
| RESEARCH ARTICLE

Assessing the Impact of Parental Involvement on Reading Comprehension Skills in Grade Three Learners

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| ABSTRACT

This study examined the relationship between parental involvement and the reading comprehension performance of Grade 3 learners at Lawaan Elementary School. Using a descriptive correlational design and guided by the Input–Process–Output (IPO) framework, the research involved parents and their children through surveys and reading assessments. The Parental Involvement Questionnaire, adapted to the local context, measured the extent of parents’ roles in encouraging reading and modeling positive attitudes, while standardized tests assessed learners’ comprehension levels. Findings showed that parents were moderately involved in encouraging their children to read, particularly by allowing book choice, monitoring school performance, and providing reading materials. However, involvement in modeling positive attitudes, such as shared reading at home or organizing family reading activities, was rated lower. Demographic factors such as age, gender, educational attainment, income, and occupation significantly influenced parental involvement, while civil status and number of children showed no strong links. Despite these efforts, statistical tests revealed no significant direct relationship between parental involvement and reading comprehension performance. This suggests that while parental support is valuable, comprehension outcomes are also shaped by classroom instruction, student motivation, and access to resources. The study highlights the need for stronger home–school partnerships to enhance literacy development.

| KEYWORDS

Parental engagement, parental involvement, reading comprehension, Grade Three learners

| ARTICLE INFORMATION

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Introduction

Parental engagement is increasingly seen as a vital support in helping children strengthen their reading skills. When parents dedicate time for reading, tell stories, or show that books hold value, children tend to develop more interest and effort in reading. Research indicates that parental involvement shapes children’s reading attitudes and supports their comprehension—meaning the ability to understand and make sense of text (Beltrán-Sierra et al., 2024). During the COVID-19 period, the role of parents gained even more weight, as they helped sustain children’s learning momentum and avoid regression in literacy (Dong et al., 2020). More recent work shows that when parents themselves read and enjoy texts, children are more likely to imitate that behavior and show stronger comprehension. For example, studies demonstrate that households with active reading practices tend to produce students with better reading outcomes (Zhang, 2024).

Parents commonly support children’s reading through three main means: creating a rich home literacy environment, engaging in reading together, and motivating regular reading practice. A strong home literacy environment includes having diverse reading materials, digital resources, and comfortable spaces for reading. Shared reading helps children expand vocabulary, deepen

comprehension, and increase curiosity in texts. Motivation arises when parents praise efforts, ask thoughtful questions, and let children choose what they read. Meta-analyses show that home literacy resources alone are less predictive of comprehension than parents' active involvement and expectations (Dong et al., 2020). Additionally, empirical studies suggest that parents' beliefs and practices around reading often have stronger links to children's reading growth than mere access to books (Zhang, 2024).

Beyond resources and routines, the attitudes and values parents model play a powerful role in shaping children's engagement with reading. Studies emphasize that when parents demonstrate enthusiasm, show persistence in reading, or share their own enjoyment of stories, children are more likely to adopt these same attitudes (Kim et al., 2024). This modeling effect influences not only reading performance but also broader academic motivation. International evidence shows that children's positive outlook toward literacy is often rooted in their observation of parental behaviors, making modeling a consistent predictor of long-term comprehension success (Romero-González et al., 2023). Thus, parents serve not just as providers of materials but as role models whose behaviors encourage children to view reading as meaningful and enjoyable.

In the Philippine context, local studies also underscore the value of parental support for literacy. One investigation of Grade 3 learners found that the quality of the home literacy environment was significantly associated with oral reading proficiency (Barluado et al., 2024). Despite resource constraints, families that sustain reading routines and encourage children to read tend to support stronger comprehension skills. Elementary level is a pivotal stage where students transition from learning to read toward reading to learn, parental encouragement and modeling become even more essential. Recognizing this, the present study concentrates on two concrete types of parental involvement: encouragement (e.g., setting reading routines, praising reading, reminding tasks) and modeling positive attitudes (e.g., reading for pleasure, discussing stories). Evidence suggests that children's reading outcomes improve when parents show authentic interest in reading (Beltrán-Sierra et al., 2024). However, many existing studies blend various forms of involvement or emphasize resource access more than behavioral practices. There remains a gap in isolating which specific parent behaviors matter most, particularly in the post-pandemic Philippine setting. The current research seeks to fill this gap by exploring how encouragement and modeling relate to reading comprehension in Grade 3 learners in the Philippines, and by offering practical strategies for families and schools to work together in supporting literacy.

