
| RESEARCH ARTICLE

The Influence of Parental Involvement on Reading Comprehension in Grade Three Learners

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| ABSTRACT

This study examined the role of parental engagement in the reading comprehension of learners. It specifically focused on two aspects of involvement: parents' encouragement of their children to read and their role in modeling positive attitudes toward reading. Using a descriptive correlational design anchored on the Input–Process–Output (IPO) model, the research gathered data from parent-respondents through an adapted Parental Involvement Questionnaire (Alazri, 2019) and assessed learners' comprehension using standardized reading tests. Results showed that parents were generally highly involved in encouraging their children to read, especially by allowing them to choose books, giving books as gifts, and monitoring school performance. However, parents were only moderately involved in modeling positive reading attitudes, as fewer engaged in daily shared reading or demonstrated consistent personal reading habits. Statistical analysis revealed that parental educational attainment significantly influenced involvement, while other demographic factors such as age, gender, and income did not. Most importantly, parental encouragement, modeling, and overall involvement were all significantly related to learners' reading comprehension performance. The findings emphasize the critical role of family support in literacy development and highlight the need for schools to strengthen home-school partnerships to improve comprehension skills at this crucial stage of learning.

| KEYWORDS

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

| ARTICLE INFORMATION

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Introduction

Parental engagement is widely recognized as a key factor in helping children develop stronger reading skills (Sengonul, 2022). When parents set aside regular time for reading, share stories, or show that books are meaningful, children are more likely to enjoy literacy and put greater effort into learning (Alramamneg et al., 2023). Studies show that parental involvement shapes children's reading motivation and supports their comprehension, which is the ability to process and make meaning from text (Romero-González et al., 2023). During the COVID-19 pandemic, parents' roles became more critical, as they were responsible for sustaining children's interest in learning and preventing delays in reading progress (Dong et al., 2020). More recent research has highlighted that when parents display enjoyment in reading, children are more likely to copy these behaviors and perform better in comprehension tasks (Kim et al., 2024). This shows that parental engagement is not only about providing time, but also about modeling attitudes toward reading.

There are three main ways parents usually support children's reading: building a supportive home literacy environment, engaging in shared reading, and motivating them to practice. A strong literacy environment at home includes access to books, digital reading materials, and spaces for literacy activities. Shared reading develops vocabulary, supports comprehension, and

strengthens interest in stories. Motivation comes when parents praise children's effort, ask questions about their reading, and provide freedom to choose texts. Evidence shows that homes with active literacy environments promote positive reading attitudes, which later improve comprehension (Claes et al., 2024). Other studies found that when parents encourage and share reading habits, children's motivation and engagement rise, both of which are key predictors of comprehension growth (McGeown et al., 2024). These findings confirm that encouragement and positive modeling remain essential pathways for helping children progress as readers.

In the Philippines, research also emphasizes the importance of parents in children's literacy outcomes. A recent study reported that home literacy practices were strongly connected to Grade Three learners' reading proficiency (Barluado et al., 2024). Similarly, Pada (2024) noted that when parents provided consistent reading guidance, children demonstrated better comprehension in early grade levels. For Grade 3 pupils, who are at a key stage of moving from learning to read toward reading to learn, parental encouragement is crucial. Families that make reading a habit and provide steady support help children develop stronger comprehension skills. These findings suggest that even in resource-limited environments, parents play a central role in strengthening children's literacy development and achievement.

This study focuses on two particular aspects of parental involvement. The first is how parents encourage children to read, through actions such as setting routines, reminding them about tasks, and praising progress. The second is how parents' model positive attitudes toward reading, such as showing excitement, reading for enjoyment, or discussing stories with their children. Evidence shows that children develop more favorable attitudes toward reading when they see their parents demonstrating similar behaviors (Kim et al., 2024). Likewise, encouragement becomes more effective when children sense that parents genuinely value books (Claes et al., 2024). Teachers working together with parents also produce stronger outcomes, since children benefit from consistent support at school and at home (McGeown et al., 2024). These two dimensions encouragement and modeling are both observable and directly related to comprehension skills.

However, there remain research gaps that need closer study. Many studies give more focus to word recognition or fluency, while fewer examine comprehension as the primary outcome for Grade 3 learners. Some combine different aspects of involvement into a single measure, without separating encouragement and modeling, which makes it unclear which area matters most (Alotaibi & Aldhafeeri, 2023). Other research has relied mainly on surveys, which may not capture what families actually do at home (Dong et al., 2020). In the Philippines, studies are still limited, especially following the pandemic when home learning routines changed (Crisostomo, 2022). Another concern is that parental involvement often decreases as children get older, even though Grade 3 is a vital point to strengthen comprehension. These gaps show the need for more practical and context-specific studies.

