

Parental influence on early learners' home-based reading activities and reading performance in Monte Claro, San Jose, Occidental Mindoro

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Abstract

This study examined the relationship between parental influence on home-based reading activities and the reading performance of early learners in Monte Claro, San Jose, Occidental Mindoro. Data were gathered through a survey questionnaire distributed to 152 randomly selected parents of early learners in Monte Claro. The findings revealed that parents play a significant role in developing their children's reading skills through various home-based activities such as reading bedtime stories, providing age-appropriate reading materials, creating a conducive reading environment at home, and engaging in interactive reading sessions. The study showed that most parents demonstrated moderate to high involvement in supporting their children's reading activities at home, despite challenges such as limited time due to work responsibilities, limited knowledge of effective reading strategies, and insufficient access to diverse reading materials. Results indicated that early learners whose parents actively participated in home-based reading activities exhibited higher reading performance compared to those with minimal parental involvement. The findings also revealed that parental attitudes toward reading, frequency of reading sessions at home, and availability of reading resources significantly influenced children's reading abilities and interest in reading. The study concluded that strong parental influence and consistent engagement in home-based reading activities positively contribute to improved reading performance among early learners in Monte Claro. Therefore, it is recommended that schools conduct parent orientation programs focused on effective home reading strategies, establish reading material lending systems to address resource limitations, and create parent-teacher partnerships to strengthen support for the development of children's reading skills both at home and in school.

Keywords: parental influence, home-based reading activities, reading performance, early literacy, parental involvement literacy

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1. Introduction

Reading is an essential skill that shapes a child's academic success and lifelong learning journey. Research consistently shows that when parents engage in home-based reading activities, children develop stronger literacy skills, better comprehension, and greater motivation to read (Timperley & Twyford, 2022). While assessment results indicate opportunities for growth in reading proficiency among some students, parental involvement is a powerful factor that can significantly enhance children's literacy development and support their progress toward reading success. In the Philippines, the government recognizes the vital role parents play in their children's education. DepEd Order No. 72, s. 2009, demonstrates a strong commitment to helping all Filipino children learn and succeed, regardless of their abilities. Republic Act No. 7743 promotes a reading culture by establishing public libraries and reading centers in communities, providing more opportunities for children to learn and grow. These initiatives reflect the nation's dedication to creating a brighter future through literacy.

The Department of Education (DepEd) continues to advance literacy through various programs designed to help every Filipino child become a confident reader. The Catch-Up Fridays initiative, outlined in DepEd Memorandum No. 001, s. 2024 sets aside dedicated time for reading activities to strengthen literacy skills across all grade levels. The ARAL (Academic Recovery and Accessible Learning) Program, established through DepEd Order No. 45, s. 2002, provides specialized support to help learners catch up and master essential skills. The Hamon: Bawat Bata Bumabasa (3Bs) Initiative emphasizes that with strong family support, every child can learn to read well. Parents serve as agents of change; even just a few minutes of daily reading at home can create significant learning opportunities for children. When teachers, parents, and communities work together effectively, they empower students to develop the critical reading skills needed for a successful future. Supporting these efforts, the National Learning Camp (NLC), based on DepEd Order No. 014, s. 202, offers students valuable opportunities to improve their reading, math, and other key subjects. This voluntary program not only helps children improve their academic performance through engaging activities but also encourages parents to take an active role in their children's education. The Parent-Teacher Association (PTA), as mandated by DepEd Order No. 13, s. 2022 serves as an important bridge between home and school, fostering student learning through meaningful collaboration and communication.

Additionally, Republic Act No. 11908 mandates the establishment of a Parent Effectiveness Service (PES) to enhance parents' knowledge and skills, equipping them to guide their children's development effectively. Through these collaborative frameworks, schools and families can create positive learning environments where every child can reach their full potential. Tools such as the CRLA (Comprehensive Rapid Literacy Assessment), mandated by DepEd Order No. 034, s. 2025, enable teachers and parents to identify children's reading strengths and areas for growth, ensuring appropriate and timely support. Through these coordinated efforts, parents are empowered to nurture their children's love for reading and support their academic success both in school and at home.