Literature Review

Parents' encouragement and the reading environment at home are crucial influences on children's reading development. A meta-analysis by Dong, Wu, and Tang (2020) found that home literacy environment (HLE) which includes both the resources like books and the parenting practices has a moderate but consistent positive correlation with children's reading comprehension. In addition, Claes et al. (2024) used PIRLS 2021 data to show that an active reading climate (e.g., parents talking about books) and having many books at home are both positively connected to students' comprehension, via motivating factors such as enjoyment and reading frequency. These findings emphasize that just having books is not enough how parents use them, such as discussing stories or reading with children, plays a strong role. Children's engagement in reading acts as a bridge between parents' support and reading outcomes. McGeown and colleagues (2024) developed a reading engagement scale and showed that when children are more absorbed, persistent, and interested in reading, their comprehension improves. (This line of work is echoed in research on parental support of motivation in children's reading.) Parent-implemented reading programs also reinforce this link. For example, Heidlage et al. (2024) evaluated a parent-led reading intervention and found improvements in reading skills, showing that when parents become active readers with their children, motivation and comprehension benefit. Taken together, these studies reinforce the idea that encouragement and modeling by parents help increase children's reading engagement, which in turn is a key predictor of gains in comprehension.

Methodology

The study used a descriptive correlational design to examine how parents support their children's reading and to determine whether these practices were related to the reading comprehension performance of Grade Three learners. This design did not involve experiments or interventions but instead observed the natural behaviors and conditions present in the learners' environment. Guided by the Input–Process–Output (IPO) framework, the research was conducted at Mohon Elementary School in Talisay City, Cebu. The main instrument was an adapted version of the Parental Involvement Questionnaire developed by Dr. Saif Nasser Saif ALazri (2019), which was modified to suit the local context. The questionnaire had two main parts: the first collected demographic information about parents, while the second measured their involvement in reading activities using a five-point Likert scale, ranging from "Very Little" to "Very Much." Items included practices such as encouraging children to read, borrowing books, participating in family reading, and monitoring school reading performance. The scores provided a detailed picture of parental involvement, while learners' comprehension skills were assessed through standardized reading tests. Data from both instruments were then analyzed to determine if there was a significant relationship between parental engagement and children's reading comprehension.

Results

Table 1 presents the profile of the parent-respondents. In terms of age, most parents were between 30–35 years old (37.92%), followed by those aged 41 and above (29.58%) and 36–40 years old (20.42%). A smaller portion were 24–29 years old (10.00%), while only a few were 18–23 years old (2.08%). The average age was about 37 years, showing that most parents were in their mid-adult years, typically a stage when they are actively raising school-aged children. In terms of gender, the majority of respondents were female (82.50%), while only 17.50% were male, suggesting that mothers were more often involved in or available for the study, reflecting their common role as primary caregivers.

	Frequency	Percentage
A. Age [in years]		
18 - 23	5	2.08
24 - 29	24	10.00
30 - 35	91	37.92
36 - 40	49	20.42
41 and above	71	29.58
Mean : 37.23		
StDev : 7.93		
B. Gender		
Female	198	82.50
Male	42	17.50
C. Highest Educational Attainment		
Elementary Level	22	9.17
Elementary Graduate	6	2.50
High School Level	59	24.58
High School Graduate	55	22.92
College Level	58	24.17
College Graduate	28	11.67
Masters Level	1	0.42
Masters Graduate	1	0.42
Vocational	10	4.17
D. Civil Status		
Single	112	46.67
Married	114	47.50
Separated	8	3.33
Widowed	6	2.50

Table 1. Parents Profile

For educational attainment, the largest groups were those who reached high school level (24.58%) and college level (24.17%), followed by high school graduates (22.92%). A smaller portion had completed college (11.67%) or elementary (11.67% combined), while very few attained master's level (0.84%) or vocational studies (4.17%). This indicates that most parents had basic to mid-level education, with fewer completing higher degrees. In terms of civil status, respondents were almost evenly divided between single (46.67%) and married (47.50%), with small percentages being separated (3.33%) or widowed (2.50%). This shows that children in the study came from a mix of single-parent and two-parent households.

Table 2 presents the socio-economic profile of the parents. In terms of family income, the majority of households earned below the national average, with 42.92% classified as poor (less than ₱9,100 monthly) and 31.67% in the low-income bracket (₱9,100–₱18,200).

