

Parental Support on Key Stage 2 Learners

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Publication Date: September 16, 2026

DOI: **10.5281/zenodo.22795905**

Abstract

This study aimed to determine parental support for Key Stage 2 learners as a basis for an intervention plan in one of the districts in the Northern part of Negros. The study employed the quantitative, descriptive correlational design where a researcher-made questionnaires were distributed to 101 parents who are the respondents of the study. This was to capture the influence of parental support under the three (3) areas: academic skills reinforcement, socio-emotional support, and school home collaboration. Data were collected and analyzed using statistical tools, including frequency counts, percentages, means, the Mann–Whitney U test, and Spearman's rank-order correlation, to determine differences and relationships among variables. Findings showed that learners demonstrated a high level of reading performance under the mentioned areas. Furthermore, considering the learner's profile relative to their reading performance showed that in the area of academic skill reinforcement, educational attainment is significant while the rest is not significant. Age appears as significant in area of socio-emotional support while in school-home collaboration, age, sex, educational attainment and family monthly income are not significant. From this context, and to strengthen the school-home partnership and collaboration. It is recommended that nurturing process of learners specifically in their reading performance should be continued focusing on the cognitive and emotional domain. That an intervention plan on parental support should be introduced to strengthen the teacher parent partnership and collaboration in nurturing the reading performance of the learners.

Keywords: *Parental support, Key Stage 2 learners, Academic Skills Reinforcement, Socio-Emotional Support, School Home Collaboration*

Introduction:

Nature of the Problem

Reading is a foundational skill that shapes lifelong learning and academic success. It enables students to think critically, engage with knowledge, and participate meaningfully in society. Yet many continue to struggle, particularly with comprehension and fluency. In the Philippines, concerns about low reading competence highlight the urgent need for targeted literacy support (Department of Education, 2020). For children facing these challenges, reading often feels overwhelming, words blur, sentences lose coherence, and the task becomes isolating rather than empowering.

The presence of parental support, however, alleviates this dilemma and creates significant change. Through parents' diligence in guiding their children to read, the act of reading is reframed from a burden to a meaningful experience and exploration. As emphasized by the study of Maagad and Oco (2025) found that parental participation, which includes supervision of schoolwork and assistance with reading activities, enhances reading proficiency and academic achievement. Teachers may ignite the spark of literacy, but parents sustain the flame that creates a ripple effect, improved reading performance, stronger academic resilience, and a deeper love for learning. Yet gaps remained in ensuring consistent parental participation and fostering learners' motivation, as many students still experienced limited guidance due to various constraints, which negatively impacts reading performance (Paakkari et al., 2024).

The seriousness of the situation mirrors the challenges the researcher encounters in her teaching practice. Many students struggle to grasp the meaning of the very words they read aloud. In fact, based on the PHIL-IRRI results for School year 2026-2027, almost 45% (46) of the 101 learners are at the frustration level, 38% (38) are at the instructional level, and 17% are at the independent level. This makes it difficult for them to explain or reflect on the text, resulting in fragmented or incomplete responses. The parents are found to be hooked on work and other important chores, leaving the child often alone and struggling.

Given this context, the teacher was inspired to investigate how parental support influences learners' reading performance. The study sought to offer practical guidance for parents, helping them become more effective partners in their children's literacy journey. This effort resonates with the United Nations Sustainable Development Goal 4 on quality education, which emphasizes inclusive and equitable learning opportunities for all. Ultimately, the findings provided the foundation for an intervention plan designed to strengthen parental engagement and, in turn, improve students' reading outcomes.

Current State of Knowledge

Parental support is a multifaceted factor that contributes to learners' academic achievement and overall development. It extends beyond occasional assistance with homework and includes academic skills reinforcement, socio-emotional support, and school-home collaboration. Academic reinforcement involves providing learning resources, establishing study routines, and assisting with educational tasks, which are associated with increased student engagement, persistence, and achievement (Barger et al., 2019). Similarly, parental encouragement and emotional support strengthen learners' confidence, motivation, and resilience when facing academic challenges (Martínez-Yarza et al., 2024).

School-home collaboration is another essential dimension of parental support that involves regular communication with teachers, participation in school activities, and cooperation in monitoring learners' progress. Such collaboration promotes consistency between classroom instruction and home learning, strengthens educational expectations, and encourages shared responsibility for learning outcomes (Wilder, 2023; Tan et al., 2024; Kim & Hill, 2024). Research further indicates that the quality of communication, trust, and alignment of strategies is more important than demographic characteristics in sustaining effective parental involvement.

International studies consistently establish a positive association between parental support and reading performance. Academic activities such as shared reading, providing books, practicing comprehension strategies, and reinforcing literacy skills at home contribute to improved reading ability (Wang et al., 2025; Martin et al., 2024; Zhan, 2026). Meanwhile, socio-emotional encouragement helps learners develop confidence, perseverance, and a positive attitude toward reading, enabling them to engage more actively with challenging texts (Van Steensel & Jongerling, 2025; Chen & Wang, 2024). Coordinated efforts between parents and teachers likewise enhance reading comprehension by ensuring continuity between home and school literacy activities (Jeynes, 2024; Lee, 2024).

Philippine studies likewise confirm the importance of parental involvement in learners' reading and academic performance. Lapuhapu and Oco (2024) found that parental involvement at home was significantly related to learners' reading performance in English and Filipino. Alikan and Oco (2025) emphasized that parental participation in school activities, monitoring reading habits, and providing literacy assistance contribute to improved reading skills. Similarly, Labareno and Gabuya (2025) reported that family literacy practices, including guided reading and lesson review, strengthened reading comprehension and fluency among learners.

Other local studies highlight the role of emotional support and school-home cooperation in improving academic outcomes. Encouragement, positive feedback, and parental guidance enhance learners' confidence, motivation, and perseverance in reading activities (Alikan & Oco, 2025). Regular communication with teachers and participation in literacy programs help align home and school expectations, resulting in more consistent reinforcement of reading strategies (Dumlao & Pinatacan, 2023; Bernardo, 2024). In addition, Epson, Medez, and Bautista (2025) found that factors affecting the numeracy learning process of Key Stage 2 learners were

generally assessed to a great extent, with no significant differences across several respondent characteristics, although a significant difference was observed in mathematics anxiety when grouped according to highest educational attainment. This finding highlights the importance of considering learner- and family-related conditions when developing educational interventions.