Despite these supportive policies and programs, many parents in communities like Monte Claro, San Jose, Occidental Mindoro, may not yet be fully aware of the simple yet effective ways they can support their children's literacy development at home. This presents an opportunity for growth and improvement. This study explores how parental involvement at home may influence the reading skills of Grades 1–3 students in elementary schools in Monte Claro. By identifying effective parental practices, fostering supportive home environments, and sharing practical literacy strategies, this research aims to provide parents with accessible tools and knowledge to enhance their children's reading and writing abilities. The findings aim to help educators, parents, and policymakers better understand how to strengthen home literacy practices to improve student reading achievement, ultimately

contributing to the success of every child.

Statement of the Problem - The study aimed to identify the parental influence on early learners' home-based reading activities and to determine its effect on their reading performance in Monte Claro, San Jose, Occidental Mindoro. Specifically, it sought to answer the following questions: (1) How do parents help their children with their home-based reading activities? (2) What is the level of parental influence on early learners' home-based reading activities in terms of parental engagement, parental instruction, home environment, and reading resources? (3) What is the extent of reading performance of grades 1 to 3 learners in Monte Claro, San Jose, Occidental Mindoro, in terms of reading fluency and reading comprehension? (4) Is there a significant relationship between the level of parental influence on early learners' home-based reading activities and the extent of the reading performance of grades 1 to 3 learners? (5) What action plan may be proposed to enhance the reading performance of grades 1 to 3 learners?

Significance of the Study - The findings of the study will benefit the following. The learners, as this study will help them develop stronger reading skills, better comprehension, and increased confidence in literacy through improved parental support at home. The parents, as this investigation will provide them with awareness of their role in their child's reading development and equip them with effective strategies for home-based reading activities. The school heads/administrators will be enabled to implement programs and policies that enhance parental involvement and strengthen literacy initiatives. The school will also benefit from the findings by improving students' reading performance, leading to higher literacy rates and better academic outcomes. The teachers, as this study helps them understand the impact of parental involvement on early learners' reading performance, supporting the development of effective strategies and stronger partnerships with parents to improve students' reading outcomes. The DepEd Supervisor will be guided by this examination in recommending more effective reading interventions and parental engagement strategies across schools. Lastly, future researchers will find this study a valuable reference for exploring literacy development, parental involvement, and effective educational strategies for early learners.

Scope and Delimitation of the Study - This study was limited to the parents of pupils in Grades 1–3 from selected elementary schools in Monte Claro, San Jose, Occidental Mindoro, who served as the respondents. To determine whether parents significantly influence their children's reading performance, an interview guide was utilized for the qualitative phase of the study, while a survey questionnaire was employed in the quantitative phase to measure the level of parental involvement in home-based reading activities. The initial respondents for the study were 30 parents randomly selected from Grades 1–3 at Lagnas and Tugtugin Elementary School, who were given one week to complete the survey questionnaire. The final respondents consisted of 152 parents of pupils in Grades 1–3 from four elementary schools, namely Monte Claro Elementary School, Bato-Ili Elementary School, Danlog Elementary School, and Salafay Elementary School, in the school year 2024–2025, within Monte Claro, San Jose, Occidental Mindoro.

2. Methodology

Research Design - To collect data, the study used an exploratory sequential design comprising both qualitative and quantitative approaches. This design first employed a qualitative phase, which explored participants' experiences through interviews or observations, and then used survey questionnaires to corroborate and generalize the findings (Gogo & Musonda, 2022). The quantitative phase, using a descriptive-correlational design, was conducted to describe the level of parental influence on early learners' home-based reading activities and the reading performance of learners in grades 1 to 3, and to determine the relationship between the two variables.