	Frequency	Percentage
E. Combined Monthly Family Income		
Less than P 9,100 (Poor)	103	42.92
P 9,100 - P 18,200 (Low Income)	76	31.67
P 18,200 - P 36,400 (Lower Middle)	36	15.00
P 36,400 - P 63,700 (Middle Class)	12	5.00
P 63,700 - P 109,200 (Upper Middle)	8	3.33
P 109,200 - P182,00 (High Income)	3	1.25
At least P 182,00 and up (Rich)	2	0.83
F. Number of Children		
1 - 3	159	66.25
4 - 6	74	30.83
7 - 9	7	2.92
	Mean : 3.10	
	StDev : 1.54	
G. Occupation		
Housewife	72	30.00
Utility worker	36	15.00
Self-employed	17	7.08
Househelper	16	6.67
Sales agent	15	6.25
Driver	12	5.00
Call Center Agent	11	4.58
Others	61	25.42

Table 2. Parents Profile

A smaller group belonged to the lower middle-income class (15.00%), while only a few reached the middle class (5.00%) and upper middle class (3.33%). Very few families were categorized as high income (1.25%) or rich (0.83%). This shows that most learners came from financially challenged backgrounds, which may affect access to books and other learning resources at home. In terms of the number of children, most families had 1–3 children (66.25%), while about one-third had 4–6 children (30.83%), and only a small percentage had 7–9 children (2.92%). The average number of children was 3, which suggests that most families were of manageable size, though larger households may face challenges in providing equal support for each child's learning. For occupation, the highest percentage of parents were housewives (30.00%), followed by those in varied categories under "others" (25.42%), which may include informal or irregular jobs. Other occupations included utility workers (15.00%), self-employed individuals (7.08%), househelpers (6.67%), sales agents (6.25%), drivers (5.00%), and call center agents (4.58%). This indicates that many parents either stayed at home or worked in low- to mid-income jobs, which may limit resources but could also provide more time to supervise their children's education.

Table 3. Learners Profile

	Frequency	Percentage
A. Age [in years]		
8 - 9	233	97.08
10 - 11	7	2.92
B. Sex		
Female	106	44.17
Male	134	55.83
C. Reading Comprehension Performance		
Non-Reader	31	12.92
Frustration	68	28.33
Instructional	91	37.92
Independent	50	20.83

Table 3 shows the profile of the Grade Three learners. In terms of age, almost all of the learners (97.08%) were 8–9 years old, which is the expected age for this grade level, while only a small portion (2.92%) were 10–11 years old, possibly due to late school entry or repeating a grade. For sex, there were slightly more male learners (55.83%) compared to female learners (44.17%), showing a fairly balanced distribution with a small gap between boys and girls. Looking at reading comprehension performance, most learners were at the instructional level (37.92%), meaning they could read with some guidance and support. This was followed by 28.33% who were at the frustration level, showing that they struggled with reading tasks and needed significant help.

Table 4. Parents' Role in Encouraging Their Children to Read

	Indicators	Mean	StDev	Interpretation
1.	I encourage my children to read about social and religious events.	3.55	1.38	Highly involved
2.	I usually advise my children to read the contents of products before buying them.	3.36	1.37	Moderately involved
3.	I ask my children to read the prescriptions' drug.	2.25	1.19	Less involved
4.	I provide e-books for my children.	2.87	1.33	Moderately involved
5.	I encourage my children to read road signs and shop notices.	3.05	1.37	Moderately involved
6.	I give my children books as a gift.	3.12	1.43	Moderately involved
7.	I encourage my children to read some verses of Bible, daily.	2.56	1.29	Less involved
8.	I take my children to libraries and book shops.	3.00	1.35	Moderately involved
9.	I provide my children with books and stories that they need.	3.05	3.05	Moderately involved
10.	I allow my children to choose books that they like to read.	3.21	1.41	Moderately involved
11.	I allocate time for my children to read at home every day.	2.54	1.31	Less involved
12.	I follow my children's reading performance in school.	3.21	1.41	Moderately involved
Aggregate Mean :		2.98	1.49	Moderately involved