Recent studies conducted in Philippine settings further reinforce the relevance of parental support to literacy development. Rubianes (2025) found that although parental involvement among Grade 2 learners was high, the quality of engagement was more important than its frequency, as reading performance remained below expectations. Ahmed, Qin, and Lietz (2025) reported that parental attitudes positively influenced Grade 5 reading literacy across Southeast Asian countries, including the Philippines. Moreover, Tepacia (2026) found high parental support among kindergarten learners in home-based learning, school-related activities, and teacher communication, while Delgado, Eslabon, and Eslabon (2025) emphasized the importance of emotional, financial, and relational support in blended learning. Collectively, these studies provide a strong basis for examining parental support and reading performance among Key Stage 2 learners and for developing an intervention plan responsive to their literacy needs.

Theoretical Underpinnings

This study supports the Theory of Parental Support, which says that parental support describes parents actively supporting and encouraging their children. Hence, they are more likely to develop positive attitudes, confidence, motivation, and better learning outcomes. The influence of parental support on reading performance has also been linked to the development of fundamental literacy skills, including vocabulary acquisition, phonological awareness, and alphabet knowledge, underscoring the vital role of a supportive and engaging home learning environment in the early development of reading (Siason et al., 2025).

In essence, parental support for Key Stage 2 learners is linked to the Busilak Theory of Purity and Integrity, which reminds us that it is not limited to honing the child for the sake of academic achievement. Likewise, this kind of support from the parents reflects the compassion, sincerity, and resilience that shape both the academic growth and the emotional well-being of the learners. Moreover, parents guide their children with patience and integrity, offering encouragement rather than pressure, thereby making the purity of intention evident. Moreover, when these acts of support by the parents become routine and allow the child to understand that honesty, discipline, and compassion are lived through realities that build resilience in them, especially during challenges like modular learning, the integrity of parental support is sustained.

Objectives of the Study

This study aimed to determine the level of parental support of Key Stage 2 learners as a basis for an intervention plan in a medium-sized division in the northern part of Negros Occidental during the School Year 2025–2026. Specifically, it sought to determine the level of parental support in terms of academic skills reinforcement, socio-emotional support, and school-home collaboration; assess the learners' level of reading performance; determine whether significant differences exist in reading performance when learners are grouped according to the aforementioned variables; and examine whether significant differences exist in learners' reading performance across levels of parental support when grouped and compared according to the identified variables.

Research Methodology:

This section presents the research design, study respondents, instrumentation, data-gathering procedure, data analysis and statistical tools, and ethical consideration.

Research Design

The most appropriate research design for a study on the Influence of Parental Support on Reading Performance is a quantitative descriptive–correlational design, as it allows researchers to examine the relationship between levels of parental support and students' reading achievement without manipulating variables. Recent studies (Labareno & Gabuya, 2025; Auguis, 2026; Liu & Van Damme, 2026) confirm that correlational approaches are widely used to capture how family literacy practices, parental involvement, and social capital influence reading outcomes.

Study Respondents

Random sampling was employed to select the parents of the 101 learners officially enrolled during School Year 2025–2026, giving each parent an equal chance of selection and minimizing selection bias. The parents were considered appropriate respondents because of their direct involvement in their children's academic experiences and their ability to provide relevant information about parental support and engagement. Using the 101 parents as the sampling frame helped ensure that the data accurately represented the target population and enhanced the reliability and validity of the study findings.

Instrument

The study utilized a researcher-developed, hard-copy questionnaire to assess parental support and its influence on the reading performance of Key Stage 2 learners during School Year 2025–2026. The instrument consisted of two parts: Part I gathered the respondents' profiles in terms of age, sex, educational attainment, and monthly family income, while Part II contained 30 indicators, with 10 items each for academic skills reinforcement, socio-emotional support, and school-home collaboration, rated using a five-point scale. The questionnaire was subjected to expert validation by three qualified validators, a Public Schools District Supervisor, a School Principal, and a Master Teacher, all with doctoral or advanced qualifications in Educational Management using the criteria of Carter V. Good and Douglas E. Scates. The instrument obtained an overall mean validity rating of 4.78, indicating an acceptable level of validity. Its reliability was established through a pilot test involving 30 parents with characteristics similar to the target respondents, and the responses were analyzed using Cronbach's Alpha. The instrument yielded a reliability coefficient of 0.89, demonstrating good internal consistency and reliability in measuring parental support.

Data Gathering and Procedure

After establishing the validity and reliability of the research questionnaire, the researchers secured permission from the Schools Division Superintendent through a formal letter requesting approval to conduct the study among the identified respondents. Upon approval, the purpose and contents of the questionnaire were explained to the respondents, who were assured of their voluntary participation, confidentiality, and the exclusive use of the information gathered for academic purposes. The completed questionnaires were retrieved, checked for completeness and accuracy, and forwarded to a statistician for coding, organization, and analysis. The Statistical Package for the Social Sciences (SPSS) was utilized to generate the necessary descriptive and inferential statistical outputs, which were presented in organized tables and interpreted in accordance with the objectives and research questions of the study.

Data Analysis and Statistical Treatment

The study's data were analyzed using descriptive and inferential statistical techniques aligned with specific research questions. The level of parental support in terms of academic skills reinforcement, socio-emotional support, and school-home collaboration was determined using a descriptive-analytical scheme and mean, while the learners' reading performance was also assessed using a descriptive-analytical scheme and mean. To determine whether significant differences existed in the learners' reading performance when grouped according to the identified variables, a relational analytical scheme and Mann-Whitney U test were employed. Similarly, the significant differences in the levels of parental support when learners were grouped and compared

according to the identified variables were examined using a relational analytical scheme and Spearman's rho.