Respondents of the Study - For the qualitative phase, 30 randomly selected parents of children in Grades 1 to 3 from different schools were asked to identify the influence of their parents on home-based reading activities. In the quantitative phase, the study respondents were parents of Grade 1, Grade 2, and Grade 3 pupils enrolled at

Bato-ili Elementary School, Danlog Elementary School, Monte Claro Elementary School, and Salafay Elementary School for the school year 2024-2025. The study involved 249 learners in Grades 1 to 3 across four elementary schools, with 152 parent respondents. Each school contributed an equal number of parent-respondents (38 parents per school), ensuring balanced representation across all participating institutions despite variations in the total number of learners enrolled in each school. They were selected using stratified random sampling with equal allocation, which ensured that the same number of respondents represented learners and parents from each school. This approach was used to avoid bias from larger schools dominating the sample while maintaining random selection within each school, yielding balanced and generalizable findings.

Research Instrument - The initial tool for this research was an interview guide. An interview was conducted with 30 randomly selected parents of children in Grades 1 to 3 from different schools, who were asked to identify the influence of their parents on home-based reading activities. Subsequently, questionnaire questions or statements were formulated based on their interview responses. Additionally, a researcher-made questionnaire was administered to parents to assess their influence on home-based reading activities. A set of research questions consists of two parts. Part I consists of parental influence in home-based reading activities. Part II is the result of the reading performance of Grades 1 to 3. Part III uses an assessment tool (CRLA) for the reading proficiency of grades 1-3 pupils. The questionnaire uses a five-point Likert scale with the following number of indicators and interpretations. The researcher-made questionnaire underwent a thorough validation process to ensure its accuracy, clarity, and relevance. Expert validation, a critical part of the questionnaire validation process, involves consulting individuals with extensive knowledge of the subject area. Their insights help determine whether the questions are meaningful, understandable, and appropriate for the study. In this research, three experts from the Graduate School Department of Divine Word College of San Jose provided valuable feedback, evaluating the significance, clarity, and suitability of each questionnaire item, thereby enhancing the instrument's overall quality and reliability.

A group of 30 parents from Tugtugin Elementary School served as reliability respondents of the instrument. Since the survey questionnaire was administered once, the split-half method was used, applying the Spearman-Brown Coefficient of equal length to test its consistency. The parents responded to the items in the questionnaire, which covers three components: parental engagement, parental instruction, and home environment and resources, consisting of six items each. The reliability analysis discloses the following results.

Table 1
Reliability Analysis Results

Components	Number of Items	Reliability Coefficients*	Interpretation
A. Parental Engagement	6	0.980	Very High Reliability
B. Parental Instruction	6	0.988	Very High Reliability
C. Home Environment and Resources	6	0.905	High Reliability

A generally very high level of reliability for the three sets of indicators was found in the analysis based on Spearman Brown coefficients of equal length, as reflected in the table above, which shows coefficients ranging from 0.905 to 0.988. The results attest to the acceptability of the instrument and its administration to the final group of parents.

Data Gathering Procedure - Before gathering data, the researcher sought permission from the school administrators/principals to conduct the study. This ensured that the research adhered to the school's guidelines and obtained the necessary approval for the study to proceed. As part of the data collection process, the researcher also obtained students' reading fluency and comprehension results from four schools by requesting access from the school heads. These results were gathered using the CRLA (Comprehensive Reading and Literacy Assessment) tool to provide baseline information on the students' reading performance. The researcher conducted interviews for almost one week with randomly selected parents of Grades 1 to 3 from different schools who were not included in the final administration of the study. The interview results were analyzed, and a thematic map was developed to finalize the findings. The researcher distributed and retrieved the validated questionnaire forms. The schedule for the distribution and retrieval of the forms was discussed and set on a mutually agreed date with the

parent-respondents. It took the researcher almost one week to retrieve all the completed questionnaire forms. The questionnaire forms were administered personally by the researcher to ensure the accuracy and confidentiality of the results.

