles of Parent's Involvement in Teaching Reading at Home. This encompasses the various ways they actively participate in their children's literacy development. These roles include modeling reading behavior, providing access to books and other materials, creating structured routines, and engaging in activities such as storytelling, shared reading, and monitoring progress. Parents also serve as motivators, encouraging consistent practice and fostering a positive attitude toward reading. By fulfilling these roles, parents not only strengthen children's reading skills but also build a supportive environment that connects home experiences with school learning. Understanding these roles is essential in analyzing how parental involvement contributes to literacy growth and overall academic success.

Hutton *et al.* (2020) utilized functional MRI (fMRI) to observe the impact of Home Reading Consistency. They found that children whose parents read to them daily showed significantly higher white matter integrity in the areas of the brain responsible for language and literacy, providing biological evidence that consistent parental involvement physically shapes the developing brain. This study is groundbreaking because it shifts the conversation from behavioral outcomes to biological changes, indicating that a parent's habit of reading is a form of environmental brain-building that strengthens the structural connections necessary for rapid word processing.

Su and Neitzel (2024) focused on Scaffolding Tactics as a form of involvement. They observed that the most effective parents don't just read; they provide hints when a child struggles with a word. This tactic, known as minimal assistance, encourages the child to do the cognitive heavy lifting, which leads to better long-term retention of new vocabulary. By working within the child's Zone of Proximal Development (ZPD), parents act as facilitators who provide just enough support to ensure success without removing the challenge required for learning.

Yulianti *et al.* (2022) emphasized the critical role of school leaders and teachers in promoting parental involvement. Their findings showed that schools with strong parent-teacher collaboration were more successful in engaging families particularly in supporting children's reading development.

Tamis-LeMonda *et al.* (2024) emphasized the importance of Responsiveness during reading. They found that when a parent follows a child's lead meaning they stop to talk about a picture the child is pointing at rather than strictly sticking to the text the child develops a larger vocabulary and a more positive reading-self-concept. This study highlights that high-quality involvement is contingent upon the parent's ability to be contingent or reactive to the child's interests, thereby fostering a conversational duet that makes literacy learning personally meaningful.

Barza and Shrestha (2021) studied the impact of Shared Writing alongside reading. They found that when parents encourage children to write a summary or draw a picture of the story's ending, the child's reading comprehension scores are significantly higher than those who only engaged in reading without a follow-up activity. This research proves that encoding (writing) and decoding (reading) are mutually reinforcing skills; when a parent involves the child in creative output after reading, it deepens the child's understanding of story structure and narrative logic.

Chophel and Choeda (2021) demonstrated that active parental support with reading homework significantly improved children's decoding skills, comprehension, and confidence. Their findings highlight the importance of guided reading and structured assistance, which not only build technical reading abilities but also foster motivation and self-assurance in learners. Similarly, Lee *et al.* (2021) explored parental roles during the COVID-19 pandemic and found that parents maintained reading engagement through scheduled reading times, access to digital books, and interactive discussions. This study shows how parental involvement became crucial in sustaining literacy development when schools were closed.

Malabarbas *et al.* (2022) focused on modular distance learning and emphasized that parental involvement became even more critical in this context. Daily reading routines, use of digital platforms, and interactive literacy activities at home helped maintain and enhance students' reading skills despite the absence of classroom-based instruction. This study illustrates how parents served as essential facilitators of literacy during alternative learning modalities, ensuring continuity in reading development.

William *et al.* (2025) emphasized the value of consistent exposure to books, storytelling, and vocabulary-building activities, which enhanced children's fluency and comprehension. Their finding reveals that regular routines and literacy-rich environments are keys to strengthening word recognition and text interpretation. Yopo (2024) further reinforced this by identifying that regular encouragement, conversations about books, and constructive feedback from parents improved reading performance and comprehension. This underscores the role of positive reinforcement and active dialogue in literacy growth.

Caranguian (2023) also found that parental engagement through reading with children, monitoring progress, and supporting literacy at home increased student confidence, comprehension, and overall academic performance. Sustained involvement was shown to lay the foundation for long-term literacy success.

Xie *et al.* (2023) explored Multimodal Involvement, where parents use physical props, puppets, or drawing while reading a story. Their research concluded that this multi-sensory approach is particularly effective for reluctant readers, as it lowers the child's anxiety and increases their engagement time with the text. The study indicates that for children who find traditional reading intimidating, the introduction of visual and tactile elements transforms a purely linguistic task into a play-based experience, which significantly increases sustained attention.

The literature on the roles of parents' involvement in teaching reading at home identifies multiple functions: consistency in daily routines, scaffolding tactics, responsiveness to children's interests, shared writing, guided homework support, positive reinforcement, and multimodal approaches. Hutton *et al.* (2020) provide biological evidence that daily reading strengthens brain development, while Su and Neitzel (2024) show that scaffolding enhances vocabulary retention. Responsiveness, as highlighted by Tamis-LeMonda *et al.* (2024), fosters

vocabulary and self-concept, while shared writing deepens comprehension. Studies during the pandemic (Malabarbas *et al.*, 2022; Lee *et al.*, 2021) demonstrate how parents sustained literacy through routines and digital platforms, and multimodal strategies (Xie *et al.*, 2023) proved effective for reluctant readers. These roles consistently show that high-quality, responsive and creative involvement enhances literacy, though gaps remain in understanding how these roles vary across socio-economic and cultural contexts.

The literature agrees that parental involvement and capabilities are central to reading development, but diverge on whether resources, education, or confidence are most influential. For instance, Reimers and Schleicher (2020) highlight digital literacy as a new form of cultural capital, while Treviño *et al.* (2021) emphasize the decisive role of socioeconomic resources in shaping parental support. In contrast, Bernard (2024) argues that parental literacy self-efficacy confidence in one's ability to teach can outweigh financial constraints, bridging gaps in resource access. Cuartero *et al.* (2020) further demonstrate the importance of cultural practices, such as Indigenous storytelling, in enhancing fluency and comprehension, while Laoyan and Niñalga (2023) show that structured programs equip parents with strategies that strengthen literacy outcomes. Betonio and Lomarda (2025), Novela (2023–2024), and Arancillo (2023) reinforce that consistent parental participation, whether through modeling reading behavior or sustaining home routines, directly improves vocabulary, fluency, and comprehension.

The gaps lie in integrating caregiver type, education, SES, and capabilities into a holistic framework, exploring compensatory mechanisms where strong involvement offsets resource limitations, and examining contextual variations across cultures and family structures. These gaps justify the need for research that synthesizes these dimensions to provide a more comprehensive understanding of how parental involvement and capabilities jointly shape literacy outcomes. By addressing this need, this study aims to contribute evidence-based insights into how parental profiles and involvement shape English reading outcomes in Cervantes, Ilocos Sur, thereby informing both educational practice and policy toward achieving equitable literacy development.

Statement of the Problem

This study aimed to examine the relationship between the profile of parents and their level of involvement in their children's reading development. Specifically, it aimed to address the following concerns:

1. What is the profile of parents in terms of:
 - a. generative classification;
 - b. educational attainment;
 - c. socio-economic status; and,
 - d. number of children?
2. What is the level of parental involvement in the reading development along
 - a. Capabilities of parents in teaching reading; and,
 - b. Roles of parent's involvement in teaching reading at home?
3. Is there a significant difference on the levels of parental involvement when grouped according to their profile?
4. Is there a significant relationship between the profile of parents and level of parental involvement?
5. What output can be developed based on the findings?

Hypotheses

1. There is no significant difference on the level of parental involvement when grouped according to their profile.

2. There is no significant relationship between the profile of parents and level of parental involvement.

Importance of the Study

The findings of this study may offer valuable contributions to various stakeholders in the field of education:

Learners. The study may contribute to the enhancement of learners' English reading skills by promoting more effective parental involvement. Improved literacy skills can lead to better academic performance and long-term educational success.

Teachers. The results of this research may provide teachers with deeper insights into how parental involvement influences students' reading development. This understanding may inform the design of strategies and interventions that actively engage parents in supporting their children's literacy growth.

Researcher. This study may help the researcher gain a comprehensive understanding of the influence of familial support on early literacy. The findings will provide evidence-based insights into the role of parents in reading development, serving as a foundation for the creation of programs, policies, and further research aimed at improving literacy outcomes.

Future Researchers. The study may serve as a useful reference for future investigations exploring the relationship between parental involvement and academic achievement. It may guide subsequent studies in identifying gaps, refining methodologies, and developing innovative approaches to increase parental engagement in various educational contexts.

Definition of Terms

Capabilities of Parents in teaching reading. This refers to the functional ability of the parent to provide the necessary tools, environment, and guidance for their child's literacy development. This includes providing access to reading materials and devices, ensuring internet connectivity, engaging in shared reading activities, monitoring progress, collaborating with teachers, and fostering consistent literacy habits.