Ethical Consideration

The study strictly observed ethical research standards by ensuring the protection of respondents' rights and welfare throughout the research process. The researcher secured written informed consent from the respondents prior to data collection. Participation in the study was voluntary, and respondents were clearly informed of the purpose of the study, the procedures involved, and their right to withdraw at any time without penalty. To minimize potential harm, the confidentiality of all responses was guaranteed, and the anonymity of the respondents was maintained during data gathering, analysis, and reporting. Moreover, the study complied with the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, which mandates the lawful, fair, and secure processing of personal and sensitive information.

Results and Discussion:

This section presents, analyzes, and interprets the data gathered to carry out the predetermined objectives of this study.

Level of Parental Support on the Reading Performance of Key Stage 2 Learners According to Academic Skills Reinforcement, Socio-Emotional Support, and School-Home Collaboration

Table 1

Level of Parental Support on Reading Performance of Key Stage 2 Learners in the Area of Academic Skill Reinforcement

Items	Mean	Interpretation
1. I help my child practice reading at home.	3.94	High
2. I check my child's homework regularly.	3.69	High
3. I encourage my child to read books appropriate for their grade level.	3.73	High
4. I help my child improve their vocabulary and spelling.	3.87	High
5. I provide extra learning materials, such as storybooks or	3.80	High

worksheets, for my child.

6. I explain the lessons my child does not understand.	3.67	High
7. I quiz my child on reading comprehension topics.	3.90	High
8. I guide my child in summarizing what they read.	3.86	High
9. I motivate my child to complete reading assignments on time.	3.53	High
10. I track my child's reading progress and give feedback.	3.91	High
Mean	3.79	High

The findings indicate that parental support for learners' reading performance in terms of academic skills improvement was high, with an overall mean of 3.79. The highest mean was 3.94 for practicing reading with the child at home, while the lowest was 3.53 for motivating the child to complete reading assignments on time, both interpreted as high. This suggests that parents are more consistent in direct reading activities at home than in sustaining motivation for timely completion of reading assignments, possibly due to household or work-related demands. These findings are consistent with Dacuyan and Rapada (2026) and Liu and Van Damme (2026), who noted that parents actively support reading as a shared activity but may need guidance in sustaining motivation for school-related tasks. Similarly, Rubianes (2025) found that parental involvement among Grade 2 learners in the Philippines was high, emphasizing that the quality of engagement is more important than its frequency and highlighting parents' active role in providing opportunities for reading practice at home.

Table 2

Level of Parental Support on Key Stage 2 Learners in the Area of Socio-Emotional Support

Items	Mean	Interpretation
1. I praise my child when they do well in reading activities.	3.94	High
2. I encourage my child to keep trying when reading is difficult.	3.69	High
3. I listen to my child when they talk about their schoolwork.	3.73	High
4. I show interest in my child's reading progress.	3.80	High
5. I motivate my child to enjoy reading rather than just	3.47	Moderate

completing it.		
6. I reassure my child when they get low scores on reading assessments.	3.33	Moderate
7. I spend time reading together with my child.	3.87	High
8. I celebrate my child's reading achievements.	3.80	High
9. I help my child manage stress related to schoolwork.	3.47	Moderate
10. I encourage my child to discuss reading difficulties openly with me.	3.33	Moderate
Mean	3.64	High

Table 2 shows that the level of parental support in the area of socio-emotional support was high, with an overall mean of 3.64. The highest mean was 3.94 for praising children when they perform well in reading, interpreted as high, while the lowest was 3.33 for encouraging children to openly discuss reading difficulties, interpreted as moderate. This indicates that parents are more comfortable recognizing and celebrating their children's reading successes than discussing their difficulties, possibly due to limited time, patience, empathy, or knowledge about addressing reading challenges. These findings highlight the importance of strengthening parent-child communication and emotional support, as Bobis (2026) found that parental resources, emotional support, and communication significantly influence learners' literacy development, while Alikan and Oco (2025) emphasized that encouragement, emotional support, and positive feedback enhance learners' confidence, engagement, and perseverance in reading tasks.

Table 3

Level of Parental Support on Key Stage 2 Learners in the Area of School-Home Collaboration

Items	Mean	Interpretation
1. I attend parent-teacher conferences.	3.89	High
2. I communicate regularly with my child's teacher about their reading progress.	3.59	High
3. I participate in school literacy programs or events.	3.45	Moderate
4. I support school initiatives that improve my child's reading skills.	3.65	High

5. I discuss school reading assignments with my child at home.	3.63	High
6. I follow teachers' suggestions to help my child improve reading.	3.49	Moderate
7. I check notices or messages from school regarding reading activities.	3.54	High
8. I volunteer or engage in school reading activities when possible.	3.69	High
9. I encourage my child to apply what they learn at school in home reading activities.	3.73	High
10. I collaborate with teachers to address my child's reading difficulties.	3.80	High
Mean	3.64	High

Table 3 shows that the level of parental support in school-home collaboration was high, with an overall mean of 3.64. Attending parent-teacher conferences obtained the highest mean of 3.89, interpreted as high, while participation in school literacy programs or events received the lowest mean of 3.45, interpreted as moderate. The findings suggest that parents are more likely to engage in formal teacher communication than in literacy-focused school activities, possibly due to limited time, financial resources, and educational background. This is consistent with Barcoma (2026), who found high parental involvement in communication and decision-making concerning children's performance, and Anggraini et al. (2024), who emphasized that teacher-parent collaboration strengthens learners' reading development by creating consistent support between home and school. Similarly, Tampus (2026) noted that time and resource constraints may limit parents' participation in extracurricular activities, while Yapao-Alcantara and Ducot (2025) observed that participation in literacy programs does not always address the individualized needs of struggling readers.

