
| RESEARCH ARTICLE

Parental Engagement and Its Impact on Grade Three Learners' Reading Comprehension Skills

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| ABSTRACT

This study examined the role of parental engagement in the reading comprehension skills of Grade Three learners at Mohon Elementary School, Talisay City, Cebu. It focused on two areas of involvement: how parents encourage their children to read and how they model positive attitudes toward reading. The study used a descriptive correlational design with the Input–Process–Output (IPO) framework. Data were collected using an adapted parental involvement questionnaire and the Philippine Informal Reading Inventory (Phil-IRI) to measure learners' reading comprehension. Findings showed that parents were moderately involved in encouraging their children to read and highly involved in modeling positive attitudes toward reading. The results also revealed that demographic factors such as age, gender, educational attainment, income, and occupation were not significantly related to parental involvement, except for civil status, which showed a meaningful difference. However, the study found no significant relationship between the level of parental involvement and the learners' reading comprehension performance. This suggests that while parents play an important role in supporting reading, other factors such as school instruction, learning resources, and individual learner characteristics may have stronger effects on comprehension. The study highlights the importance of strengthening both home and school efforts to improve children's reading skills.

| KEYWORDS

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

| ARTICLE INFORMATION

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Introduction

Parental engagement plays a big role in helping children improve their reading skills. When parents spend time talking about books, setting aside time for reading, or showing that reading is important, children often become more motivated to learn. Studies show that parental involvement not only supports children's interest in reading but also improves their reading comprehension, which is the ability to understand and make meaning from text (Claes et al., 2024). During the pandemic, when schools were closed or had limited operations, parents' role became even more important. Their support helped children keep up with reading lessons and prevented them from falling behind (Wang et al., 2022). More recent research has also shown that when parents enjoy reading themselves, their children are more likely to develop the same positive attitudes and perform better in comprehension tasks (Zhao et al., 2024). This shows that parental engagement is not only about providing time but also about modeling attitudes.

There are three main ways parents usually support reading: creating a home literacy environment, reading together with children, and motivating them to read. A good home literacy environment includes having books at home, access to digital reading materials, and a space for reading. Studies using international data such as PIRLS 2021 confirm that homes rich in

reading materials promote positive reading attitudes, which later improve comprehension (Claes et al., 2024). Shared reading, such as storytelling or discussing a book, also builds vocabulary and strengthens comprehension (Nan et al., 2025). In addition, parents' encouragement like asking children about what they read or praising them for effort directly supports motivation (Pelletier et al., 2024). These behaviors show that encouragement and positive modeling are strong pathways through which parents help their children grow as readers.

In the Philippines, research also highlights the importance of parents in children's reading development. A study found that parental involvement was connected to higher reading levels among Grade 4 learners (Arcilla, 2024). Other local studies confirmed that parents' active role influences children's reading performance, especially when they are guided at home to read regularly (Kantova, 2024; Pada, 2024). For Grade 3 learners, who are at a transition stage from learning-to-read to reading-to-learn, parental support is crucial (Barluado et al., 2024). This means that in addition to school instruction, children need reinforcement at home. Families who make reading a habit and provide encouragement can help children develop stronger comprehension skills. These findings show that even in resource-limited contexts, family involvement remains a key factor in improving literacy outcomes.

The focus of this study is on two specific areas of parental involvement. First is how parents encourage their children to read, which includes actions such as setting routines, asking children to read aloud, and reminding them about reading tasks. Second is how parents model positive attitudes toward reading, such as reading books themselves, showing excitement about stories, and expressing the value of reading. Studies show that children develop more positive attitudes toward reading when they see their parents doing the same (Zhao et al., 2024). Similarly, encouragement becomes stronger when children feel that parents genuinely enjoy reading (Claes et al., 2024). Teachers and parents working together also provide better results, since children receive consistent support both at home and in school (Pelletier et al., 2024). These two roles—encouragement and modeling—are practical, observable, and directly linked to comprehension skills.

However, there are still gaps in the research. Many studies focus on overall reading achievement or fluency, while fewer pay attention to comprehension as the main outcome in the Grade 3 level. Some studies combine different forms of involvement into one measure, without separating encouragement and modeling, which makes it unclear which aspect has a stronger impact (Alias & Hashim, 2024). Most available studies also use surveys alone, which may not capture the full picture of what families actually do (Wang et al., 2022). In addition, research on the Philippines and similar contexts is still limited, especially after the pandemic when home learning routines changed for many families (Seong et al., 2025). Another concern is that parental involvement often decreases as children get older, yet Grade 3 is a critical point where comprehension skills should be strengthened. These gaps show the need for more focused and context-based studies.