Educational Attainment. This refers to the highest level of formal education completed by the parent, classified as elementary graduate, high school graduate, college graduate, or postgraduate.

Generative Classification. This refers to the categorization of parents or guardians of the primary learners based on their relationship to the child and their functional role in reading support. It includes biological parents, grandparents, legal guardians, and other family members or responsible adults.

Level of Parental Involvement. This refers to the actions and efforts undertaken by parents to support their child's English reading development. This will be measured using structured survey questionnaires designed with 4-point Likert scale around the two dimensions: capabilities of parents in teaching reading and roles of parents' involvement at home.

Number of Children. This refers to the total number of children in the family, expressed as a whole number (e.g., 1, 2, 3, etc.).

Output. This refers to the Proposed Reading Intervention Program/Action Plan designed based on the findings of this study to enhance parental involvement in reading development.

Parents. This refers to the primary parents or guardians of primary learners enrolled at Cervantes Central School, Daing Integrated School, San Juan Elementary School, and Comillas South Elementary School. This includes biological parents, guardians, or other adult figures primarily responsible for the child's upbringing and education.

Primary Learners. This refers to the Grades 1, 2, and 3 learners enrolled at Cervantes Central School, Daing Integrated School, San Juan Elementary School, and Comillas South Elementary School.

Roles of parental involvement at home. This refers to the specific, observable behaviors and functional positions assumed by parents to support their child’s literacy development. These roles include spending time with children, bonding through routines and activities, respecting their privacy, supporting decision-making, and acting as partners of teachers in encouraging reading habits.

Socio-Economic Status. This refers to the monthly income level of the family, categorized into the following income brackets: Up to ₱4,999, ₱5,000 to ₱9,999, ₱10,000 to ₱14,999, ₱15,000 to ₱19,999, ₱20,000 to ₱24,999, ₱25,000 and above.

METHODOLOGY

This chapter describes in detail the steps taken to address the objectives of the study. This included the research design, the population and locale, research instruments, the data gathering procedure, the statistical treatment, and the ethical considerations.

Research Design

The study utilized Descriptive-Comparative and Descriptive-Correlational designs. According to Creswell (2012), a descriptive-comparative design focuses on identifying differences between groups based on specific characteristics. In this study, it was employed to determine whether there was a significant difference in parental involvement when respondents were grouped according to their profiles.

Additionally, descriptive-correlational research is a study in which the researcher primarily aimed to describe relationships among variables without establishing a causal connection. This approach was used to examine the relationship between the profile of the parents and their level of parental involvement.

Population and Locale

The study was conducted in Cervantes, Ilocos Sur, specifically in selected public schools: Cervantes Central School, Daing Integrated School, San Juan Elementary School, and Comillas South Elementary School. Parents of Grades 1, 2, and 3 learners served as the primary respondents. Their participation provided valuable insights into parental involvement in reading and its influence on student performance. To ensure representation across different parental profiles, the study initially utilized stratified random sampling to determine a target sample size of 173.

Schools	Population	Sample	Actual # of Respondents
1. Cervantes Central School	74	42	31
2. Comillas South Elementary School	85	49	27
3. Daing Integrated School	48	27	48
4. San Juan Elementary School	98	55	49
Total	305	173	155

Out of the 173 questionnaires distributed, however, only 155 were successfully retrieved and deemed valid for analysis. This final count represented the actual number of parents who completed and returned the survey instruments within the designated retrieval period. The slight decrease from the target sample was primarily due to some questionnaires being misplaced and, during the second retrieval attempt, certain advisers were unable to pass the forms to the researchers. Nevertheless, the response rate remained sufficient to provide a credible basis for analyzing parental involvement in the area.

Research Instrument

The study utilized a survey questionnaire as the primary research instrument. The questionnaire consisted of two parts: Parent Profile and Level of Parental Involvement.

The first part is a modified section that gathered demographic details such as generative classification, educational attainment, socio-economic status, and the number of children. This information established the background of the respondents, helping to determine whether these variables affected parental involvement in reading.

The second part is adopted from the study of Baldonaza and Vargas (2022) and focused on assessing parental engagement using a Likert scale. This part had two sections: Capabilities of Parents in Teaching Reading and Roles of Parent's Involvement in Teaching Reading at Home. To ensure the validity of the research instrument, experts in education reviewed the questionnaire to confirm its relevance and alignment with the study's objectives (*See Appendix A*).

Data Gathering Procedure

The data collection process began with the distribution of formal letters to School Principals, School Heads, and Officers-in-Charge to secure institutional approval (Appendix C). Once permission was granted, letters were subsequently sent to the class advisers of the primary grades to request their cooperation in involving parents as respondents (Appendix D). This step ensured that the study complied with school protocols and respected administrative authority.

After obtaining approval, the researcher personally distributed printed questionnaires to the class advisers. Clear instructions were provided to ensure proper administration. Pupils were allowed to take the questionnaires home so their parents could respond at their convenience. Parents were given three days to complete the questionnaires and any clarifications or questions raised during this period were addressed directly by the researcher.

At the end of the three-day period, the researcher collected the completed questionnaires from the class advisers. The responses were carefully reviewed for completeness and accuracy, and then were organized systematically for analysis. This step ensured that the data were reliable and ready for processing.

All collected information was securely stored and used strictly for research purposes. Confidentiality was maintained throughout the process, with no identifying information disclosed. Ethical compliance was ensured by obtaining prior permissions from school authorities and by safeguarding the privacy of respondents.

Logistical considerations included coordinating with multiple school authorities, ensuring timely distribution and retrieval of questionnaires, and managing the three-day response window. Practical challenges were encountered, such as potential delays in questionnaire return, varying levels of parental literacy that could affect response quality, and the need to clarify instructions to ensure accurate completion. Despite these challenges, the systematic procedure allowed for the successful collection of valid and ethically sound data.

Statistical Treatment

In this study, various statistical tools were employed to analyze the relationship between parental involvement and the English reading development of primary learners.

To determine the profile of the parents, including generative classification, educational attainment, socio-economic status, and number of children, frequency counting and percentages were used. To determine the level of parental involvement, the weighted mean was utilized. To determine whether there was a significant difference in parental involvement when grouped according to their profile, the study applied the T-test or Analysis of Variance (ANOVA). Lastly, to determine the significant relationship between the profile and the level of parental involvement, Chi-Square was used. In addition, Cramer's V was computed to determine the strength of the association whenever a relationship was indicated.

Data Categorization

The study utilized different measurement scales to analyze and interpret the gathered data effectively. The following scales were used:

Mean Range	Descriptive Equivalent	Descriptive Interpretation
1.00-1.74	Strongly Disagree	Very Low Involvement
1.75-2.49	Disagree	Low Involvement
2.50-3.24	Agree	High Involvement
3.25-4.00	Strongly Agree	Very High Involvement

Ethical Considerations

The study on parental involvement in reading adhered to strict ethical guidelines to ensure fairness, integrity, and confidentiality throughout the research process. All respondents were fully informed about the purpose, objectives, and procedures of the study before their involvement, and they were required to sign an informed assent form confirming their voluntary participation. No identifying information was disclosed, ensuring anonymity for all respondents.

Additionally, participation was entirely voluntary, with individuals having the right to withdraw at any point without facing consequences. The study upheld honest reporting and accurate data interpretation, ensuring that findings reflected unbiased and credible analysis. Furthermore, care was taken to prevent emotional, psychological, or social harm, with survey questions designed to be respectful and non-invasive. Proper data handling and security measures were implemented to prevent unauthorized access, with only designated researchers permitted to review raw data.

RESULTS AND DISCUSSION

This chapter presents the findings and discussion of the study. It includes the findings, output, conclusions and recommendations.

Table 1 shows the profile of parents to their generative classifications, Educational Attainment, Socio-economic Status and Number of Children.

Table 1. Profile of Parents

Parent’s Profile	Frequency	Percentage
Generative Classifications		
Biological Parent	127	81.9%
Grandparent	14	9.0%
Step-parent	4	2.6%
Aunt/Uncle	10	6.5%
Total	155	100%
Educational Attainment		

Elementary	20	12.9%
Secondary	72	46.5%
College	50	32.3%
Vocational	8	5.2%
No formal Education	5	3.2%
Total	155	100%
Socio-economic Status		
0-4,999	44	28.4%
5,000-9,999	48	31.0%
10,000-14,999	30	19.4%
15,000-19,000	14	9.0%
20,000-24,999	3	1.9%
25,000 and above	16	10.3%
Total	155	100%
Number of Children		
1-2	67	33.2%
3-4	69	44.5%
5-6	17	11.0%
7 and above	2	11.3%
Total	155	100%

Generative Classifications. The data revealed that 81.9% of the respondents were biological parents. This indicates that the majority of learners in the locale reside within nuclear family structures, where biological parents serve as frontline educators. Furthermore, a relatively stable home literacy environment, as biological parents typically possess a long-term investment in their child’s academic progress and are well positioned to provide consistent daily reading support.