Table 4

Level of Parental Support on Key Stage 2 Learners in the Area of Academic Skills Reinforcement When Grouped According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. I help my child practice reading at home.	3.73	High	4.13	High
2. I check my child's homework regularly.	3.67	High	3.72	High
3. I encourage my child to read books appropriate for their grade level.	3.60	High	3.85	High
4. I help my child improve their vocabulary and spelling.	3.63	High	4.09	High
5. I provide extra learning materials, such as storybooks or worksheets, for my child.	3.71	High	3.89	High
6. I explain the lessons my child does not understand.	3.60	High	3.74	High
7. I quiz my child on reading comprehension topics.	4.02	High	3.79	High
8. I guide my child in summarizing what they read.	3.81	High	3.91	High
9. I motivate my child to complete reading assignments on time.	3.56	High	3.51	High
10. I track my child's reading progress and give feedback.	3.98	High	3.85	High
Mean	3.73	High	3.85	High

Table 4 shows that parental support in academic skills reinforcement was high among both younger parents, with an overall mean of 3.73, and older parents, with a mean of 3.85. Among younger parents, quizzing children on reading comprehension obtained the highest mean of 4.02, while motivating them to complete reading assignments on time had the lowest mean of 3.56.

Among older parents, helping children practice reading at home received the highest mean of 4.13, while motivating timely completion of reading assignments had the lowest mean of 3.51. The findings indicate that parents actively support literacy development, although their approaches vary by age, with younger parents emphasizing comprehension and older parents focusing on regular reading practice. However, motivating children to complete assignments on time remains a common challenge. Consistent with Kim and Hill (2024), Tan et al. (2024), and Barger et al. (2024), parental support at home contributes to reading comprehension, while Bula et al. (2025) emphasized that supportive reading environments, communication, and motivation strategies can strengthen learners' reading habits. Similarly, Wang et al. (2025) found that parental involvement in reading activities, provision of learning resources, and reinforcement of comprehension strategies are associated with improved reading performance.

Table 5

Level of Parental Support Key on Stage 2 Learners in the Area of Academic Skills Reinforcement When Grouped According to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
1. I help my child practice reading at home.	4.15	High	3.75	High
2. I check my child's homework regularly.	3.75	High	3.64	High
3. I encourage my child to read books appropriate for their grade level.	3.71	High	3.75	High
4. I help my child improve their vocabulary and spelling.	4.04	High	3.72	High
5. I provide extra learning materials, such as storybooks or worksheets, for my child.	3.81	High	3.79	High
6. I explain the lessons my child does not understand.	3.65	High	3.70	High
7. I quiz my child on reading comprehension topics.	3.96	High	3.85	High
8. I guide my child in summarizing	3.94	High	3.79	High

what they read.

9. I motivate my child to complete reading assignments on time.	3.54	High	3.53	High
10. I track my child's reading progress and give feedback.	3.92	High	3.91	High
Mean	3.85	High	3.74	High

Table 5 shows that parental support in academic skills reinforcement was high among both male parents, with an overall mean of 3.85, and female parents, with a mean of 3.74. Male parents obtained the highest mean of 4.15 for helping their children practice reading at home, while female parents had the highest mean of 3.91 for tracking their children's reading progress and providing feedback. Both groups obtained their lowest means for motivating children to complete reading assignments on time, with 3.54 for males and 3.53 for females, both interpreted as high. The findings suggest that male parents tend to provide direct reading practice, whereas female parents focus more on monitoring progress and giving feedback, with both contributing meaningfully to literacy development. However, motivating children to meet assignment deadlines remains a common challenge. These findings are consistent with Barger et al. (2024), who emphasized that parental academic support reinforces school learning, and Alter and Fényes (2025), who found differences in parental roles, with mothers more involved in monitoring and feedback and fathers more focused on direct practice. Van Steensel and Jongerling (2025) further noted that targeted parental support can influence reading motivation, although strategies focused mainly on deadlines may not sufficiently develop sustained intrinsic motivation.

Table 6

Level of Parental Support on Key Stage 2 Learners in the Area of Academic Skills Reinforcement When Grouped According to Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
1. I help my child practice reading at home.	3.85	High	4.19	High
2. I check my child's homework regularly.	3.56	High	4.08	High
3. I encourage my child to read books appropriate for their grade level.	3.69	High	3.85	High

4. I help my child improve their vocabulary and spelling.	3.79	High	4.12	High
5. I provide extra learning materials, such as storybooks or worksheets, for my child.	3.71	High	4.08	High
6. I explain the lessons my child does not understand.	3.64	High	3.77	High
7. I quiz my child on reading comprehension topics.	3.89	High	3.92	High
8. I guide my child in summarizing what they read.	3.77	High	4.12	High
9. I motivate my child to complete reading assignments on time.	3.45	Moderate	3.77	High
10. I track my child's reading progress and give feedback.	3.91	High	3.92	High
Mean	3.73	High	3.98	High

Table 6 shows that parental support in academic skills reinforcement was high among parents with lower educational attainment, with an overall mean of 3.73, and among those with higher educational attainment, with a mean of 3.98. Parents with lower educational attainment obtained the highest mean of 3.91 for tracking their child's reading progress and providing feedback, while the lowest was 3.45 for motivating children to complete reading assignments on time, interpreted as moderate. Parents with higher educational attainment had the highest mean of 4.19 for helping their children practice reading at home, while the lowest mean of 3.77 was recorded for explaining lessons children did not understand and motivating them to complete assignments on time. The findings suggest that educational attainment influences the nature of parental involvement, with less-educated parents emphasizing monitoring and feedback, while more-educated parents demonstrate greater confidence in providing direct instructional support. Nevertheless, motivating children and sustaining engagement remain challenges across groups. These findings are consistent with Schaffner and Spencer (2024) and Auguis (2026), who highlighted the influence of parental education on home literacy practices, and Dacuyan and Rapada (2026), who emphasized that motivation remains an important yet often underdeveloped aspect of parental involvement.