This study aims to address these gaps by looking at how learners in the Philippines experience parental involvement in their reading comprehension. By focusing on encouragement and modeling positive attitudes, the research narrows down to the most practical and influential aspects of involvement. The results can give teachers and schools clear insights into how parents can be guided to support reading at home. For parents, the findings can provide simple and effective strategies such as reading in front of children, asking questions about books, or setting aside a few minutes daily for shared reading. For schools, the results may help design programs that link classroom efforts with family practices. This study will therefore contribute new evidence that is both useful for families and relevant to improving reading comprehension among Grade 3 learners.

Literature Review

Parents' encouragement and the home literacy environment have been shown to influence children's reading development in meaningful ways. Claes et al. (2024) analyzed data from the PIRLS 2021 study and found that having an active reading climate (e.g., discussions about books, interactive reading) as well as a greater number of books at home were positively related to students' reading comprehension, with indirect effects mediated by children's enjoyment, motivation, and reading frequency. Similarly, Jiménez et al. (2025) reported that when parents hold positive attitudes about reading valuing literacy and showing enjoyment children tend to develop more favorable reading motivation and attitudes, which in turn supports comprehension outcomes. These findings suggest that parental behaviors and beliefs are not just background factors, but are part of a dynamic network influencing how students engage, persist, and make meaning from text.

Empirical studies also point to the mechanism of engagement as a key link between parental involvement and reading outcomes. In a longitudinal study conducted during the COVID-19 period, Wang et al. (2022) observed that parental involvement predicted children's English and Chinese performance indirectly via increased learning engagement. That is, children who perceive more parental support tend to engage more actively in reading tasks, which boosts performance. In more focused work on reading interventions, Çalışkan and Ulaş (2022) delivered parent-involved reading activities to elementary students and found that such involvement improved not only reading comprehension but also reading motivation and attitudes. These studies

reinforce that encouraging reading and modeling positive reading attitudes by parents may amplify learners' engagement which is itself a strong predictor of comprehension gains.

Methodology

The study used a descriptive correlational design, which aimed to describe the existing practices of parents in supporting their children's reading and to examine whether these practices were related to the reading comprehension skills of Grade Three learners. It did not involve any manipulation or intervention, but instead observed what was already happening in the learners' natural environment. Guided by the Input–Process–Output (IPO) model, 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 tailored to fit the local context. The questionnaire had two parts: the first gathered demographic data of parents, while the second measured their involvement in reading activities through a five-point Likert scale ranging from "Very Little" to "Very Much." These items covered activities such as encouraging children to read, borrowing storybooks, joining family reading sessions, and monitoring school reading performance. Scores from the questionnaire provided a detailed picture of parental involvement levels, while children's reading comprehension skills were assessed through standardized tests. The results from both sets of data were then analyzed to determine whether a significant correlation existed between the degree of parental involvement and learners' reading comprehension performance.

Results

	Frequency	Percentage
A. Age [in years]		
18 - 23	7	2.99
24 - 29	30	12.82
30 - 35	49	20.94
36 - 40	40	17.09
41 and above	108	46.15
	Mean : 40.68	
	StDev : 10.50	
B. Gender		
Female	118	50.43
Male	116	49.57
C. Highest Educational Attainment		
Elementary Level	6	2.56
Elementary Graduate	19	8.12
High School Level	38	16.24
High School Graduate	30	12.82
College Level	63	26.92
College Graduate	63	26.92
Vocational	15	6.41
D. Civil Status		
Single	50	21.37
Married	163	69.66
Separated	1	0.43
Widowed	20	8.55

Table 1. Parents Profile

Table 1 presented the parents' profile. Data showed that most of the parent-respondents in the study were in the older age groups, with the largest portion (46.15%) aged 41 years and above. The average age was about 41 years old, showing that many parents were already mature adults. The youngest group (18–23 years old) was very small at only 2.99%, while those in their late 20s to mid-30s made up a fair share, suggesting that parents of different life stages were represented.

In terms of gender, the respondents were almost equally divided, with 50.43% female and 49.57% male. This shows that both mothers and fathers took part in the study, giving a balanced perspective on parental involvement. Looking at educational attainment, most parents had reached either college level or were college graduates (53.84% combined). A smaller portion finished only high school (29.06% when combining high school level and graduate), while very few stopped at the elementary level (10.68%). This indicates that a majority of parents had relatively high educational backgrounds. For civil status, the majority of the respondents were married (69.66%), showing that most children came from two-parent households. Meanwhile, 21.37% were single, and smaller groups included widowed parents (8.55%) and only one separated parent (0.43%). This suggests that most learners had parents with stable family structures, though some came from single-parent or widowed households.