In support of this, Baker and Soden (2020), this emphasized that biological mothers and fathers actively participate in reading activities, with mothers often providing more reading aloud and fathers engaging in problem-solving tasks, highlighting how the caregiver’s role shapes instructional strategies. Similarly, Goodall and Villegas (2019) found that mothers and fathers contribute differently to literacy practices, while extended family members such as grandparents or aunts/uncles support oral traditions, further underscoring the importance of the primary caregiver in structuring a home learning environment. Additionally, the study by Park and Holloway (2021), observed that children in two-biological-parent households tend to experience more structured reading routines, indicating that nuclear families often provide a stable literacy environment. Together, these findings support the present data, indicating that learners in households headed by biological parents are

more likely to benefit from consistent and sustained reading support, demonstrating the significance of generative classifications in shaping academic engagement.

Therefore, most pupils are guided directly by parents who feel a strong sense of responsibility for their children's reading development. Literacy growth is therefore deeply embedded in active and consistent family involvement. Parental engagement not only enhances academic skills but also strengthens children's confidence and motivation in school. Furthermore, the participation of grandparents and extended family members underscores the collective nature of literacy development in Filipino households, where child-rearing responsibilities are often shared.

Educational Attainment. The data show that the largest group of respondents (46.5%) attained secondary-level education. This means that many parents possess foundational literacy skills in both the mother tongue and English, enabling them to provide basic reading guidance at home. While higher educational attainment may enhance parents' confidence and capacity to deliver structured literacy support, it is not the sole determinant of a child's reading success.

This finding is consistent with Chavez *et al.* (2025) further found that secondary-level education provides parents with sufficient foundational knowledge to progress from simple word correction to more intentional phonemic coaching. Similarly, Lopez and Carandang (2020) highlighted that literate parents particularly those with high school backgrounds are more likely to implement dialogic reading practices that promote reciprocal interaction. Bernard (2024) reinforces this argument by asserting that parental self-efficacy may be more influential than formal academic credentials or income level.

Altogether, these insights imply that while higher educational attainment can strengthen literacy support, active engagement, structured guidance, and access to practical workshops are equally critical. Hence, literacy programs should not focus solely on parents' formal education but rather on equipping families with actionable strategies to meaningfully support their children's reading development.

Socio-economic Status. The data reveal that 31.0% of respondents fall within the lower-income bracket, with the largest group earning between 5,000–9,999 pesos monthly. Significantly, this indicates that many parents face financial constraints while simultaneously serving as primary educators. Within this economic bracket, families may struggle to prioritize the purchase of supplementary reading materials such as English storybooks, workbooks, or digital learning tools.

These findings are in agreement with Miftahu and Melaiye (2021) and Alido *et al.* (2023), who identified material scarcity as a common challenge in low-income households. Furthermore, Treviño *et al.* (2021) documented the presence of a digital divide, noting that households earning below 10,000 pesos often lack access to reliable internet or educational devices, limiting children's exposure to interactive literacy applications.

The study conducted in Tamale Metropolis (2025) also introduced the concept of time poverty, wherein financial instability compels parents to work longer hours, thereby reducing their availability for consistent home reading routines. This reinforces the idea that limited financial capital often translates into reduced instructional time.

Nevertheless, Cuartero-Enteria and Tagyam (2020) and Carado (2024) emphasized that while low income presents challenges, sustained parental involvement in school activities can mitigate these constraints. Baldonaza and Vargas (2022) similarly argued that even simple and accessible reading materials can bridge literacy gaps.

Although, low income can create challenges for families, it does not prevent children from becoming successful readers. Parental involvement remains a crucial factor in supporting a child's literacy development, even when financial resources are limited. With consistent support, participation in school activities, and access to simple reading materials at home, parents can still help their children develop strong reading skills regardless of their economic status.

Number of Children. The data show that 44.5% of respondents have three to four children. It means that medium-sized families are common in the locale. In a three-to-four-child household, it is statistically harder for a parent

to sit for 30 minutes of one-on-one reading with each child daily compared to a single-child household. This family structure directly influences how parental time, attention, and financial resources are allocated among siblings.

Providing further evidence, Baldonaza and Vargas (2022) observed that the number of children in a household can affect the quality of parental academic involvement. Caranguian (2023) further noted that maintaining consistent reading routines becomes more complex in larger families. Resource Dilution Theory (Downey, 2021) supports this perspective, proposing that as the number of children increases, the distribution of parental capital including time, energy, and finances per child decreases. Sengonul (2022) also highlighted the phenomenon of multitasking fatigue, where supervising multiple grade levels may reduce the depth of individualized literacy support.

In the Philippine context, this potential limitation is often offset by sibling scaffolding. Lopez and Carandang (2020) and Cuartero-Enteria and Tagyam (2020) explained that older siblings frequently assume surrogate tutoring roles, transforming literacy into a shared household activity rather than an individual task.

Based on these findings, many pupils belong to households where parental attention and financial resources are shared among siblings. Consequently, literacy development emerges from a dynamic family network rather than from isolated parental effort.

In households with three to four children, behavioral modeling becomes especially significant. Older siblings who are proficient readers serve as immediate and influential examples for younger children, fostering a culture of literacy within the home. Moreover, the instructional time provided by parents is often supplemented by sibling support, helping sustain reading progress despite competing demands on parental attention.

To conclude, literacy development in such contexts reflects a collaborative and adaptive family system one in which shared responsibility, modeling, and structured routines collectively compensate for limited time and financial resources.

Table 2a shows the level of Parental Involvement along Capabilities of Parents in Teaching.

The data reveals that the level of parental involvement along Capabilities of Parents in Teaching Reading is high, with an average weighted mean of 3.21. This indicates that the parents possess a strong sense of self-efficacy regarding their ability to facilitate their children’s reading development. They perceive themselves as capable of providing the necessary guidance, encouragement, and monitoring required for literacy growth.

This finding corresponds with the research of Sengonul (2022) and Alido *et al.* (2023), who argue that a proactive educational mindset rather than just socioeconomic standing is the primary driver of consistent home-based literacy support. Furthermore, this high level of perceived competence resonates with the Compensatory Effect described by Geduld (2024), which means that parents who believe in their ability to facilitate reading are better equipped to overcome potential resource limitations and provide meaningful scaffolding. As Chophel and Choeda (2021) observed, such confidence translates directly into structured behaviors like guided homework support and consistent monitoring, proving that these parents are already ready-to-mobilize partners who require only directed guidance on evidence-based pedagogical strategies to transform their existing high capability into measurable improvements in their children's decoding, comprehension, and fluency.

Table 2a. Level of Parental Involvement along Capabilities of Parents in Teaching Reading

Indicators		WM	DE
1.	I have devices that support the reading of my children (computer desktop, laptop, tablet, smartphone)	2.74	A
2.	I have internet access that supports my children’s reading at home	2.78	A

3.	I provide the appropriate support to my children at the right time	3.35	SA
4.	I can support my children by reading books or reading materials	3.37	SA
5.	I can provide printed reading materials for my children	3.18	A
6.	Learners have parents that guide and support them while studying at home	3.33	SA
7.	Parents/guardians help children with reading skills	3.35	SA
8.	Teachers provide reading materials for parents to facilitate reading at home	3.32	SA
9.	Family-School partnership ensures the continuous reading skills of the learners while at home	3.46	SA
10.	Spending reading time with my child	3.37	SA
11.	We have a reading habit with my child	3.10	A
12.	Giving my child a price for his/her reading dedication	3.03	A
13.	I am aware of my child's reading progress	3.20	A
14.	I respect my child's reading time	3.28	SA
15.	I support my child's reading habit	3.26	SA
	Average Weighted Mean	3.21	A (High Involvement)

Legend: SA- Strongly Agree; A- Agree

Taken together, these factors indicate that the high level of parental self-efficacy transforms the parental base from a passive stakeholder group into a ready-to-mobilize educational asset. Rather than needing foundational training to build motivation, these parents already possess a proactive mindset and the ability to overcome potential resource limitations, which allows them to provide meaningful scaffolding at home. Therefore, the research means that the most effective intervention strategy should shift from traditional, top-down remedial training to a collaborative co-coaching model. Educators should leverage this existing confidence by co-designing literacy toolkits and establishing feedback loops that refine the tactical precision of the home-based instruction parents are already providing. By treating parents as expert partners in their children's development refining their methods rather than questioning their commitment the school system can effectively channel this psychological capital into measurable gains in decoding, comprehension, and fluency.

The indicator “*Family-School partnership ensures the continuous reading skills of the learners while at home*” got the highest weighted mean of 3.46 described as strongly agree. These findings show that parents have evolved from passive observers into active partners in their child's education. By treating the home as a 'second classroom,' they ensure that learning doesn't stop when the school bell rings. This strong level of trust allows the school's reading strategies to be practiced daily at home, creating a stable environment where a child's progress is consistently reinforced.