Table 7

Level of Parental Support on Key Stage 2 Learners in the Area of Academic Skills Reinforcement When Grouped According to Family Monthly Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
1. I help my child practice reading at home.	3.77	High	4.01	High
2. I check my child's homework regularly.	3.77	High	3.66	High
3. I encourage my child to read books appropriate for their grade level.	3.83	High	3.69	High
4. I help my child improve their vocabulary and spelling.	3.80	High	3.90	High
5. I provide extra learning materials, such as storybooks or worksheets, for my child.	3.93	High	3.75	High
6. I explain the lessons my child does not understand.	3.77	High	3.63	High
7. I quiz my child on reading comprehension topics.	4.10	High	3.82	High
8. I guide my child in summarizing what they read.	3.83	High	3.87	High
9. I motivate my child to complete reading assignments on time.	3.40	High	3.59	High
10. I track my child's reading progress and give feedback.	3.93	High	3.90	High
Mean	3.81	High	3.78	High

Table 7 shows that parental support in academic skills reinforcement was high among families with lower monthly income, with an overall mean of 3.81, and among those with higher monthly income, with a mean of 3.78. Parents with lower income obtained the highest mean of 4.10 for quizzing their children on reading comprehension, while the lowest was 3.40 for motivating

them to complete reading assignments on time. In contrast, parents with higher income had the highest mean of 4.01 for helping children practice reading at home and the lowest mean of 3.59 for motivating timely completion of assignments. The findings suggest that socioeconomic conditions influence the way parents support literacy, with lower-income families relying more on structured, low-cost strategies such as quizzing, while higher-income families tend to provide more practice-oriented support facilitated by greater access to learning resources. These findings are consistent with Auguis (2026) and Zaini, Zainal, and Hassan (2026), who emphasized the influence of socioeconomic resources on home literacy practices, while Liu and Van Damme (2026) highlighted that emotional support, encouragement, and family social capital remain essential to literacy development regardless of economic status.

Table 8

Level of Parental Support on the Reading Performance of Learners in the Area of Socio-Emotional Support When Grouped According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. I praise my child when they do well in reading activities.	3.73	High	4.13	High
2. I encourage my child to keep trying when reading is difficult.	3.67	High	3.72	High
3. I listen to my child when they talk about their schoolwork.	3.60	High	3.85	High
4. I show interest in my child's reading progress.	3.71	High	3.89	High
5. I motivate my child to enjoy reading rather than just completing it.	3.42	Moderate	3.53	High
6. I reassure my child when they get low scores in reading assessments.	3.29	Moderate	3.38	Moderate
7. I spend time reading together with my child.	3.63	High	4.09	High
8. I celebrate my child's reading achievements.	3.71	High	3.89	High

9. I help my child manage stress related to schoolwork.	3.42	Moderate	3.53	High
10. I track my child's reading progress and give feedback	3.29	Moderate	3.38	Moderate
Mean	3.55	High	3.74	High

Table 8 shows that parental support in the area of socio-emotional support was high among both younger parents, with an overall mean of 3.55, and older parents, with a mean of 3.74. Both groups obtained their highest mean for praising children when they perform well in reading activities, with 3.73 among younger parents and 4.13 among older parents, while their lowest means were recorded for reassuring children after low reading scores and encouraging them to openly discuss reading difficulties, both interpreted as moderate. The findings suggest that parents readily express appreciation for their children's successes but may provide less consistent emotional support during difficulties, indicating a need for balanced feedback that combines praise with reassurance, constructive guidance, and open communication. These findings are supported by Mancera and Espiritu (2025), who emphasized praise and acknowledgment as important reinforcements in developing a love for reading, while Romero-González et al. (2023) highlighted the importance of affective family relationships in sustaining reading motivation. Similarly, Liu and Van Damme (2026) stressed that emotional encouragement, reassurance, and open communication are essential components of family support that contribute to positive literacy outcomes.

Table 9

Level of Parental Support on Key Stage 2 Learners in the Area of Socio-Emotional Support When Grouped According to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
1. I praise my child when they do well in reading activities.	4.15	High	3.75	High
2. I encourage my child to keep trying when reading is difficult.	3.75	High	3.64	High
3. I listen to my child when they talk about their schoolwork.	3.71	High	3.75	High
4. I show interest in my child's	3.81	High	3.79	High

reading progress.				
5. I motivate my child to enjoy reading rather than just completing it.	3.50	High	3.45	Moderate
6. I reassure my child when they get low scores in reading assessments.	3.33	Moderate	3.34	Moderate
7. I spend time reading together with my child.	4.04	High	3.72	High
8. I celebrate my child's reading achievements.	3.81	High	3.79	High
9. I help my child manage stress related to schoolwork.	3.50	High	3.45	Moderate
10. I encourage my child to discuss reading difficulties openly with me.	3.33	Moderate	3.34	Moderate
Mean	3.69	High	3.60	High

Table 9 shows the data on the Level of Parental Support on the Reading Performance of Learners in the Area of Socio-Emotional Support When Grouped According to Sex, with an overall Mean of 3.69 interpreted as "high" among the Male group and 3.60 interpreted as "high" among the female group. Male parents have the highest mean of 4.15, described as "high" in item number 1, stating "praise my child when they do well in reading activities," and achieved the lowest mean of 3.33. In item number 6, stating "reassure my child when they get low scores in reading assessments," and item number 10, stating "encourage my child to discuss reading difficulties openly with me." On the other hand, female parents achieved the highest mean of 3.79, interpreted as "high" in item number 4, stating "show interest in my child's reading progress," and item number 8, stating "celebrate my child's reading achievements." They obtained the lowest mean of 3.34 in the same item numbers 6 and 10.

These results imply that male and female parents have their unique way of expressing praise to their child who did a good job in reading. For males, it is straightforward, which is an act influenced by cultural norms. Female parents show a nurturing, relational approach that is sustainable in the long run. On the contrary, both parents show weaker engagement in addressing reading difficulties openly, which suggests a gap in fostering resilience and problem-solving in

literacy development. Andalajao (2024) highlighted that parents act as facilitators, role models, and motivators, and that open communication about struggles is essential for building self-concept and educational aspirations. Mancera & Espiritu (2025) found that fathers often provide immediate praise, while mothers sustain motivation through ongoing interest and emotional support.