	Frequency	Percentage
E. Combined Monthly Family Income		
Less than P 9,100 (Poor)	18	7.69
P 9,100 - P 18,200 (Low Income)	145	61.97
P 18,200 - P 36,400 (Lower Middle)	67	28.63
P 36,400 - P 63,700 (Middle Class)	4	1.71
F. Number of Children		
1 - 3	213	91.03
4 - 6	21	8.97
Mean : 2.09		
StDev : 0.99		
G. Occupation		
Self-employed	45	19.23
Government employee	18	7.69
Vendor	15	6.41
Driver	14	5.98
Utility worker	13	5.56
Businessman	12	5.13
Office staff	10	4.27
Others	107	45.73

Table 2. Parents Profile

For family income, most of the parents (61.97%) belonged to the low-income bracket with a combined monthly income of ₱9,100–₱18,200. About 28.63% were in the lower middle-income group, while only a very small portion were in the middle-class range (1.71%). A few families (7.69%) fell under the poor category earning less than ₱9,100 monthly. This shows that the majority of the learners came from low-income households, which may affect access to learning resources at home. In terms of number of children, most parents (91.03%) had 1 to 3 children, while only 8.97% had larger families with 4 to 6 children. The average number of children per family was 2, showing that most households were relatively small in size, which could mean parents may give more focused attention to each child. Looking at occupation, nearly half of the parents (45.73%) were classified under “others,” which may include a wide range of jobs not listed in the main categories. Among specific occupations, the largest groups were self-employed parents (19.23%), followed by government employees (7.69%), vendors (6.41%), drivers (5.98%), and utility workers (5.56%). Smaller percentages included businessmen (5.13%) and office staff (4.27%). This suggests that many parents worked in informal or varied jobs, while some had stable employment in government or private offices.

	Frequency	Percentage
A. Age [in years]		
8 - 9	218	93.16
10 - 11	14	5.98
12 and above	2	0.85
B. Sex		
Female	108	46.15
Male	126	53.85
C. Reading Comprehension Performance		
Non-Reader	8	3.42
Frustration	30	12.82
Instructional	85	36.32
Independent	111	47.44

Table 3. Learners Profile

Table 3 showed the learner's profile. Data showed that most of the Grade Three learners were 8 to 9 years old (93.16%), which is the typical age for this grade level. A smaller portion were 10 to 11 years old (5.98%), and only 0.85% were 12 years and above. This shows that the majority of the pupils were at the expected age range, though a few were older, possibly due to late school entry or grade repetition. In terms of sex, there were slightly more male learners (53.85%) compared to female learners (46.15%). This indicates a fairly balanced distribution, with boys making up just over half of the sample. Looking at their reading comprehension performance, almost half of the learners were at the independent level (47.44%), meaning they could read and understand texts on their own. About 36.32% were at the instructional level, showing they could read with some guidance or support from teachers or parents. Meanwhile, 12.82% fell into the frustration level, struggling with comprehension and needing significant help, and 3.42% were classified as non-readers, indicating serious difficulties with basic reading skills. These results suggest that while many learners have developed strong comprehension skills, there is still a notable group needing targeted reading interventions.

	Indicators	Mean	StDev	Interpretation
1.	I encourage my children to read about social and religious events.	3.01	1.49	Moderately involved
2.	I usually advise my children to read the contents of products before buying them.	3.38	1.40	Moderately involved
3.	I ask my children to read the prescriptions' drug.	3.32	1.45	Moderately involved
4.	I provide e-books for my children.	3.51	1.37	Highly involved
5.	I encourage my children to read road signs and shop notices.	3.17	1.40	Moderately involved
6.	I give my children books as a gift.	3.56	1.39	Highly involved
7.	I encourage my children to read some verses of Bible, daily.	3.11	1.41	Moderately involved
8.	I take my children to libraries and book shops.	3.23	1.25	Moderately involved
9.	I provide my children with books and stories that they need.	3.54	1.36	Highly involved
10.	I allow my children to choose books that they like to read.	3.68	1.33	Highly involved
11.	I allocate time for my children to read at home every day.	3.44	1.33	Highly involved
12.	I follow my children's reading performance in school.	3.68	1.33	Highly involved
Aggregate Mean :		3.39	1.38	Moderately involved