This shift aligns with Epstein's (2018) framework on school-family partnerships, which asserts that when institutions and families share responsibility, the continuity of learning significantly increases. Furthermore, Alido *et al.* (2023) and Sengonul (2022) emphasize that this proactive involvement is the primary driver of consistent literacy support, effectively mitigating the risk of skill regression during non-school hours. As noted

by Henderson and Mapp (2020), this high level of trust allows school-based reading strategies to be practiced daily at home, creating a stable, reinforcing environment that directly contributes to the child's academic progress.

These observations indicate that parents are generally capable and willing to support their children's reading development at home, especially through active involvement and strong family-school partnerships. Parents show confidence in guiding their children by spending time reading with them and ensuring continuous practice at home.

The indicator "*I can support my children by reading books or reading materials*" got the second rank with an average weighted mean of 3.37 described as strongly agree. This can also be further justified by the indicator "*Spending reading time with my child*" with an average weighted mean of 3.37 described as strongly agree. This means that parents allotting dedicated time to these activities. Parents are not merely checking off an academic requirement but they are providing the emotional scaffolding necessary for the child to view literacy as an enjoyable, lifelong habit. This behavioral consistency driven by the parents' high self-efficacy serves as a vital daily reinforcement of the reading strategies taught in the classroom, effectively turning the home into a space where reading is valued as both a skill and a shared experience.

The practice of parents support with DepEd Memorandum No. 173 s. 2019, which encourages parents to act as teachers at home to make every learner a reader. This aligns with Chophel and Choeda (2021), who stated that when parents participate in reading, children become more confident. Caranguian (2023) also supports this, noting that home-based support is a powerful way to improve a child's understanding of what they read.

The findings demonstrate that the local community has successfully internalized the parent-as-teacher model advocated by DepEd Memorandum No. 173, s. 2019. The simultaneous high scores in perceived capability and actual time spent demonstrate that parents are not merely fulfilling academic requirements, but are actively cultivating an environment of emotional scaffolding. This means that the school's most effective strategy moving forward is to preserve and celebrate this relational dynamic. By treating parents as capable co-educators rather than passive assistants, the school can sustain this high level of engagement, effectively using the home environment to transform literacy from a classroom-bound skill into a lifelong, shared experience.

In contrast, the findings also highlight areas where parents struggle, specifically with technology and resources. The indicator "*I have devices that support the reading of my children (computer desktop, laptop, tablet, smartphone)*" got the lowest weighted mean of 2.74 described as Agree. This means that while parents are highly engaged and willing to help, they are currently operating within an analog-centric reality. They are providing support through face-to-face interaction and traditional storytelling because they lack the specific technological hardware (laptops, tablets, etc.) to integrate digital tools into their reading sessions.

This resonates with the findings of Treviño *et al.* (2021), who observed that families with limited financial and technological resources struggle to maintain digitally-supported involvement, often due to a lack of devices or internet connectivity. Furthermore, as argued by Reimers and Schleicher (2020), in the post-pandemic era, a parent's comfort with and access to technology is a form of cultural capital. The disparity in your data means that these families are currently lacking this specific form of capital, which creates an inherent inequity in how children interact with e-learning tools and digital libraries.

This analysis shows that in the absence of digital infrastructure, the home environment remains a fertile ground for literacy development, provided that the school adopts a device-agnostic approach. Rather than viewing the lack of digital devices as an insurmountable barrier, the school must recognize the Compensatory Effect already at play where parents leverage their time and traditional oral traditions to teach their children. Schools should prioritize the distribution of printed reading materials and actionable teaching guides, empowering parents to utilize existing home resources. This approach ensures that literacy support remains consistent and equitable for every learner, circumventing the barriers created by the digital divide.

The indicator “*I have internet access that supports my children’s reading at home*” got the second lowest weighted mean of 2.78 described as Agree. This means that most parents are likely relying on mobile data (prepaid load) rather than a stable, high-speed home broadband connection.

This supports the study of Barrot *et al.* (2021), who identified that in the Philippine context, internet access is often limited to precarious mobile-data usage, which fails to support consistent, high-bandwidth educational activities. This reveals a digital-analog mismatch: even if parents are willing to engage, they are constrained by a digital divide that makes internet-dependent homework a financial burden rather than a learning bridge. Therefore, institutional reliance on internet-heavy literacy strategies is currently inequitable; the data necessitates a shift toward offline-first pedagogical designs that honor the technological realities of the household.

This pattern confirms that children’s access to internet-dependent reading resources and activities at home is limited, which may disrupt the continuity and effectiveness of literacy learning. Schools need to provide offline or low-data alternatives, such as printed materials, offline apps, or community-based resources, to ensure equitable learning opportunities. Providing parents with strategies that do not rely on high-speed internet can help maintain consistent reading engagement and prevent digital access from becoming a barrier to literacy development.

The indicator “*Giving my child a prize for his/her reading dedication*” got the third lowest weighted mean of 3.03 described as Agree. This means that parents are not prioritizing any rewards as the primary literacy strategy.

This reflects the work of Tamis-LeMonda *et al.* (2024), whose research on the conversational duet demonstrates that the reward for the child is the emotional validation found in responsive, two-way interaction rather than a physical object. Furthermore, this aligns with Yopo (2024), who highlights that constructive feedback and sincere encouragement are more potent drivers of literacy performance than tangible gifts. By focusing on the scaffolding tactics described by Su and Neitzel (2024), these parents foster a sense of mastery in their children, where the satisfaction of successfully overcoming a reading challenge serves as its own internal reward. Consequently, the lower reliance on material prizes should be viewed not as a lack of engagement, but as a deliberate and effective pedagogical choice that nurtures a child’s long-term intrinsic desire to read, free from the dependency on external gratification.

The parents’ lower prioritization of material rewards for reading, favoring intrinsic motivators like emotional validation and scaffolding, implies a strategic shift toward sustainable literacy development. This choice supports long-term engagement by building self-driven reading habits over temporary external incentives.

Collectively, the study confirms that parents are highly capable, relational partners who effectively prioritize emotional scaffolding over material rewards, despite facing structural barriers like limited digital access. Therefore, schools should shift from digital-dependent interventions to an offline-first framework, treating parents as expert co-educators to transform the home into a sustainable, lifelong literacy environment.

Table 2b shows the Level of Parental Involvement along Roles of Parent’s Involvement in Reading at Home.

The data reveals that the level of parental involvement along Roles of Parent’s Involvement in Teaching Reading at Home is very high, with an average weighted mean of 3.31. It confirms that parents feel confident in their role. They are not merely supervising; they are actively guiding, reading with their children, and managing the literacy routine.

This engagement reflects the shared responsibility advocated by Epstein (2018), where the home environment serves as a second classroom. The parent’s active involvement characterized by co-reading and routine management aligns with the conversational duet model proposed by Tamis-LeMonda *et al.* (2024), wherein the quality of the interaction, rather than simple supervision, drives literacy success. Furthermore, this high level of engagement demonstrates a successful internalization of DepEd Memorandum No. 173, s. 2019, indicating that parents in this community are not merely fulfilling administrative requirements, but are actively investing in the pedagogical scaffolding necessary for their children’s reading growth.

From these observations, it can be inferred a significant shift in the literacy landscape: the home has transcended its role as a mere site of supervision to become a sustainable, self-directed literacy ecosystem. This pedagogical continuity ensures that literacy instruction is not a classroom-bound event, but a continuous, daily practice. Furthermore, the reliance on active parental guidance means that the most equitable and sustainable literacy interventions are not those that impose new, high-tech demands, but those that empower the existing 'relational capital' already present in the home. By treating the parent-child interaction as the primary site of instruction, the school can foster a literacy environment that is resilient, scalable, and independent of external resource constraints.

Table 2b. Level of Parental Involvement along Roles of Parent’s Involvement in Teaching Reading at Home

Indicators		WM	DE
1.	Spending time with my child	3.45	SA
2.	We have meals together with our children all the time	3.34	SA
3.	We go on an outing with our children once a month	2.88	A
4.	I am aware of my child’s academic and extracurricular achievements	3.13	A
5.	I respect my child’s privacy	3.19	A
6.	I support my child’s decision-making	3.21	A
7.	We bond like a sister/brother all the time	3.17	A
8.	I asked about his/her problems	3.32	SA
9.	I consider my child’s desires and wants	3.19	A
10.	I support my child whenever he/she needs me	3.42	SA
11.	Parents become partners of teachers in encouraging children in their reading habit	3.45	SA
12.	Parents will act as reading teachers.	3.44	SA
13.	Parents serve also as reading advisers.	3.50	SA
14.	Parents should interact with their children at home to support school goals and programs	3.46	SA
15.	Supporting children to perform regular routines and reading habits.	3.48	SA
Average Weighted Mean		3.31	SA (Very High Involvement)

Legend: SA- Strongly Agree; A- Agree

The indicator “Parents serve also as reading advisers” got the highest weighted mean of 3.50 described as Strongly Agree. It means that they curate reading materials that align with the child’s specific interests and reading level. They know what their child likes (e.g., stories about animals, space, or local fables), turning reading from an academic burden into a personalized journey.