Statistical Treatment of the Data - This study employed both qualitative and quantitative analyses. The qualitative part was utilized using thematic analysis, while the quantitative data were analyzed using both descriptive and inferential statistics. Descriptive statistics, including frequency distributions and weighted mean computations, were used to determine reading performance and describe the level of parental influence on early learners' home-based reading activities and the reading performance of grades 1 to 3 learners. Moreover, to answer the inferential question, Partial Least Squares Structural Equation Modeling (PLS-SEM) using WarpPLS version 7.0 was applied.

Ethical Considerations - Ethical considerations were upheld to protect the rights and privacy of all participants. The researcher ensured that respondents were treated with respect, and no personal information was collected without explicit consent. To maintain privacy and confidentiality, all data were kept untraceable to individuals, and respondents' identities were kept anonymous, with the information used solely for research purposes. Informed consent was obtained through a comprehensive consent letter attached to the survey questionnaires, outlining the study's objectives and participant expectations. Respondents confirmed their voluntary participation and understanding of the study's implications before providing any information.

3. Results and Discussions

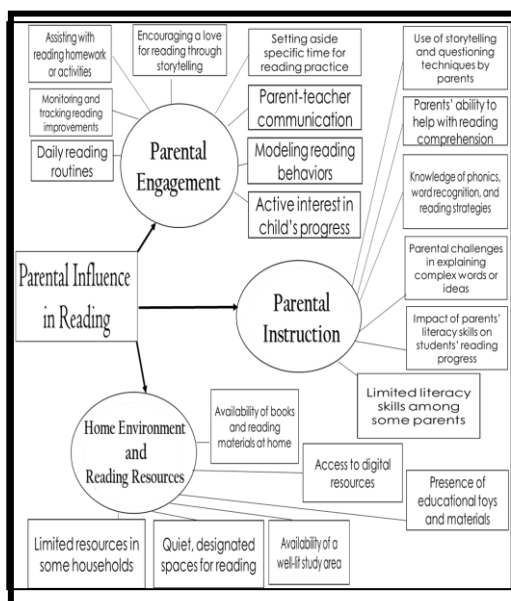


Figure 1. Initial Thematic Map for Parental Influence on Early Learners' Home-Based Reading Activities

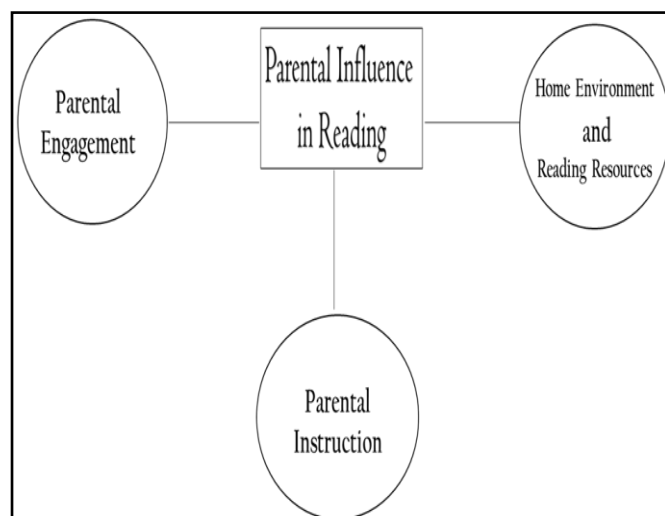


Figure 2. Final Thematic Map for Parental Influence on Early Learners' Home-Based Reading Activities

A thematic analysis of qualitative responses was conducted to explore parental influence on early learners' home-based reading activities and reading performance. The data were transcribed, processed, and organized into groups to find common themes and trends. The thematic map in Figures 1 and 2 shows the principal sub-themes. The main theme was parental influence, which had three main sub-themes: parental engagement, which meant that parents were actively involved in reading activities; parental instruction, which meant that parents taught and helped their children at home; and home environment and resources, which meant that there were materials and a supportive atmosphere at home. These sub-themes show how parents' participation affects how well their kids read and understand.