Table 10

Level of Parental Support on Key Stage 2 Learners in the Area of Socio-Emotional Support When Grouped According to Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
1. I praise my child when they do well in reading activities.	3.85	High	4.19	High
2. I encourage my child to keep trying when reading is difficult.	3.56	High	4.08	High
3. I listen to my child when they talk about their schoolwork.	3.69	High	3.85	High
4. I show interest in my child's reading progress.	3.71	High	4.08	High
5. I motivate my child to enjoy reading rather than just completing it.	3.53	High	3.31	Moderate
6. I reassure my child when they get low scores in reading assessments.	3.37	Moderate	3.23	Moderate
7. I spend time reading together with my child.	3.79	High	4.12	High
8. I celebrate my child's reading achievements.	3.71	High	4.08	High
9. I help my child manage stress related to schoolwork.	3.53	High	3.31	Moderate
10. I encourage my child to discuss reading difficulties openly with me.	3.37	Moderate	3.23	Moderate
Mean	3.61	High	3.75	High

Table 10 presents the results on the Level of Parental Support on the Reading Performance of Learners in the area of Socio-Emotional Support When Grouped According to Educational Attainment, which achieved an overall Mean rating of 3.61, described as "high" among parents with lower educational attainment, and an overall mean of 3.75, described as "high" among parents with higher educational attainment.

A highest Mean of 3.85, described as "high," was attained by parents with lower educational attainment in item number 1, stating "praise my child when they do well in reading activities." Parents with higher educational attainment had the highest mean, 4.19, described as "high" on the same number item. Whereas, a Lowest Mean of 3.37, described as "Moderate," was attained by parents with lower educational attainment in item number 6, stating "reassure my child when they get low scores in reading assessments" and item number 10, stating "encourage my child to discuss reading difficulties openly with me". Parents with higher educational attainment obtained the lowest mean of 3.23, described as "moderate" in the same item numbers. In simple terms. parents, whether with low or high educational attainment, openly value praising their children's reading success, but the intensity and consistency of praise differ. For parents with low educational attainment, their child's doing well in reading performances carries deep emotional weight. Their praise often comes from heartfelt recognition of effort. On the other hand, both parents may fall short in giving reassurances and in openly discussing their reading difficulties. This suggests that, regardless of educational attainment, parents need support in fostering resilience and problem-solving dialogue. Andalajao (2024) emphasizes that parents act as facilitators, role models, and motivators, and that good parenting in reading development enhances intellectual stimulation, self-concept, and educational aspirations. However, policies and programs should strengthen parent-teacher partnerships to ensure children receive balanced support in both success and struggle.

Table 11

Level of Parental Support on Key Stage 2 Learners in the Area of Socio-Emotional Support When Grouped According to Family Monthly Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
1. I praise my child when they do well in reading activities.	3.77	High	4.01	High
2. I encourage my child to keep trying when reading is difficult.	3.77	High	3.66	High
3. I listen to my child when they talk about their schoolwork.	3.83	High	3.69	High

4. I show interest in my child's reading progress.	3.93	High	3.75	High
5. I motivate my child to enjoy reading rather than just completing it.	3.63	High	3.41	Moderate
6. I reassure my child when they get low scores in reading assessments.	3.33	Moderate	3.34	Moderate
7. I spend time reading together with my child.	3.80	High	3.90	High
8. I celebrate my child's reading achievements.	3.93	High	3.75	High
9. I help my child manage stress related to schoolwork.	3.63	High	3.41	Moderate
10. I encourage my child to discuss reading difficulties openly with me.	3.33	Moderate	3.34	Moderate
Mean	3.70	High	3.63	High

Table 11 shows that parental support in the area of Socio-Emotional Support was high among both lower-income ($M=3.70$) and higher-income ($M=3.63$) parents. Lower-income parents showed the highest support in expressing interest in their children's reading progress and celebrating their achievements ($M=3.93$), while higher-income parents scored highest in praising their children for good reading performance ($M=4.01$). Both groups had moderate ratings in reassuring children after low reading assessment scores and encouraging them to openly discuss reading difficulties, suggesting that while parents provide strong encouragement and recognition, they may need further support in helping children cope with setbacks and express learning challenges. This finding is consistent with Andalajao (2024), who emphasized that parents serve as facilitators, role models, and motivators and that effective parental involvement should provide balanced emotional support for both children's successes and difficulties.

Table 12

Level of Parental Support on Key Stage 2 Learners in the Area of School-Home Collaboration When Grouped According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. I attend parent-teacher conferences.	3.73	High	4.04	High
2. I communicate regularly with my child's teacher about their reading progress.	3.52	High	3.66	High
3. I participate in school literacy programs or events.	3.33	Moderate	3.57	High
4. I support school initiatives that improve my child's reading skills.	3.73	High	3.58	High
5. I discuss school reading assignments with my child at home.	3.71	High	3.57	High
6. I follow teachers' suggestions to help my child improve reading.	3.54	High	3.45	Moderate
7. I check notices or messages from school regarding reading activities.	3.60	High	3.49	Moderate
8. I volunteer or engage in school reading activities when possible.	3.67	High	3.72	High
9. I encourage my child to apply what they learn at school in home reading activities.	3.60	High	3.85	High
10. I collaborate with teachers to address my child's reading difficulties.	3.71	High	3.89	High
Mean	3.61	High	3.68	High

Table 12 shows that parental support in school-home collaboration was high among both younger parents, with an overall mean of 3.61, and older parents, with a mean of 3.68. Younger parents obtained the highest means of 3.73 for attending parent-teacher conferences and supporting school initiatives that improve children's reading skills, while their lowest mean of 3.33 was for participating in school literacy programs or events. Older parents had the highest mean of 4.04 for attending parent-teacher conferences and the lowest mean of 3.45 for following teachers' suggestions to improve children's reading. The findings indicate that both groups value formal communication with teachers, but participation in literacy activities and consistent follow-through on teachers' recommendations remain areas for improvement, possibly due to time constraints, financial demands, established parenting practices, or differing perceptions of parental roles in instruction. These findings are consistent with Andalajao (2024), who emphasized that effective parental involvement extends beyond school presence to active follow-through at home, and Kim and Hill (2024), who highlighted that regular parent-teacher interaction and participation in school activities help connect classroom instruction with learning at home.