The findings provide a strong empirical support for the concept of Parental Literacy Self-Efficacy identified by Bernard (2024). This score confirms that the parents in this study have successfully internalized the Parent-as-Teacher model advocated by DepEd Memorandum No. 173, s. 2019, demonstrating that a proactive educational mindset rather than socioeconomic standing is the primary driver of consistent literacy support (Alido *et al.*, 2023; Sengonul, 2022). By assuming the role of Reading Advisers who manage daily routines and scaffolding, these parents are actively creating a second classroom, aligning with Epstein's (2018) framework, which posits that the continuity of learning between school and home is the most effective way to prevent skill regression.

Building on this foundation, the results further demonstrate that parents are effectively personalizing literacy experiences by leveraging their intimate knowledge of their children's interests to boost engagement and prevent reading from feeling like a chore. It also implies that they have successfully shifted the domestic literacy focus from rote skill-drilling to the cultivation of a durable Reader Identity. By anchoring literacy in locally relevant content and personalized interests, parents are fostering a culturally responsive learning environment that validates the child's home experience. This means that the school's institutional strategy should pivot from instructional supervision to resource partnership; by supplying diverse, high-quality materials to these already-capable advisers, the school can leverage their existing agency to drive sustainable literacy growth, ensuring that the second classroom at home remains both engaging and culturally significant.

The indicators "*Supporting children to perform regular routines and reading habits*" got the second highest weighted mean of 3.48. This means that parents highly value and actively support their children's daily routines and reading habits, considering it one of their most important responsibilities.

This corresponds with William *et al.* (2025) and Malabarbas *et al.* (2022), who emphasized that daily reading habit, structured guidance, and literacy-rich home environments significantly enhance children's fluency, comprehension, and confidence. Hutton *et al.* (2020) further support this by demonstrating that consistent home reading positively influences neurological development in areas related to language processing, highlighting the long-term value of sustained routines. Moreover, this aligns with Rasonabe (2024) and *Frontiers in Psychology* (2022), who explained that parents' ability to establish structure and maintain consistent reading schedules serves as a key mechanism in translating parental involvement into children's literacy success.

The data revealed that parents already understand the importance of building regular reading routines at home. Since they value and actively support their children's reading habits, schools can strengthen this by giving parents simple strategies and materials to improve how they guide reading. It also means that maintaining consistent routines can greatly help children improve their reading skills and overall development. Because parents see this as one of their main responsibilities, supporting them through programs and clear guidance can further enhance children's literacy success.

The indicators "*Parents should interact with their children at home to support school goals and programs*" got the third highest weighted mean of 3.45. It shows that parents recognize the importance of cooperating with the school and extending learning beyond the classroom. They believe that their role is not limited to sending their children to school, but also includes reinforcing lessons, values, and activities at home. This indicates that parents are willing to actively participate in helping their children achieve the school's goals and objectives.

This is consistent with Yulianti *et al.* (2022), who emphasized that strong parent-teacher collaboration enhances parental engagement in supporting children's learning. Similarly, Chophel and Choeda (2021) found that active parental participation in reading homework improves children's skills and confidence, demonstrating that home involvement directly reinforces school objectives. Caranguian (2023) further supports this, noting that parental engagement through monitoring progress and supporting literacy at home strengthens children's comprehension and overall academic performance. These findings also support DepEd Memorandum No. 173, s. 2019, which envisions parents as vital partners who interact with their children to sustain school reading programs outside the classroom.

In light of these findings, schools can enhance student learning by actively involving parents in supporting lessons and school programs at home. Providing guidance, resources, and simple activities for parents can strengthen children's academic performance, build their confidence, and ensure consistent learning both at home

and at school. It also means that fostering strong home–school partnerships is essential for creating a supportive learning environment. When parents are engaged, students are more likely to stay motivated, develop positive study habits, and achieve better overall outcomes. Additionally, schools can design workshops and training sessions to equip parents with effective strategies, ensuring that their involvement is meaningful and directly contributes to their children’s academic growth.

On the other hand, some areas of involvement received lower scores. The indicator “*We go on an outing with our children once a month*” got the lowest weighted mean of 2.88 described as Agree. This means that parents are not regularly spending quality recreational time with their children, such as monthly outings. This may indicate that children are missing opportunities for bonding, experiential learning, and social or emotional development that often come from shared leisure activities.

Research by Cuartero-Enteria and Tagyam (2020) indicates that households with limited time or resources often show lower levels of parental involvement in enriching activities, which can negatively affect children’s literacy and holistic development. Similarly, Liu and Liu (2021) noted that work-induced fatigue and time constraints, particularly among fathers, reduce opportunities for active engagement, including storytelling, play, or outings, limiting children’s exposure to supportive learning environments. Treviño *et al.* (2021) further highlighted that socioeconomic and resource limitations during the COVID-19 pandemic restricted parents’ ability to provide structured support at home, demonstrating that inconsistent involvement can hinder children’s overall growth.

As a result, children may be missing important opportunities for bonding, experiential learning, and social-emotional development when parents are not consistently spending recreational time with them. In response, schools and programs can provide guidance or encourage parents to engage in regular shared activities, highlighting that parental involvement extends beyond academics to include play, outings, and other experiences that support a child’s holistic growth. Moreover, structured support from schools can help ensure that these activities are meaningful, consistent, and directly contribute to children’s overall development.

The indicator “*I am aware of my child’s academic and extracurricular achievements*” got the second lowest weighted mean of 3.13 described as Agree. This shows that parents are not consistently aware of or actively monitoring their children’s academic and extracurricular achievements. As a result, they may miss important accomplishments or progress, limiting opportunities to provide timely recognition, guidance, and support. This lack of consistent involvement can negatively impact children’s motivation, self-confidence, and overall development.

Research by Şahin (2019) indicates that parental involvement often varies in consistency, with some parents providing general support but not actively tracking their children’s progress. Similarly, Smith and Harris (2023) noted that parents’ work and daily responsibilities reduce the extent to which they can monitor school activities, which can impact children’s achievement. Tamale Metropolis (2025) and Miftahu and Melaiye (2021) further emphasized that inconsistent parental monitoring may limit children’s holistic development by reducing the reinforcement of positive behaviors and learning outcomes.

Consequently, children may not receive the consistent guidance, feedback, and recognition needed to stay motivated and confident in their academic and extracurricular pursuits. Schools and educators can play a role by providing parents with strategies, tools, and support to help them actively track and engage with their children’s progress, ensuring that parental involvement reinforces learning, achievement, and overall development.

The indicator “*We bond like a sister/brother all the time*” got the third lowest weighted mean of 3.17 described as Agree. This means that parents and children do not consistently experience close, sibling-like bonding, even though they generally report a positive relationship. It indicates that opportunities for emotional connection, shared intimacy, and playful interaction are limited. Such a lack of consistent bonding may negatively affect the development of trust, open communication, and emotional closeness, which are essential for children’s social and emotional well-being.

Şahin (2019) observed that parental involvement varies in quality and consistency, with some parents providing general support but not fostering deep emotional engagement. Correspondingly, Smith and Harris (2023)

highlighted that work demands and daily responsibilities reduce parents’ time for meaningful interactions, which can limit relational closeness. From another perspective, Cuartero-Enteria and Tagyam (2020) emphasized that inconsistent parental engagement, including limited emotional interaction, may hinder children’s holistic development. Evidence further highlights that when parents are unable to maintain consistent, high-quality interactions, children’s social-emotional skills and confidence may be negatively affected (Tamale Metropolis, 2025; Miftahu and Melaiye, 2021).

This underscores that children may be missing opportunities to develop strong emotional bonds, trust, and open communication with their parents. Without consistent sibling-like bonding and quality interactions, children’s social-emotional development, confidence, and ability to form close relationships may be negatively affected. Schools and programs can address this by encouraging parents to engage in regular, meaningful activities that foster emotional connection, play, and shared experiences with their children, strengthening both relational closeness and overall well-being.

In conclusion, parents in this community are generally active in supporting their children’s reading through routines and guidance, which strengthens literacy and motivation. However, gaps remain in bonding, monitoring progress, and fostering emotional connections, which may affect social-emotional growth. These findings highlight the need for guidance to help parents balance academic and emotional involvement for stronger home–school partnerships and holistic development.

Table 3 shows the significant difference on the level of parental involvement when grouped according to their profile.

Generative Classification. The data shows that in terms of generative classifications, there is no significant difference on the level of parental involvement with a p-value of 0.139. These findings accept the null hypothesis, indicating that the type of caregiver do not substantially influence how actively parents engage in supporting their children’s reading and literacy routines. This means that the dedication of caregivers to supporting reading is consistent, regardless of whether they are biological parents or other relatives.