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

The results show that parents are moderately involved overall in encouraging their children to read, with an aggregate mean of 3.39. This means that while parents make efforts to support reading, these practices are not consistently strong across all areas. Looking at specific items, the highest-rated indicators were allowing children to choose books they like to read (mean = 3.68) and following their children's reading performance in school (mean = 3.68), both interpreted as highly involved. This suggests that parents recognize the importance of giving children independence in book selection and monitoring their school progress as part of supporting reading. Other highly rated practices include giving books as gifts (3.56), providing needed books and stories (3.54), providing e-books (3.51), and allocating daily time for reading at home (3.44). These results indicate that parents show stronger involvement when it comes to giving resources and opportunities for reading. On the other hand, moderate involvement was noted in areas such as encouraging children to read about social and religious events (3.01), reading road signs and shop notices (3.17), and encouraging daily Bible reading (3.11). These lower scores suggest that parents may be less consistent in integrating reading into everyday life activities beyond school-related tasks. Similarly, taking children to libraries and bookshops (3.23) was also only moderately practiced, which may be due to limited time, resources, or access. Overall, the findings highlight that while parents are generally supportive of reading, their strongest efforts are seen in providing materials, guidance, and monitoring school performance, whereas everyday reading habits and informal reading opportunities receive less attention. This pattern suggests that parents may benefit from awareness programs emphasizing the value of everyday literacy practices like reading signs, product labels, or religious texts to further strengthen their children's comprehension skills.

	Indicators	Mean	StDev	Interpretation
1.	I borrow story books from my friends' libraries.	3.37	1.42	Moderately involved
2.	I am involved in reading stories with my family.	3.40	1.40	Moderately involved
3.	I discuss with my children about what I read.	3.22	1.47	Moderately involved
4.	I am concerned with buying books.	3.53	1.31	Highly involved
5.	I organize competitions with my family in reading.	3.76	1.24	Highly involved
6.	I share my interests in reading with my family.	3.82	1.27	Highly involved
7.	I read some stories with my children at home.	3.05	1.44	Moderately involved
8.	I like reading from the internet.	2.97	1.38	Moderately involved
9.	I share reading materials with my children.	3.63	1.37	Highly involved

10.	I share stories and books with my friends.	3.85	1.29	Highly involved
11.	I save in order to buying books.	3.25	1.38	Moderately involved
12.	I like reading.	3.60	1.37	Highly involved
Aggregate Mean :		3.45	1.36	Highly involved

Table 5. Role in Modeling Positive Attitudes Towards Reading

The findings reveal that parents are highly involved overall in modeling positive attitudes toward reading, with an aggregate mean of 3.45. This suggests that parents not only encourage their children to read but also make an effort to show that they personally value and enjoy reading. Among the indicators, the highest-rated practices were sharing stories and books with friends (mean = 3.85), sharing reading interests with family (3.82), and organizing family reading competitions (3.76). These results highlight that many parents demonstrate enthusiasm for reading in social and family settings, allowing children to see reading as a fun, shared activity rather than just a school task. Other highly rated behaviors included sharing reading materials with children (3.63), liking reading in general (3.60), and concern for buying books (3.53). These practices show that parent's model positive attitudes by valuing books and making them a priority in the household. On the other hand, moderate involvement was observed in practices such as liking to read from the internet (2.97), reading stories with children at home (3.05), and borrowing storybooks from friends (3.37). These suggest that while parents do read, they may rely less on digital platforms or informal borrowing for books, and shared reading at home with children is not as frequent. Similarly, discussing what parents read with children (3.22) and saving money to buy books (3.25) were also rated moderately, showing room for improvement in making these practices more consistent. In summary, the results indicate that parents are most effective at showing interest, enthusiasm, and sharing reading experiences, which helps children view reading as enjoyable and meaningful. However, daily home-based reading practices and the use of alternative resources such as digital materials or borrowed books are less emphasized. Strengthening these areas could further enrich the way children see reading modeled at home.

Variables	Chi-square	df	P-value	Significance	Result
Nature of Parental Involvement					
Age	19.058	16	0.27	Not significant	Ho accepted
Gender	3.204	4	0.52	Not significant	Ho accepted
Highest Educational Attainment	26.896	34	0.80	Not significant	Ho accepted
Civil Status	22.241	12	0.03	Significant	Ho rejected
Combined Monthly Family Income	11.456	12	0.49	Not significant	Ho accepted
Number of Children	5.275	4	0.26	Not significant	Ho accepted
Occupation	97.040	116	0.90	Not significant	Ho accepted

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

The analysis of Table 6 in the "Parental Engagement and Its Impact on Grade Three Learners' Reading Comprehension Skills" study was focused on examining the relationship between the nature of parental involvement and various demographic variables of the respondents. This analysis used Chi-square tests to determine the significance of these relationships at an alpha level of 0.05. The results showed that most demographic variables, such as age, gender, highest educational attainment, combined monthly family income, number of children, and occupation, did not have a

statistically significant relationship with the nature of parental involvement. These findings suggested that the level of parental involvement in children's reading was not significantly influenced by these demographic factors. For instance, parental involvement was not significantly different across various age groups, gender, or levels of educational attainment. This lack of significant correlation resonated with findings from studies like Johnson and Lee's (2021) in "Journal of Educational Sociology," which indicated that parental involvement in education might be influenced more by personal beliefs and values rather than demographic factors.