Table 4 presents the role of parents in encouraging their children to read. The overall result, with an aggregate mean of 2.98, indicates that parents were moderately involved in this role. This suggests that while parents made efforts to encourage reading, the level of involvement was not consistently strong across all activities. The highest-rated practice was encouraging children to read about social and religious events (mean = 3.55), interpreted as highly involved, showing that parents valued reading when connected to cultural or spiritual contexts. Other practices, such as advising children to read product contents (3.36), allowing them to choose books (3.21), and following their school reading performance (3.21), were moderately involved, suggesting that parents supported reading but not on a daily, systematic basis. On the other hand, several activities showed less involvement. For example, asking children to read drug prescriptions (2.25), encouraging Bible reading daily (2.56), and allocating regular time at home for reading (2.54) were rated lower, showing that these habits were not widely practiced. Providing e-books (2.87), giving books as gifts (3.12), and taking children to libraries (3.00) were also only moderately practiced, which may reflect financial or resource limitations. Overall, the findings highlight that while parents recognize the importance of reading, their encouragement was more situational than consistent. This suggests the need for schools to guide parents on integrating reading habits more regularly into everyday routines at home.

	Indicators	Mean	StDev	Interpretation
1.	I borrow story books from my friends' libraries.	2.42	1.31	Less involved
2.	I am involved in reading stories with my family.	2.35	1.27	Less involved
3.	I discuss with my children about what I read.	2.70	1.35	Moderately involved
4.	I am concerned with buying books.	2.61	1.35	Moderately involved
5.	I organize competitions with my family in reading.	2.53	1.34	Less involved
6.	I share my interests in reading with my family.	2.31	1.31	Less involved
7.	I read some stories with my children at home.	2.28	1.27	Less involved
8.	I like reading from the internet.	2.42	1.46	Less involved
9.	I share reading materials with my children.	2.78	1.43	Moderately involved
10.	I share stories and books with my friends.	2.72	1.42	Moderately involved
11.	I save in order to buying books.	2.93	1.35	Moderately involved

12. I like reading.	3.04	1.28	Moderately involved
Aggregate Mean :	2.59	1.35	Less involved

Table 5. Role in Modeling Positive Attitudes Towards Reading

Table 5 presents the role of parents in modeling positive attitudes toward reading. The overall result, with an aggregate mean of 2.59, indicates that parents were less involved in this role. This means that while some efforts were made, parents did not consistently show behaviors that could strongly influence their children's perception of reading as an enjoyable or important activity. The highest-rated indicator was simply liking to read (mean = 3.04), which shows that some parents value reading personally, but this interest was not always transferred into shared family practices. Other moderately involved activities included saving money to buy books (2.93), sharing reading materials with children (2.78), and discussing what they read (2.70), which highlight some positive but limited efforts. On the other hand, most activities such as borrowing storybooks (2.42), reading stories with family (2.35), organizing reading competitions (2.53), and reading with children at home (2.28) were rated as less involved, suggesting that these practices were not commonly done. Similarly, sharing reading interests (2.31) and reading from the internet (2.42) also scored low. These results suggest that while parents may personally acknowledge the value of reading, they are less likely to actively model reading behaviors in ways their children can observe. Overall, this indicates a need to strengthen programs that encourage parents not only to value reading themselves but also to demonstrate it more visibly through family reading activities and shared literacy experiences.

Table 6. Relationship Between the Nature of Parental Involvement and the Profile of the Respondents

Variables	Chi-square	df	P-value	Significance	Result
Nature of Parental Involvement					
Age	26.273	16	0.05	Significant	Ho rejected
Gender	9.820	4	0.04	Significant	Ho rejected
Highest Educational Attainment	93.461	32	0.00	Significant	Ho rejected
Civil Status	7.858	12	0.80	Not significant	Ho accepted
Combined Monthly Family Income	64.330	24	0.00	Significant	Ho rejected
Number of Children	10.269	8	0.25	Not significant	Ho accepted
Occupation	143.184	92	0.00	Significant	Ho rejected

Table 6 examined the relationship between the nature of parental involvement and the demographic profiles of the respondents. The chi-square test results revealed significant relationships between parental involvement and several demographic variables: age, gender, highest educational attainment, combined monthly family income, and occupation. However, no significant relationships were found with civil status and the number of children. The significant relationship between parental involvement and age suggested that parents of different ages engaged differently with their children's education. This finding was consistent with studies like those by Davis (2019), which emphasized the impact of parental age on educational involvement strategies. The significant relationship with gender indicated differing involvement levels or styles between mothers and fathers, reflecting diverse parental roles in children's educational experiences, as noted in research by Lee & Kim (2020). The relationship between parental involvement and highest educational attainment underscored the influence of parents' education levels on their engagement in educational activities, aligning with findings by Patel & White (2021). Similarly, the significant correlation with combined monthly family income suggested that economic factors played a crucial role in determining the extent and nature of parental involvement, a phenomenon studied by Clark & Rumbold (2018). The lack of significant relationships with civil status and the number of children indicated that these factors might not distinctly influence how parents involve themselves in their children's education, although qualitative aspects of parental involvement could still be affected, as suggested by Green et al. (2021). The researcher observed that these findings emphasized the multifaceted nature of parental involvement, influenced by various demographic factors. They highlighted the need for Lawaan Elementary School to adopt flexible and inclusive strategies for engaging parents in their children's education, considering the diverse backgrounds and circumstances of the families.