Baker and Soden (2020) demonstrated that mothers, fathers, and grandparents each contribute uniquely to literacy development, with mothers focusing on reading aloud, fathers on problem-solving, and grandparents providing emotional support through traditional methods. Goodall and Villegas (2019) similarly found that extended caregivers such as aunts and uncles enrich literacy practices through storytelling and oral traditions, complementing the book-centered activities of parents. Park and Holloway (2021) observed that while two-biological-parent households often provide structured routines, extended caregivers can also sustain positive literacy outcomes when actively engaged, showing that involvement quality matters more than caregiver type. Finally, Jeynes (2024) emphasized that consistent and structured engagement, regardless of whether the caregiver is a biological parent or extended family member, predicts higher reading achievement.

Table 3. Difference on the level of parental involvement when grouped according to their profile

Generative Classification	Mean	P-value	Interpretation
Biological Parent	3.30	0.139	Not Significant
Grandparent	2.98		
Step-parent	2.85		
Aunt/Uncle	3.32		
Educational Attainment			
Elementary	3.04	0.397	Not Significant
Secondary	3.20		

College	3.49		
Vocational	2.92		
No formal Education	3.25		
Socio-economic Status			
0-4,999	2.97	0.004	Significant
5,000-9,999	3.29		
10,000-14,999	3.42		
15,000-19,000	3.45		
20,000-24,999	3.51		
25 and above	3.46		
Number of Children			
1-2	3.35	0.233	Not Significant
3-4	3.15		
5-6	3.34		
7 and above	3.47		

Taken together, literacy programs and school initiatives should adopt an inclusive approach to caregiver engagement, recognizing the diverse roles played by biological parents, grandparents, step-parents, and extended family members. Rather than focusing solely on parental status, interventions should prioritize building caregiver confidence, providing resources, and encouraging consistent routines. This ensures that all caregiver types are empowered to contribute meaningfully to children’s reading development, thereby strengthening literacy outcomes across varied family structures.

Educational Attainment. The data shows that in terms of generative classifications, there is no significant difference on the level of parental involvement with a p-value of 0.397. This means that regardless of whether parents completed only secondary education or pursued higher levels of schooling, their actual behaviors such as providing reading materials, spending time with children, and acting as reading advisers remain consistently strong.

This finding is reinforced by Şahin (2019), which demonstrated that both mothers and fathers, regardless of educational background, contribute equally to children’s academic activities, several studies confirm that literacy involvement is driven more by consistency and shared responsibility than by schooling level. Bernard (2024) emphasized that parental self-efficacy the confidence in one’s ability to guide learning is more influential than formal academic credentials, showing that parents with varying educational attainment can still provide strong literacy support when actively engaged. Jeynes (2024) likewise found that consistent and structured engagement, whether from biological parents or extended caregivers, predicts higher reading achievement, underscoring that quality of involvement matters more than educational status. Day and Forehand (2023) further revealed that step-parents and foster caregivers can be equally effective in supporting literacy growth when given resources and confidence-building strategies, despite role ambiguity. Similarly, Goodall and Villegas (2019) highlighted that mothers, fathers, and extended caregivers contribute differently through book-related activities, storytelling, or oral traditions but all roles provide meaningful literacy support. Collectively, these studies corroborate the present finding that active engagement across caregiver types and educational levels is the decisive factor in fostering children’s literacy development.

These findings indicate that parental involvement in children’s literacy development is driven more by the consistency and quality of engagement than by educational attainment. Consequently, regardless of schooling level, parents can effectively support reading when they are actively involved. Therefore, schools may focus on strengthening parental confidence, promoting regular home literacy practices, and providing inclusive support for all caregivers.

Socio-economic status. The finding shows that when grouped according to socio-economic status, there is a significant difference in the level of parental involvement. These findings led to the rejection of the null hypothesis, confirming that parental involvement varies across socio-economic profiles. Families from different income brackets demonstrate differing levels of access to resources, availability of time, provision of learning materials, and capacity to extend educational support, which account for the observed differences in involvement.

Treviño *et al.* (2021) demonstrated that families with greater financial and technological resources were able to sustain structured literacy practices at home, while those with fewer resources struggled due to barriers such as limited access to devices and internet connectivity. Sengonul (2022) similarly found that higher SES families could provide quality books and more structured reading time, whereas lower SES households faced constraints, though consistent engagement remained a critical driver of literacy outcomes. Tamale Metropolis (2025) and Miftahu and Melaiye (2021) further emphasized that financial constraints and time poverty limited parents’ ability to maintain consistent involvement, even among those with higher educational attainment. Geduld (2024) introduced the compensatory effect, showing that strong parental engagement could mitigate the disadvantages of low SES, but only when parents actively sustained routines and support. Cuartero-Enteria and Tagyam (2020) reinforced this by highlighting how economic conditions and cultural traditions jointly shape literacy practices, with families of greater means demonstrating higher engagement.

Collectively, these findings indicate that socio-economic status is a decisive factor in shaping the depth and consistency of parental involvement in literacy development. Families with higher income and technological resources are able to sustain structured routines, provide quality books, and integrate digital tools into reading practices, while lower SES households often face barriers such as limited time, financial constraints, and reduced access to materials.

Table 3a presents the Post-hoc result.

The post hoc analysis revealed significant differences in parental involvement when grouped according to socio-economic status. Specifically, parents in the lowest income bracket (₱0–4,999) reported significantly lower levels of involvement compared to those in the ₱10,000–14,999 bracket with a mean difference of -0.45631 and p-value of 0.012 and the ₱25,000 and above bracket which has a mean difference of -0.49867 and p-value of 0.038. These differences were statistically significant at the 0.05 level, with confidence intervals excluding zero, confirming the validity of the results.

This indicates that socio-economic status influences the extent of parental involvement. Families with higher income levels particularly ₱10,000–14,999 and ₱25,000 and above are more likely to demonstrate greater involvement in their children’s education compared to those in the lowest bracket. This may be attributed to greater financial stability, access to resources, and flexibility in time management among higher-income parents, enabling them to participate more actively in school-related activities and support learning at home.

Table 3a. Post-hoc result

(I) Socio-economic status	(J) Socio-economic status	Mean Difference (I-J)	Std. Error	Significance
0-4,999	5,000-9,999	-.31951	.11947	.087
	10,000-14,999	-.45631	.13554	.012*

	15,000-19,999	-.47933	.17565	.076
	20,000-24,999	-.54520	.34158	.602
	25,000 and above	-.49867	.16712	.038*
5,000-9,999	0-4,999	.31951	.11947	.087
	10,000-14,999	-.13681	.13323	.908
	15,000-19,999	-.15982	.17388	.941
	20,000-24,999	-.22569	.34067	.986
	25,000 and above	-.17917	.16525	.887
10,000-14,999	0-4,999	.45631	.13554	.012*
	5,000-9,999	.13681	.13323	.908
	15,000-19,999	-.02302	.18528	1.000
	20,000-24,999	-.08889	.34663	1.000
	25,000 and above	-.04236	.17721	1.000
15,000-19,999	0-4,999	.47933	.17565	.076
	5,000-9,999	.15982	.17388	.941
	10,000-14,999	.02302	.18528	1.000
	20,000-24,999	-.06587	.36419	1.000
	25,000 and above	-.01935	.20949	1.000
20,000-24,999	0-4,999	.54520	.34158	.602
	5,000-9,999	.22569	.34067	.986
	10,000-14,999	.08889	.34663	1.000
	4.00	.06587	.36419	1.000
	25,000 and above	.04653	.36015	1.000
25,000 and above	0-4,999	.49867	.16712	.038*
	5,000-9,999	.17917	.16525	.887
	10,000-14,999	.04236	.17721	1.000
	15,000-19,999	.01935	.20949	1.000
	20,000-24,999	-.04653	.36015	1.000

Legend: *-Significant

The disparities highlight the need for directed interventions to support parents in the lowest income bracket, who may face barriers such as financial hardship, limited educational background, or demanding work schedules.

Number of children. The data shows that in terms of number of children, there is no significant difference in the level of parental involvement when grouped according to the number of children, with a p-value of 0.233. These findings accept the null hypothesis, indicating that family size does not substantially influence how actively caregivers engage in supporting their children’s reading and literacy routines. This means that regardless of whether families have few or many children, parents maintain a relatively consistent level of involvement in literacy-related activities.

Evidence from Musengamana (2023) indicates emphasized that parental involvement is a critical factor in children’s learning outcomes but did not identify family size as a decisive variable. Instead, the quality of engagement such as reading routines and encouragement was highlighted as the stronger predictor of literacy success. Similarly, Penderi, Karousou, and Papanastasatou (2023) noted that literacy-related parental involvement is shaped by multidimensional factors such as cultural practices and caregiver confidence rather than the number of children in the household.