This study aims to address these gaps by analyzing how parental involvement influences the reading comprehension of Grade 3 learners in the Philippines. By focusing on encouragement and modeling positive attitudes, the research narrows to the most practical and meaningful forms of engagement. The results are expected to provide teachers with evidence-based strategies for guiding parents in literacy support. For parents, the study may highlight effective yet simple practices such as daily reading routines, asking reflective questions, and showing enthusiasm for stories. For schools, the findings may serve as a basis for programs that strengthen home-school partnerships in reading. This study therefore offers new evidence that supports both families and schools in enhancing reading comprehension among Grade 3 learners.

Literature Review

Parents' encouragement and the reading environment at home play important roles in how children develop reading skills. For example, Romero-González et al. (2023) performed a meta-analysis and found that a richer home literacy environment having books and literacy activities consistently links with stronger reading comprehension among children. Similarly, Kim et al. (2024) studied Korean-English bilingual preschoolers and showed that the quality of home reading interactions (like shared reading) predicted later literacy outcomes. These studies suggest that it is not just the presence of books, but how parents use and talk about them, that matters for children's reading growth. Research also points to children's own engagement as a bridge between parental support and reading outcomes. McGeown et al. (2024) developed a new scale for reading engagement and stressed that when children are more absorbed, interested, and persistent in reading, their comprehension improves. In interventions where parents are part of the reading process, children show better motivation and comprehension. Beltrán-Sierra et al. (2024) documented that parents who engage in reading practices at home help foster deeper reading interest in children, which in turn supports performance. These findings reinforce the idea that parental encouragement and modeling can amplify learners' engagement and this engagement is a key predictor of comprehension gains.

Methodology

The study employed a descriptive correlational design, which sought to describe the present practices of parents in supporting their children's reading and to determine whether these practices were linked to the reading comprehension performance of Grade Three pupils. This design did not use any experimental manipulation or intervention but rather focused on observing the natural conditions and behaviors in the learners' environment. Anchored on the Input–Process–Output (IPO) framework, the study was carried out at Mohon Elementary School in Talisay City, Cebu. The main tool utilized was an adapted form of the Parental Involvement Questionnaire originally created by Dr. Saif Nasser Saif ALazri (2019), which was revised to fit the study's local context. The instrument consisted of two sections: the first gathered demographic profiles of parents, while the second assessed their involvement in reading through a five-point Likert scale ranging from "Very Little" to "Very Much." The questions covered activities like motivating children to read, borrowing books, engaging in family reading sessions, and keeping track of school reading progress. The scores obtained produced a comprehensive view of parental engagement, while learners' comprehension levels were measured using standardized reading tests. The collected data from both tools were then analyzed to establish whether a significant correlation existed between parental involvement and the reading comprehension skills of the learners.

Results

	Frequency	Percentage
A. Age [in years]		
24 - 29	24	18.18
30 - 35	50	37.88
36 - 40	29	21.97
41 and above	29	21.97
	Mean : 35.91	
	StDev : 7.16	
B. Gender		
Female	101	76.52
Male	31	23.48
C. Highest Educational Attainment		
Elementary Level	13	9.85
Elementary Graduate	4	3.03
High School Level	39	29.55
High School Graduate	42	31.82
College Level	21	15.91
College Graduate	8	6.06
Vocational	5	3.79
D. Civil Status		
Single	39	29.55
Married	84	63.64
Separated	5	3.79
Widowed	4	3.03

Table 1. Parents Profile

Table 1 shows the profile of the parent-respondents. In terms of age, most parents were between 30–35 years old (37.88%), followed by those in the 36–40 and 41-and-above groups, both with 21.97%. The youngest group, 24–29 years old, made up 18.18%. The average age was about 36 years, showing that many parents were in their mid-adult years, likely with enough experience in guiding children’s schooling. Looking at gender, most respondents were female (76.52%), while only 23.48% were male. This suggests that mothers were more actively represented in the study, which is common since they are often the primary caregivers and more directly involved in children’s education. For educational attainment, a large portion of parents finished high school, either at the level (29.55%) or as graduates (31.82%). Some had reached college level (15.91%) or graduated from college (6.06%), while smaller numbers completed only elementary education (12.88% combined) or vocational training (3.79%). This indicates that while many parents had basic education, fewer had higher educational backgrounds. In terms of civil status, most parents were married (63.64%), showing that children generally came from two-parent households. About 29.55% were single, while a small group were separated (3.79%) or widowed (3.03%).