Variables	Chi-Square	df	p-value	Significance	Result
Reading Comprehension Performance Based on Phil-IRI Results and Parents' Role in Encouraging their Children to Read	17.649	12	0.13	Not significant	Ho accepted
Role in Modeling Positive Attitudes Towards Reading	11.349	12	0.50	Not significant	Ho accepted
Nature of Parental Involvement	9.205	12	0.69	Not significant	Ho accepted

Table 7. Relationship Between the Nature of Parental Involvement and the Reading Comprehension Performance of the Respondents

Table 7 in the study at Lawaan Elementary School explored the relationship between the nature of parental involvement and the reading comprehension performance of Grade 3 students, using chi-square tests with an alpha level of 0.05. The results indicated no significant relationship between reading comprehension performance and the various aspects of parental involvement considered in the study: parents' role in encouraging their children to read, their role in modeling positive attitudes towards reading, and the overall nature of parental involvement. The lack of significant correlations suggests that while parental involvement is crucial in many aspects of a child's education, its direct impact on reading comprehension performance, as measured in this study, may not be as pronounced as anticipated. This finding aligns with research by Clark and Rumbold (2018), which indicates that the relationship between parental involvement and specific academic outcomes can be complex and influenced by various factors. The researcher observed that these results highlighted the need for a broader approach to enhancing reading comprehension among students. While parental involvement is essential, its influence on reading comprehension might be indirect or mediated by other factors such as the quality of school instruction, student motivation, and the availability of reading resources, as suggested by studies like those conducted by Lee and Kim (2020). Furthermore, the findings indicated that schools might need to focus on direct instructional strategies and classroom interventions to boost reading comprehension, alongside fostering parental involvement. This approach aligns with the research by Williams et al. (2018), emphasizing the importance of teacher-led instructional strategies in literacy development.

Discussion

The results of the study show that parents at Lawaan Elementary School were moderately involved in encouraging their children to read and less involved in modeling positive attitudes toward reading. While some parents made efforts, such as providing books, allowing children to choose what they read, or monitoring school performance, many activities like daily shared reading, setting aside time for reading, or actively showing reading as an enjoyable habit were not consistently practiced. The socio-economic profile of the families also played a role, as most households came from low-income backgrounds with limited resources to support literacy at home. This situation may explain why encouragement practices were more situational than routine. The findings highlight that while parents value reading, they may struggle to integrate it into daily family routines, pointing to the need for schools to guide parents in building stronger and more consistent home literacy practices. However, the statistical tests revealed that parental involvement, whether in encouraging or modeling, did not show a significant direct relationship with learners' reading comprehension performance. This suggests that while parental support is important, it may not be the only or strongest factor influencing comprehension outcomes. Other elements, such as the quality of classroom instruction, access to reading materials, and children's own motivation, may play a larger role in shaping reading performance. This aligns with previous studies noting that parental involvement often works indirectly, through engagement and motivation, rather than directly improving comprehension scores. The findings suggest that schools should combine strong instructional strategies with programs that train parents to model and encourage reading more consistently, ensuring that support at home complements structured learning in school.

Conclusion

Based on the findings, the study concludes that while parents of Grade 3 learners at Lawaan Elementary School were moderately involved in encouraging their children to read and less involved in modeling positive reading attitudes, their

efforts were not consistent enough to strongly influence comprehension outcomes. Most families came from low-income households, which limited access to resources and affected the regular practice of literacy activities at home. Although parents showed interest in supporting their children, reading was often encouraged in specific situations rather than as part of a daily routine. The results also revealed that parental involvement, though important, did not have a significant direct relationship with learners' reading comprehension performance. This indicates that reading achievement is shaped by multiple factors, including classroom instruction, learner motivation, and resource availability. Strengthening literacy development, therefore, requires a shared responsibility between home and school. Schools need to provide structured reading interventions while also equipping parents with practical strategies to consistently encourage and model positive reading behaviors.

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