Table 13

Level of Parental Support on the Reading Performance of Learners in the Area of School-Home Collaboration When Grouped According to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
1. I attend parent-teacher conferences.	3.94	High	3.85	High
2. I communicate regularly with my child's teacher about their reading progress.	3.60	High	3.58	High
3. I participate in school literacy programs or events.	3.27	Moderate	3.62	High
4. I support school initiatives that improve my child's reading skills.	3.58	High	3.72	High
5. I discuss school reading assignments with my child at home.	3.58	High	3.68	High
6. I follow teachers' suggestions to help my child improve reading.	3.54	High	3.45	Moderate

7. I check notices or messages from school regarding reading activities.	3.44	Moderate	3.64	High
8. I volunteer or engage in school reading activities when possible.	3.75	High	3.64	High
9. I encourage my child to apply what they learn at school in home reading activities.	3.71	High	3.75	High
10. I collaborate with teachers to address my child's reading difficulties.	3.81	High	3.79	High
Mean	3.62	High	3.67	High

Table 13 shows that parental support in school-home collaboration was high among both male parents, with an overall mean of 3.62, and female parents, with a mean of 3.67. Both groups obtained their highest means for attending parent-teacher conferences, with 3.94 among male parents and 3.85 among female parents, while male parents had the lowest mean of 3.27 for participating in school literacy programs or events, and female parents had the lowest mean of 3.45 for following teachers' suggestions to improve children's reading. The findings indicate that both male and female parents value formal communication with teachers, although participation in literacy activities and consistent implementation of teacher recommendations remain areas for improvement, possibly due to work demands, time constraints, competing responsibilities, or limited confidence in instructional strategies. These findings are consistent with Romero-González et al. (2023), who found that home literacy programs can strengthen family relationships, reading achievement, and reading motivation, and with Dumlao and Pinatacan (2023) and Bernardo (2024), who emphasized that school-based parental involvement strengthens school-home partnerships and supports children's reading, motivation, and emotional engagement.

Table 14

Level of Parental Support on Key Stage 2 Learners in the Area of School-Home Collaboration When Grouped According to Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
1. I attend parent-teacher conferences.	3.84	High	4.04	High
2. I communicate regularly with my child's teacher about their reading progress.	3.56	High	3.69	High
3. I participate in school literacy programs or events.	3.47	Moderate	3.42	Moderate
4. I support school initiatives that improve my child's reading skills.	3.64	High	3.69	High
5. I discuss school reading assignments with my child at home.	3.67	High	3.54	High
6. I follow teachers' suggestions to help my child improve reading.	3.48	Moderate	3.54	High
7. I check notices or messages from school regarding reading activities.	3.55	High	3.54	High
8. I volunteer or engage in school reading activities when possible.	3.56	High	4.08	High
9. I encourage my child to apply what they learn at school in home reading activities.	3.69	High	3.85	High
10. I collaborate with teachers to address my child's reading difficulties.	3.71	High	4.08	High
Mean	3.62	High	3.75	High

Table 14 shows that parental support in school-home collaboration was high among parents with lower educational attainment, with an overall mean of 3.62, and among those with higher educational attainment, with a mean of 3.75. Parents with lower educational attainment obtained the highest mean of 3.84 for attending parent-teacher conferences and the lowest mean of 3.47 for participating in school literacy programs or events, while parents with higher educational attainment obtained the highest mean of 4.08 for collaborating with teachers to address their children's reading difficulties and the lowest mean of 3.42 for participating in literacy programs or events. The findings suggest that parents with lower educational attainment rely more on formal school communication, whereas those with higher educational attainment demonstrate greater confidence in collaborative problem-solving with teachers; however, participation in literacy events remains limited across both groups, possibly due to time constraints or other barriers. These findings are supported by Pada (2024), who emphasized parental involvement as a strong predictor of reading proficiency, and Labareno and Gabuya (2025), who found that family literacy activities and home reinforcement strengthen school-based reading instruction and promote deeper learner engagement.

Table 15

Level of Parental Support on Key Stage 2 Learners in the Area of School-Home Collaboration When Grouped According to Family Monthly Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
1. I attend parent-teacher conferences.	3.93	High	3.87	High
2. I communicate regularly with my child's teacher about their reading progress.	3.57	High	3.61	High
3. I participate in school literacy programs or events.	3.70	High	3.35	Moderate
4. I support school initiatives that improve my child's reading skills.	3.63	High	3.66	High
5. I discuss school reading assignments with my child at home.	3.63	High	3.63	High
6. I follow teachers' suggestions to	3.53	High	3.48	Moderate

help my child improve reading.				
7. I check notices or messages from school regarding reading activities.	3.67	High	3.49	Moderate
8. I volunteer or engage in school reading activities when possible.	3.77	High	3.66	High
9. I encourage my child to apply what they learn at school in home reading activities.	3.83	High	3.69	High
10. I collaborate with teachers to address my child's reading difficulties.	3.93	High	3.75	High
Mean	3.72	High	3.62	High

Table 15 shows that parental support in school-home collaboration was high among parents with lower family monthly income, with an overall mean of 3.72, and among those with higher income, with a mean of 3.62. Lower-income parents obtained the highest mean of 3.93 for collaborating with teachers to address children's reading difficulties and attending parent-teacher conferences, while their lowest mean of 3.53 was for following teachers' suggestions to improve reading. Higher-income parents had the highest mean of 3.87 for attending parent-teacher conferences and the lowest mean of 3.35 for participating in school literacy programs or events, interpreted as moderate. The findings indicate that parents across income groups value communication and collaboration with teachers, although consistent participation in literacy activities and follow-through on recommendations remain challenges, possibly due to time, resource, or confidence-related constraints. These findings are consistent with Romero-González et al. (2023), who emphasized the benefits of active home literacy environments for reading performance and motivation, Barcoma (2026), who highlighted strong Filipino parental involvement in communication and decision-making, and Tampus (2026), who noted that time and resource limitations may restrict parents' participation in school activities.