	Frequency	Percentage
E. Combined Monthly Family Income		
Less than P 9,100 (Poor)	72	54.55
P 9,100 - P 18,200 (Low Income)	48	36.36
P 18,200 - P 36,400 (Lower Middle)	9	6.82
P 36,400 - P 63,700 (Middle Class)	3	2.27
F. Number of Children		
1 - 3	84	63.64
4 - 6	41	31.06
7 - 9	7	5.30
Mean : 3.31		
StDev : 1.74		
G. Occupation		
Housewife	43	32.58
Utility worker	25	18.94
Helper	10	7.58
Others	54	40.91

Table 2. Parents Profile

Table 2 presents the socio-economic profile of the parents. In terms of monthly family income, more than half of the parents (54.55%) belonged to the poor group, earning less than ₱9,100 per month. Another 36.36% were in the low-income group with ₱9,100–₱18,200 monthly earnings. Only a small portion were in the lower middle (6.82%) and middle-class categories (2.27%). This shows that most learners came from financially challenged households, which may limit access to books and other learning resources at home. When it comes to the number of children, most families (63.64%) had between 1–3 children. About 31.06% had 4–6 children, while a small group (5.30%) had as many as 7–9. The average number of children per household was 3, which suggests that while some families were relatively small, a notable number had larger family sizes, possibly affecting how much time and attention parents could give to each child’s learning. For occupation, the highest number of respondents were categorized as “others” (40.91%), which may include various informal or irregular jobs. A significant portion of parents were housewives (32.58%), followed by utility workers (18.94%) and helpers (7.58%). This indicates that many parents either relied on non-regular jobs or stayed at home, which may have both advantages and challenges in terms of supporting their children’s education.

Table 3 shows the profile of the Grade Three learners. In terms of age, most of the learners were 8–9 years old (75.00%), which is the typical age for this grade level. A smaller portion were 10–11 years old (18.94%), while only a few were 12 years old and above (6.06%).

	Frequency	Percentage
A. Age [in years]		
8 - 9	99	75.00
10 - 11	25	18.94
12 and above	8	6.06
B. Sex		
Female	48	36.36
Male	84	63.64
C. Reading Comprehension Performance		
Non-Reader	9	6.82
Frustration	24	18.18
Instructional	34	25.76
Independent	65	49.24

Table 3. Learners Profile

This indicates that while the majority of pupils were in the expected age range, some were older, possibly due to late school entry or repeating a grade. For sex, there were more male learners (63.64%) compared to female learners (36.36%). When it comes to reading comprehension performance, nearly half of the learners (49.24%) were at the independent level, meaning they could read and understand texts on their own. About one-fourth (25.76%) were at the instructional level, showing they could read with some guidance.

	Indicators	Mean	StDev	Interpretation
1.	I encourage my children to read about social and religious events.	3.93	1.33	Highly involved
2.	I usually advise my children to read the contents of products before buying them.	2.83	1.26	Moderately involved
3.	I ask my children to read the prescriptions' drug.	2.39	1.37	Less involved
4.	I provide e-books for my children.	3.55	1.35	Highly involved
5.	I encourage my children to read road signs and shop notices.	3.86	1.29	Highly involved
6.	I give my children books as a gift.	4.07	1.15	Highly involved
7.	I encourage my children to read some verses of Bible, daily.	2.66	1.38	Moderately involved
8.	I take my children to libraries and book shops.	3.90	1.01	Highly involved
9.	I provide my children with books and stories that they need.	4.04	1.26	Highly involved
10.	I allow my children to choose books that they like to read.	4.28	1.09	Very highly involved
11.	I allocate time for my children to read at home every day.	2.60	1.37	Moderately involved
12.	I follow my children's reading performance in school.	4.28	1.09	Very highly involved
Aggregate Mean :		3.53	1.25	Highly involved