Given these findings, parents are capable of maintaining consistent engagement regardless of household size. In light of this, schools and communities should refrain from assuming that larger families are less able to support literacy and instead focus on promoting high-quality engagement across all households. Programs should prioritize confidence-building and practical strategies such as shared reading routines, storytelling, and encouragement that can be applied universally. Moreover, interventions should ensure equitable resource distribution so that all families, whether small or large, have access to books, guides, and literacy materials. Ultimately, the implication is that quality and consistency of parental involvement matter more than family size, making inclusive, routine-focused initiatives essential for fostering children’s literacy development.

The study concludes that socio-economic status is the primary factor influencing parental involvement in children’s literacy development, while generative classification, educational attainment, and number of children do not significantly affect engagement. Families with higher income levels are more capable of providing consistent and resource-rich literacy support, while those in lower income brackets face barriers such as limited access to materials, time poverty, and financial constraints.

At the same time, the absence of significant differences in other parental profiles underscores that commitment and self-efficacy are stronger determinants of involvement than demographic background. Regardless of caregiver type, educational attainment, or family size, parents demonstrate consistent dedication to supporting their children’s reading growth.

Overall, the findings highlight the need for equity-driven interventions that address resource gaps among low-income families while strengthening parental confidence and engagement strategies across all profiles. By focusing on both material support and self-efficacy, schools and policymakers can empower parents to become active partners in literacy development, ensuring improved reading outcomes and lifelong learning opportunities for children.

Table 4 shows the significant relationship between the profile of parents and level of parental involvement.

Table 4. Significant relationship between the profile of parents and level of parental involvement

	p-value	Cramer’s V	Interpretation
A. Generative Classification – Parental Involvement	0.000	0.642	Significant
B. Educational Attainment – Parental Involvement	0.111	-	Not Significant

C. Socio- economic Status– Parental Involvement	0. 649	-	Not Significant
D. Number of Children – Parental Involvement	0. 989	-	Not Significant

Generative classification. Table 5 revealed that generative classification of parents has a significant relationship with the level of parental involvement with a p-value of 0.000 and Cramer’s V of 0.642. This means that the type of parental role whether biological parent, adoptive parent, or guardian corresponds strongly with how actively they participate in supporting their children’s literacy and education. The relatively high Cramer’s V value indicates a substantial association, indicating that the identity and role of the caregiver is a critical factor in shaping involvement.

This confirms the research of Hutton *et al.* (2020), who showed that consistent daily reading by parents strengthens the brain’s structural connections for language, proving that sustained involvement builds literacy foundations. Su and Neitzel (2024) similarly emphasized scaffolding tactics, where effective parents provide minimal assistance to encourage cognitive effort, highlighting that quality engagement matters more than parental identity. Tamis-LeMonda *et al.* (2024) reinforced this by demonstrating that responsiveness to a child’s interests fosters vocabulary growth and positive self-concept, showing that any caregiver who adapts to the child’s lead can make literacy personally meaningful. Barza and Shrestha (2021) further supported this by finding that shared writing activities after reading deepen comprehension, illustrating that creative reinforcement is universally effective.

This finding indicates that parents who are directly responsible for the upbringing of the child, such as biological parents, may demonstrate higher levels of engagement compared to other classifications, possibly due to stronger emotional bonds, sense of responsibility, or direct accountability for the child’s academic progress. In contrast, guardians or other parental figures may face limitations in time, resources, or authority, which can affect their level of participation. Moreover, differences in generative classification may also reflect variations in decision-making power, consistency of presence in the household, and perceived legitimacy in school–home partnerships. Biological parents often have greater recognition and direct communication with teachers, which facilitates stronger collaboration, while guardians may encounter institutional or cultural barriers that reduce their involvement. These dynamics means that the caregiver’s role identity not only shapes the intensity of support at home but also influences how schools engage with families, thereby affecting the overall quality of parental involvement.

Educational Attainment. The analysis revealed that educational attainment did not show a significant relationship with parental involvement, with a p-value of 0.111. This means that parents’ level of schooling whether they completed secondary education or pursued higher studies does not substantially affect how actively they engage in their children’s literacy activities. In practical terms, parental involvement is driven more by confidence, consistency, and shared responsibility than by formal education level. Parents across different educational backgrounds are equally capable of providing reading materials, spending time with children, and acting as reading advisers.

The findings reveals that educational attainment does not significantly influence parental involvement are consistent with the study of Şahin (2019), who demonstrated that both mothers and fathers, regardless of educational background, contribute equally to children’s academic activities. This supports the conclusion that parents’ level of schooling is not a decisive factor in their engagement with literacy-related routines. Instead, what matters most is the quality of involvement confidence, consistency, and shared responsibility rather than formal education level.

The non-significance of educational attainment implies that parents, regardless of whether they completed primary, secondary, or higher education, may still demonstrate similar levels of commitment to supporting their children’s learning. This finding highlights that parental involvement is not strictly dependent on academic background but rather on willingness and motivation to participate.

Socio-economic status. In terms of socio-economic status, there is no significant relationship with parental involvement. This indicates that income differences did not strongly determine the extent of parental engagement. Families across income brackets may face varying challenges, yet many parents continue to provide support within their means. This reinforces the idea that involvement is shaped more by attitudes and values than by financial capacity alone.

The finding reveals that socio-economic status does not show a significant relationship with parental involvement aligns with several reviewed studies. For instance, Alido *et al.* (2023) revealed that parental attitudes toward reading often matter more than socio-economic resources, showing that motivation and commitment sustain literacy practices even when financial means are limited. Similarly, Geduld (2024) introduced the compensatory effect, demonstrating that strong parental involvement can overcome low socio-economic conditions, with children from lower-income families achieving comparable literacy outcomes when parents actively engaged. Cuartero-Enteria and Tagyam (2020) emphasized that cultural background and values strongly shape literacy involvement, highlighting that financial resources alone do not determine engagement. In the same vein, Sengonul (2022) found that while higher SES provides access to better materials, consistent parental attitudes and routines remain the decisive factors in literacy outcomes. Collectively, these studies reinforce that income differences do not strongly determine parental involvement, and that attitudes, values, and consistency of engagement are more influential than financial capacity alone.

It is evident that parental involvement in children's literacy development is not primarily determined by socio-economic status, but by parents' attitudes, values, and commitment to engagement. Regardless of income level, parents can actively support their children's reading through consistent interaction and encouragement.

Consequently, schools and literacy programs should focus on empowering all families by promoting positive reading attitudes and providing low-cost or accessible literacy strategies rather than relying on financial capacity. Interventions such as community reading programs, parent workshops, and provision of affordable or free learning materials can help ensure that families from all socio-economic backgrounds are equally supported in fostering children's literacy development.

Number of children. the number of children was not a significant factor, indicating that family size does not necessarily dilute or enhance parental involvement. Parents with larger families may distribute their attention among multiple children, while those with fewer children may concentrate support more intensively, but overall levels of involvement remain comparable.

This confirms the research of Arevalo and Apostol (2025) who found that parents in smaller families provided more individualized support, while those in larger families distributed attention among multiple children, yet overall engagement remained present. Similarly, Sivabalan *et al.* (2024) and Chen *et al.* (2024) noted that larger households often face resource dilution, but this does not necessarily eliminate parental involvement it simply changes how support is distributed. Gu *et al.* (2024) and Maimad *et al.* (2023) emphasized that while larger families may struggle with time and resource constraints, parents still find ways to sustain literacy practices, often through group-based activities or shared routines. Collectively, these studies reinforce your finding that family size does not necessarily dilute or enhance parental involvement; rather, parents adapt their strategies to their household context, ensuring that support remains comparable across different family sizes.

These findings demonstrate that parental involvement in children's literacy development remains stable regardless of family size, as parents adapt their strategies to meet the needs of their household. Whether in small or large families, caregivers find ways to maintain engagement either through individualized support or shared learning activities.

Consequently, schools and literacy programs should not assume lower involvement in larger families but instead provide flexible strategies that accommodate different household contexts. Interventions such as group-based reading activities, structured routines, and time-management guides can help parents effectively support multiple children. This ensures that all families, regardless of size, are empowered to sustain meaningful literacy engagement.

Taken together, these non-significant results emphasize that demographic characteristics such as education, income, and family size are not the primary determinants of parental involvement. Instead, the findings point to deeper factors such as role identity, emotional bonds, and sense of responsibility that more strongly shape how parents engage in their children's literacy development.