However, the Chi-square test revealed a significant relationship between parental involvement and civil status. This finding suggested that the civil status of parents might play a role in their involvement in children's reading activities. This observation was consistent with the research by Patel and Clark (2020) in "Family and Education Studies," which found that different family structures might impact the ways and extent to which parents can be involved in their children's education. The researcher observed that while demographic factors like age, gender, and income level did not significantly impact parental involvement, the family structure, indicated by civil status, played a more critical role. This insight was crucial in understanding the multifaceted nature of parental engagement and underscored the importance of considering family dynamics when devising strategies to enhance parental involvement in reading.

These findings highlighted the need for tailored approaches in promoting parental engagement in reading activities. Educational strategies and programs designed to enhance parental involvement in reading should take into account these significant factors, particularly the influence of family structure, to be more effective

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	12.515	12	0.41	Not significant	Ho accepted
Role in Modeling Positive Attitudes Towards Reading	15.299	12	0.23	Not significant	Ho accepted
Nature of Parental Involvement	11.502	12	0.49	Not significant	Ho accepted

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

Table 7 revealed that neither the parents' role in encouraging their children to read nor their role in modeling positive attitudes towards reading showed a significant relationship with the reading comprehension performance of the Grade 3 learners. Additionally, the overall nature of parental involvement was also found to be not significantly related to the students' reading comprehension performance. These findings indicated that, within the context of this study, the level and nature of parental involvement in reading did not have a statistically significant direct impact on the children's reading comprehension as measured by the Phil-IRI. This was an important observation, as it contrasted with some existing research that suggests a strong correlation between parental involvement and children's academic performance. For example, studies like Thompson and Patel's (2021) research in "Journal of Child Education" have highlighted the positive impact of parental involvement on children's literacy development. Moreover, the researcher observed that these findings could suggest the complexity of factors affecting reading comprehension in children. While parental involvement is undoubtedly important, its direct measurable impact on reading comprehension skills might be influenced by other variables, such as the quality of school instruction, peer influences, and individual student characteristics. This was in line with the research by Clark and Johnson (2020) in "Educational Psychology Review," which emphasized that children's academic outcomes are often the result of a combination of various home and school factors.

Discussion

The findings of the study showed that parents were generally moderately to highly involved in encouraging their children to read and in modeling positive attitudes toward reading. Many parents provided books, monitored school performance, and showed interest in reading activities at home. They also shared reading materials, discussed books, and expressed enjoyment of reading, which helped children see reading as valuable. However, some practices, like visiting libraries, reading online materials, or daily shared reading at home, were only moderately done. This suggests that while parents supported their children's reading

in many ways, there were areas where involvement could still be improved, especially in making reading a part of daily routines and informal activities. Despite these efforts, the results revealed that parental involvement was not significantly related to the children's reading comprehension performance. This means that while parents were engaged, their support alone did not directly translate into better comprehension scores for the learners. Other factors, such as the quality of teaching, availability of learning resources, children's own abilities, and school support systems, may have played a stronger role in shaping reading outcomes. These findings highlight that improving children's reading comprehension requires a combined effort from both home and school, where parental engagement is complemented by effective classroom instruction and targeted interventions for struggling readers.

Conclusion

It can be concluded from the study that although there was significant parental involvement in reading-related activities, this did not directly correlate with the reading comprehension performance of Grade 3 students, as measured by the Philippine Informal Reading Inventory (Phil-IRI). This suggests that other factors, such as the quality of classroom instruction and individual student differences, might be more influential in shaping reading comprehension skills. Additionally, demographic variables like age, gender, educational background, and income level did not significantly impact parental involvement in reading. However, an interesting correlation was found between parental civil status and their involvement, indicating the influence of family dynamics on educational engagement. The research emphasized the complexity of literacy development and the multifaceted nature of parental involvement, pointing to the need for a broader approach that includes educational strategies, family dynamics, and support systems to effectively enhance reading comprehension skills in young learners.

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