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

Table 4 shows how parents encourage their children to read. The overall result, with an aggregate mean of 3.53, indicates that parents are highly involved in this role. This means that most parents regularly make efforts to promote reading at home, although the level of involvement varies across specific activities. The highest-rated practices were allowing children to choose books they like (mean = 4.28) and following their reading performance in school (mean = 4.28), both interpreted as *very highly involved*. This suggests that parents recognize the importance of giving children independence in book selection while also monitoring their progress in school. Other practices rated as *highly involved* include giving books as gifts (4.07), providing books and stories children need (4.04), taking children to libraries or bookshops (3.90), encouraging them to read social or religious events (3.93), reading road signs and notices (3.86), and providing e-books (3.55). These results highlight that parents are strongly engaged in providing resources and opportunities to support their children's reading development. On the other hand, some practices showed only moderate involvement, such as encouraging Bible reading daily (2.66), advising children to read product contents (2.83), and allocating time daily for reading at home (2.60). The lowest involvement was seen in asking children to read drug prescriptions (2.39), which was interpreted as *less involved*. These lower scores suggest that while parents are generally supportive, they may not consistently integrate reading into everyday household activities or routines. Overall, the findings show that parents are highly supportive of their children's reading, especially in giving resources, allowing independence, and monitoring school performance. However, there is still room for improvement in making reading a more consistent daily habit and in integrating literacy into everyday life activities.

	Indicators	Mean	StDev	Interpretation
1.	I borrow story books from my friends' libraries.	2.66	1.35	Moderately involved
2.	I am involved in reading stories with my family.	2.91	1.42	Moderately involved
3.	I discuss with my children about what I read.	3.55	1.38	Highly involved
4.	I am concerned with buying books.	3.52	1.39	Highly involved
5.	I organize competitions with my family in reading.	3.08	1.35	Moderately involved
6.	I share my interests in reading with my family.	2.70	1.28	Moderately involved
7.	I read some stories with my children at home.	2.46	1.32	Less involved
8.	I like reading from the internet.	2.61	1.40	Moderately involved
9.	I share reading materials with my children.	3.91	1.38	Highly involved
10.	I share stories and books with my friends.	3.82	1.22	Highly involved
11.	I save in order to buying books.	3.96	1.17	Highly involved
12.	I like reading.	4.17	1.17	Highly involved
	Aggregate Mean :	3.28	1.32	Moderately involved

Table 5. Role in Modeling Positive Attitudes Towards Reading

Table 5 presents how parents' model positive attitudes towards reading. The overall result, with an aggregate mean of 3.28, shows that parents are moderately involved in this role. This means that while parents do make efforts to show their children that reading is important, such practices are not always strong or consistent across all activities. The highest-rated indicators were liking to read themselves (mean = 4.17) and saving money to buy books (mean = 3.96), both interpreted as *highly involved*. This suggests that parents value reading personally and are willing to prioritize resources for books. Other highly rated practices included sharing reading materials with children (3.91), sharing stories and books with friends (3.82), discussing what they read with children (3.55), and being concerned with buying books (3.52). These results highlight that many parents express their interest in reading and share it through family discussions and social interactions. However, several practices were only rated as moderate. These included borrowing storybooks (2.66), reading stories with family (2.91), organizing reading competitions (3.08), sharing reading interests (2.70), and reading from the internet (2.61). The lowest involvement was in reading stories with children at home (2.46), which was interpreted as *less involved*. These results show that while parents may value reading, they are less consistent in engaging in activities that directly demonstrate reading enjoyment with their children on a daily basis. Overall, the findings suggest that parents show a fair level of involvement in modeling positive attitudes toward reading, especially through valuing books, saving for them, and sharing reading materials. However, direct practices like shared reading at home and family reading activities need to be strengthened to help children see reading as a regular, enjoyable part of everyday life.

Variables	Chi-square	df	P-value	Significance	Result
Nature of Parental Involvement					
Age	15.622	12	0.21	Not significant	Ho accepted
Gender	2.349	4	0.67	Not significant	Ho accepted
Highest Educational Attainment	53.610	24	0.00	Significant	Ho rejected
Civil Status	10.247	12	0.59	Not significant	Ho accepted
Combined Monthly Family Income	10.531	12	0.57	Not significant	Ho accepted
Number of Children	8.038	8	0.43	Not significant	Ho accepted
Occupation	55.421	64	0.77	Not significant	Ho accepted