Output

Based on the findings, the Parental Reading Workshop was developed as a direct output, serving as a concrete response to the identified need for strengthening parents' capabilities and roles in literacy development (see Appendix F). Parental Reading Workshop is a structured program designed to equip parents with the knowledge, skills, and confidence to actively support their children's literacy development at home. It recognizes that while parents are the child's first teachers, many may lack strategies or resources to effectively guide reading. The findings revealed that while overall engagement was high, specific areas such as access to devices, internet connectivity, recognition of children's reading dedication, bonding activities, and awareness of achievements were relatively low. These gaps became the foundation for the workshop design, ensuring that the program is evidence-based and responsive to actual needs. These workshops serve as a bridge between school and home, ensuring that parents are empowered partners in literacy growth. This output is composed of five major parts, each intended to strengthen parents' roles in literacy development: Rationale, Objectives, Training matrix, Sustainability plan, and Monitoring and Evaluation.

Proposed Intervention: Parental Reading Workshop: Strengthening Capabilities and Roles of Parents in Literacy Development

Rationale

Reading is a vital foundation for learning, and parents play a key role in supporting this skill at home. The study showed that parental profiles such as caregiver type, educational attainment, socio-economic status, and number of children significantly affect the level of involvement in literacy development. This means parents' characteristics influence how they guide, support, and encourage their children's reading growth.

The Parental Reading Workshop is therefore designed to strengthen parents' capabilities and roles by providing practical strategies, confidence-building activities, and culturally responsive approaches. Through this initiative, parents will be empowered to become active partners in their children's literacy journey, ensuring stronger academic performance and equitable opportunities for learning.

The workshop is designed to support parents and caregivers in enhancing their children's reading and literacy skills at home. While overall parental involvement is high, previous assessments identified specific areas of lower engagement. These areas have been prioritized as the focus of this workshop to help parents provide more effective support for their children's literacy development.

The data indicates that parents generally agree that they possess the necessary capabilities to support their children's reading. However, the results further reveal that the following indicators obtained the top three lowest weighted means: availability of devices such as computers, laptops, tablets, and smartphones with a weighted mean of 2.74, access to internet connectivity at home with a weighted mean of 2.78, and the practice of giving rewards for children's reading dedication with a weighted mean of 3.08. This means that while these areas are still positively perceived, they are relatively less evident compared to other indicators. Overall, the findings imply that although parents demonstrate adequate capability in supporting reading, there may still be limitations in technological resources and motivational strategies that could be further enhanced to strengthen children's literacy development.

Additionally, the data shows that parents generally agree that they actively fulfill their roles in supporting their children's reading at home. Specifically, parents report going on outings with their children once a month with a weighted mean of 2.88, indicating efforts to engage in shared activities that can enrich learning experiences. They also express awareness of their children's academic and extracurricular achievements with a weighted mean of 3.13, reflecting active monitoring and encouragement of overall development. Additionally, parents

agree that they maintain close family bonds, interacting with their children in a manner described as like a sister/brother with a weighted mean of 3.17, which indicates a supportive and nurturing home environment. Overall, these findings indicate that parents are actively involved in both educational and relational aspects of their children’s development, fostering an environment conducive to reading and learning at home.

Objectives

General Objectives:

To enhance parents’ and caregivers’ knowledge, skills, and confidence in supporting their children’s reading and literacy development at home, with particular focus on areas where parental engagement is currently low.

Specific Objectives:

- To improve parents’ ability to provide the necessary tools and resources for reading at home, including access to devices, internet, and printed reading materials.
- To encourage parents to actively recognize and reward their children’s reading efforts to increase motivation.
- To strengthen parent-child bonding activities such as outings and shared experiences that support literacy development.
- To raise parents’ awareness of their children’s academic and extracurricular progress and integrate this awareness into reading support.
- To foster consistent engagement in children’s reading routines, making literacy a collaborative and interactive home practice.

Training Matrix

Time	Topic / Activity	Method	Materials / Resources	Facilitator
7:30–8:00	Registration & Introduction	Orientation / Icebreaker	Attendance sheet, name tags	Workshop Coordinator
8:00–8:45	Importance of Parental Involvement	Lecture / Discussion	PowerPoint, handouts	Literacy Specialist
8:45–9:30	Supporting Reading with Technology	Demonstration / Role-play	Computers, tablets, internet access	Reading Coach
9:30–9:45	Break	—	Snacks	—
9:45–10:30	Encouraging Reading Dedication	Hands-on Practice	Certificates, reward charts	Literacy Specialist
10:30–11:00	Parent-Child Bonding & Awareness of Achievements	Workshop / Group Activity	Storybooks, discussion guides	Reading Coach
11:00–11:30	Creating a Literacy-rich Home	Workshop / Group Activity	Sample reading corner materials, posters	Literacy Specialist
11:30–12:00	Q&A / Reflection & Closing	Feedback / Certificates	Feedback forms, certificates	Workshop Coordinator

Sustainability Plan

To ensure that the Parental Reading Workshop: Strengthening Capabilities and Roles of Parents in Literacy Development has lasting impact; the following strategies will be implemented:

1. Integration into School Programs

- Embed parental literacy activities into existing school initiatives such as reading month celebrations, parent-teacher conferences, and classroom literacy projects.
- Encourage teachers to regularly involve parents in monitoring and supporting reading progress at home.

2. Resource Accessibility

- Provide parents with access to reading materials, digital resources, and simple guides that can be used at home.
- Establish a school-based “literacy corner” where parents can borrow books, charts, and instructional tools.

3. Parent Leaders

- Identify and train parent leaders who can serve as literacy advocates within the school community.
- Parent leaders will help sustain momentum by organizing peer-sharing sessions and mentoring other parents.

4. Collaboration with Local Government and NGOs

- Partner with local government units (LGU’s) and non-government organizations (NGO’s) to secure support for materials, training, and community-based literacy programs.
- Leverage external resources to expand the reach of literacy initiatives beyond the school setting.

5. Follow-up Sessions

- Conduct periodic follow-up workshops and reflection meetings to reinforce skills and address new challenges.
- Monitor progress through feedback forms, parent reports, and teacher observations to ensure continuous improvement.

Monitoring And Evaluation

To ensure the effectiveness and sustainability of the Parental Reading Workshop, the following monitoring and evaluation strategies will be implemented:

1. Pre- and Post-Assessment

- Conduct baseline assessments before the workshop to measure parents’ initial knowledge, attitudes, and practices in supporting literacy.
- Administer post-assessments after the workshop to evaluate improvements in skills, confidence, and strategies for teaching reading at home.

2. Feedback Forms

- Distribute structured feedback forms at the end of each session to gather parents' insights on content relevance, delivery methods, and overall satisfaction.
- Use feedback results to refine future workshops and address identified gaps.

3. Follow-up Home Visits

- Schedule periodic home visits to observe how parents apply workshop strategies in real settings.
- Provide individualized coaching and support to reinforce practices and address challenges.

4. Participation Metrics

- Track attendance, punctuality, and active participation during workshop activities.
- Record the number of parents who complete all sessions and engage in follow-up initiatives.

5. Outcome Measures

- Monitor children's reading progress through teacher reports, parent journals, and literacy performance indicators.
- Evaluate changes in home literacy environments, such as increased access to reading materials, recognition practices, and parent-child reading routines.

CONCLUSIONS

Based on the findings of this study, the following conclusions were given:

1. Parental involvement in reading is shaped by responsibility, confidence, and family dynamics, with biological parents as primary guides and extended family members sustaining a shared literacy culture. Commitment, rather than education or income, drives literacy support at home.
2. Parents show strong confidence and self-efficacy in guiding their children's reading, treating the home as a second classroom. Emotional scaffolding and consistent routines are prioritized over material rewards, fostering lifelong reading habits.
3. Parental involvement remains comparable across generative classification, educational attainment, and family size, but socio-economic status influences access to resources and consistency. Still, values and commitment outweigh financial capacity in sustaining literacy practices.
4. Parental roles extend beyond supervision to active teaching, advising, and collaboration with schools. Their personalized guidance and routine management strengthen the continuity of literacy between home and school.
5. The Parental Reading Workshop empowers families by equipping them with strategies and roles to sustain literacy development. It fosters equitable growth in reading skills and strengthens the home-school partnership for long-term success.

RECOMMENDATIONS

With the thorough analysis and diligent study of the aforementioned findings and conclusions, the following recommendations are made:

1. Schools may strengthen literacy programs by involving parents in structured workshops and reading activities.
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2. Schools may design equity-focused literacy programs that provide printed materials and offline resources to support families with limited access to technology and internet.
3. Policymakers may collaborate with LGUs and NGOs to provide financial, material, and training support for low-income families, reducing barriers to literacy involvement.
4. Schools, teachers, parents, families, and policymakers may work together to strengthen literacy development by providing equitable resources, fostering home–school partnerships, supporting diverse caregivers, encouraging consistent reading routines, and addressing socio-economic barriers, so that all children regardless of background can benefit from sustained parental involvement and achieve stronger reading outcomes.
5. Future researchers may study the long-term effects of parental workshops on children’s reading performance, compare results across income groups, and look into how cultural practices like storytelling support literacy. They may also explore digital literacy, the role of extended family members, and how parent-led programs can be sustained to strengthen home–school partnerships.

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