Comparative Analysis in the Level of Parental Support on Key Stage 2 Learners in the Areas of Academic Skills Reinforcement, Socio-Emotional Support, and School-Home Collaboration when grouped According to Age, Sex, Educational Attainment, and Family Monthly Income

Table 16

Significant Difference in the Level of Parental Support on Key Stage 2 Learners in the Area of Academic Skills Reinforcement When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	48	46.68	1064.500	0.157	0.05	Not Significant
	Older	53	54.92				
Sex	Male	48	54.68	1095.500	0.229		Not Significant
	Female	53	47.67				
Educational Attainment	Lower	75	46.36	627.000	0.007		Significant
	Higher	26	64.38				
Family Monthly Income	Lower	30	52.93	1007.000	0.665		Not Significant
	Higher	71	50.18				

Table 16 shows that parental support in the area of Academic Skills Reinforcement does not significantly differ according to age, sex, and family monthly income, with p-values of 0.157, 0.229, and 0.665, respectively, all exceeding the 0.05 level of significance. This indicates that parents demonstrate relatively similar levels of support regardless of their age, gender, or income. However, educational attainment yielded a p-value of 0.007, indicating a significant difference. This suggests that parents' educational background influences their ability to reinforce their children's reading skills, particularly in understanding teacher guidance, applying literacy strategies at home, and addressing reading difficulties.

The findings imply that schools should provide accessible literacy-oriented training and workshops, particularly for parents with lower educational attainment, to strengthen their confidence and practical skills in supporting their children's reading development. This is consistent with Pada (2024), who found parental involvement to be a strong predictor of reading

proficiency and emphasized the importance of constructive guidance beyond encouragement. Similarly, Jeynes (2024) and Kim and Hill (2023) reported that active parental participation in home reading activities, goal-setting, and school literacy events enhances learners' academic performance, reading motivation, and emotional engagement.

Table 17

Significant Difference in the Level of Parental Support on the Reading Performance of Learners in the Area of Socio-Emotional Support When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	48	43.94	933.000	0.021	0.05	Significant
	Older	53	57.40				
Sex	Male	48	54.01	1127.500	0.324	0.05	Not Significant
	Female	53	48.27				
Educational Attainment	Lower	75	48.57	792.500	0.155	0.05	Not Significant
	Higher	26	58.02				
Family Monthly Income	Lower	30	54.68	954.500	0.410	0.05	Not Significant
	Higher	71	49.44				

Table 17 shows that the level of parental support in the area of Socio-Emotional Support does not significantly differ according to sex, educational attainment, and family monthly income, as their p-values are greater than the 0.05 level of significance. However, age is found to have a significant influence, indicating that parents' age affects the manner and consistency of their emotional support for their children's reading development. Younger parents may demonstrate greater enthusiasm and participation in school-related activities, while older parents may provide more consistent and experience-based guidance. This finding is supported by Fan and Chen (2023), who emphasized that socio-emotional support such as encouragement, reassurance, and interest enhances learners' motivation, while Dacuyan and Rapada (2026) highlighted that the quality of parental engagement and open communication contributes significantly to reading performance.

Table 18

Significant Difference in the Level of Parental Support on Key Stage 2 Learners in the Area of School-Home Collaboration When Grouped and Compared According to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	48	47.85	1121.000	0.302	0.05	Not Significant
	Older	53	53.85				
Sex	Male	48	48.20	1137.500	0.357	0.05	Not Significant
	Female	53	53.54				
Educational Attainment	Lower	75	48.21	766.000	0.102	0.05	Not Significant
	Higher	26	59.04				
Family Monthly Income	Lower	30	57.52	869.500	0.144	0.05	Not Significant
	Higher	71	48.25				

Table 18 shows that the level of parental support in the area of School-Home Collaboration does not significantly differ according to age, sex, educational attainment, and family monthly income, with p-values of 0.302, 0.357, 0.102, and 0.144, respectively, all higher than the 0.05 level of significance. This indicates that parents' collaboration with schools in supporting their children's reading performance is generally similar regardless of their demographic characteristics. The finding suggests that parental involvement is influenced more by parents' beliefs, self-efficacy, and school invitations than by demographic factors, consistent with Hoover-Dempsey and Sandler (2022). Similarly, Tepacia (2026) found that consistent parental support through home-based learning, school activities, and communication with teachers enhances learners' motivation and performance regardless of parents' age, educational attainment, or income.

Conclusion:

The study revealed that Key Stage 2 learners demonstrated a high level of reading performance and parental support across Academic Skills Reinforcement, Socio-Emotional Support, and School-Home Collaboration. Parental support remained high when respondents were grouped according to age, sex, educational attainment, and family monthly income. However, educational attainment significantly influenced parental support in Academic Skills Reinforcement, while

age significantly influenced Socio-Emotional Support; meanwhile, age, sex, educational attainment, and family monthly income showed no significant differences in School-Home Collaboration. Overall, the findings emphasize that parental involvement plays an important role in strengthening learners' reading development, with academic guidance influenced by parents' educational background and socio-emotional support shaped partly by age, while school-home collaboration remains consistently strong regardless of demographic characteristics. These results highlight the importance of a holistic and inclusive approach that strengthens parents' capacity through accessible training, resources, and sustained school-home partnerships to further support learners' academic, emotional, and literacy development.

Recommendation:

Based on the findings and conclusions of the study, it is recommended that schools continue to promote a holistic approach in which schools, families, and learners work collaboratively to make reading not only an academic skill but also a foundation for confidence, creativity, and lifelong learning. Schools should sustain the high level of parental support by providing parents with appropriate tools, encouragement, training, and recognition to strengthen their capacity to support their children's reading development. Particular attention should be given to parents with lower educational attainment by providing accessible resources and practical guidance that can help bridge differences in educational background. Parents should also be encouraged to provide consistent socio-emotional support by being present, patient, and responsive to their children's learning needs, while schools may offer activities that strengthen parents' confidence and skills in providing such support. Finally, schools should continue fostering strong and inclusive school-home partnerships by valuing parental contributions and ensuring that opportunities for communication, participation, and collaboration are accessible to all families, thereby creating a supportive environment that promotes learners' academic, emotional, and personal development.

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