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

As shown in Table 6, an in-depth analysis was performed to assess the relationship between the nature of parental involvement and the profile of the respondents, using Chi-square tests at an alpha level of 0.05. The Chi-square test results varied across different demographic variables. For age, gender, civil status, combined monthly family income, number of children, and occupation, the p-values indicated no significant relationship with the nature of parental involvement in children's reading development. However, a notable exception was the variable of highest educational attainment, which showed a significant relationship with parental involvement. The significant impact of educational attainment suggests that parents' educational backgrounds play a crucial role in how they engage in their children's literacy activities. This aligns with the findings of Martinez and Hernandez (2022), emphasizing that parents with higher education levels may possess a broader understanding of the importance of literacy and be more equipped with strategies to support it. In contrast, the lack of significant relationships between parental involvement and factors like age, gender, civil status, income, and occupation suggests that these aspects may not directly dictate how parents participate in their children's literacy development. However, as Anderson and Kim (2021) highlight, these factors could still shape individual parental practices and preferences, influencing the overall approach to children's reading and literacy. The researcher observed that while educational attainment was a key factor in parental involvement, other demographic aspects did not show a substantial direct impact. This highlights the multifaceted nature of parental involvement in literacy, suggesting that a variety of factors contribute to how parents support their children's reading development. The researcher noted the importance of recognizing and addressing these diverse factors to develop more effective and inclusive literacy support programs, tailored to meet the varied needs of the parent community.

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	43.884	12	0.00	Significant	Ho rejected
Role in Modeling Positive Attitudes Towards Reading	57.557	12	0.00	Significant	Ho rejected
Nature of Parental Involvement	41.557	12	0.00	Significant	Ho rejected

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

As revealed in Table 7, the Chi-square test was utilized to determine the relationship between the nature of parental involvement and children's reading comprehension performance, with an alpha level set at 0.05. The analysis showcased significant relationships across all examined areas. Specifically, the parents' role in encouraging their children to read showed a significant relationship with reading comprehension performance, as evidenced by a Chi-square value of 43.884 and a p-value of 0.00. Similarly, the role in modeling positive attitudes towards reading was also significant, with a Chi-square value of 57.557 and a p-value of 0.00. Additionally, the overall nature of parental involvement was significantly related to reading comprehension, indicated by a Chi-square value of 41.557 and a p-value of 0.00. These significant findings highlight the profound impact of parental involvement on children's reading skills. The strong correlation between parental encouragement in reading and children's comprehension abilities aligns with research by Smith and Thompson (2022), emphasizing the critical role of parental support in literacy development. Furthermore, the significance of parents modeling positive reading

As revealed in Table 9, the Chi-square test was utilized to determine the relationship between the nature of parental involvement and children's reading comprehension performance, with an alpha level set at 0.05. The analysis showcased significant relationships across all examined areas. Specifically, the parents' role in encouraging their children to read showed a significant relationship with reading comprehension performance, as evidenced by a Chi-square value of 43.884 and a p-value of 0.00. Similarly, the role in modeling positive attitudes towards reading was also significant, with a Chi-square value of 57.557 and a p-value of 0.00. Additionally, the overall nature of parental involvement was significantly related to reading comprehension, indicated by a Chi-square value of 41.557 and a p-value of 0.00. These significant findings highlight the profound impact of parental involvement on children's reading skills. The strong correlation between parental encouragement in reading and children's comprehension abilities aligns with research by Smith and Thompson (2022), emphasizing the critical role of parental support in literacy development. Furthermore, the significance of parents modeling positive reading

Discussion

The findings show that parents play an important role in supporting their children's reading development. Most parents were in their mid-adult years, and many were mothers who had finished high school. However, most families had low income, which may limit access to reading resources at home. Despite these challenges, parents were highly involved in encouraging their children to read, especially by letting them choose books, giving books as gifts, and monitoring school performance. On the other hand, parents were only moderately involved in modeling positive attitudes toward reading, as fewer engaged in daily shared reading or showed consistent reading habits in front of their children. This suggests that while parents value reading, there is still room to strengthen the ways they demonstrate reading as an enjoyable daily activity. The statistical results further highlight that parents' educational attainment was significantly related to their involvement, showing that more educated parents were more active in supporting literacy. Most importantly, all aspects of parental involvement encouragement, modeling, and overall practices—were significantly linked to children's reading comprehension performance. This means that learners perform better in comprehension when their parents are more engaged in reading activities and attitudes. These results emphasize the need for schools to work closely with families by guiding parents on how to build stronger reading habits at home, especially during Grade Three, when comprehension skills are most critical.

Conclusion

The study concludes that parental engagement has a meaningful impact on the reading comprehension of Grade Three learners. Results showed that parents are highly involved in encouraging their children to read, especially by providing resources, monitoring school performance, and allowing book choices, but only moderately involved in modeling positive reading attitudes. The analysis further revealed that parents' educational attainment significantly influenced their level of involvement, while other demographic factors did not. Most importantly, the findings confirmed that parental encouragement and modeling are both significantly related to children's reading comprehension performance. This means that when parents actively support and demonstrate positive reading habits, learners develop stronger comprehension skills. Strengthening collaboration between schools and families can therefore help improve reading outcomes.

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