This study used a qualitative method based on topic analysis to examine how parents affect their children's

reading performance. To identify trends in the participants' answers, the process involved transcribing, coding, categorizing, and identifying themes. The method is based on the interpretivist view as cited in Cernasev & Axon (2023). Moreover, it focuses on information derived from the participants' lived experiences. In the study, the map shows sub-themes inside ovals. The main idea that emerged was parental influence, supported by three smaller ideas: parental engagement, parental instruction, and home environment and resources. These groups show how children's relationships and their surroundings affect their ability to read. This aligns with Bronfenbrenner's Ecological Systems Theory (1979), which emphasizes the importance of having friends and support as kids learn. The results also align with recent research by Dagohey et al. (2025) on parental involvement in reading comprehension, which emphasizes the importance of family engagement and home-school partnerships in fostering strong reading skills. This thematic analysis shows that young readers become much more fluent when their parents are involved and provide instructional support and when their home environment is full of books and reading. This strengthens the link between home and school in literacy development.

Table 2 presents the mean levels of parental influence on early learners' home-based reading activities across parental engagement, parental instruction, home environment, and reading resources. The study's findings reveal that parental influence on children's reading development is moderate (Overall Mean = 2.73), indicating that parents offer some support in engagement, instruction, and home literacy resources; however, their involvement is not fully systematic or consistent. These findings highlight the crucial impact of parental influence on reading, indicating that although parents recognize their responsibilities, schools ought to provide targeted guidance, accessible resources, and home-based interventions to bolster engagement, instructional practices, and the home literacy environment, ultimately improving children's reading performance.

Moreover, data show that parents of early learners are moderately involved in reading activities at home (Composite Mean = 3.05). The findings show that parents are already engaged in helping their children learn to read, but there is still space for this support to grow stronger and more consistent. This moderate engagement level represents a situation in which parents are aware of and willing to support their children's reading development, but are unable to translate these good intentions into consistent, comprehensive activities across all aspects of involvement. To support this observation, Lapuhapu and Oco (2024) found that although many parents engage in reading activities, they often face challenges in effectively implementing sustained support measures at home, such as maintaining routines or providing guided assistance, which affects their children's reading performance outcomes. This disparity between contact with instructors and the actual implementation of support measures implies that, while parents welcome advice, they require more tangible, practical assistance to act on it effectively. The evidence clearly demonstrates the need for focused interventions that remove practical hurdles, provide accessible tools and methods, and create flexible paths for meaningful parental engagement that align with families' real-world constraints. Schools and educators must go beyond simply promoting parent involvement to actively removing barriers and providing the tools, training, and flexible options that allow all parents to participate meaningfully in their children's literacy development, regardless of their circumstances.

In terms of instructional support for reading at home (Composite Mean = 2.47), this suggests that, while parents are making efforts to help children recognize letters and sounds, model reading aloud, assist with word blending, comprehension, error correction, and enjoyable reading activities, these efforts are not yet being carried out at a high, consistent, or comprehensive level. These studies show that moderate parental instruction can be transformed into very successful support when schools provide parents with user-friendly tools, systematic advice, and regular communication. Erdem (2020) and Wang et al. (2023) discovered that the quality, consistency, and specificity of home-based instructional activities determine their impact on reading performance. The current findings show a clear opportunity: parents are already eager and informed, but they need ongoing training, monitoring tools, and attractive materials to increase their educational participation. When instructors collaborate with parents through clear communication and streamlined home-reading modules, moderate parental instruction can become a consistent, high-impact form of literacy support that improves children's decoding, fluency, and comprehension.

Table 2

Mean Level of Parental Influence on Early Learners' Home-based Reading Activities In Terms of Parental Engagement, Parental Instruction, and Home Environment and Reading Resources

Indicators (Parental Engagement)	Weighted Mean	Interpretation
1. I frequently read with my child at home as part of my active involvement in their reading development.	3.18	Moderate
2. I encourage my child to read books or stories outside of school hours to support their continuous learning at home.	3.14	Moderate
3. I provide time each day for my child to read at home.	2.93	Moderate
4. I regularly monitor and record my child's reading progress to ensure their skill improvement.	2.97	Moderate
5. I participate in school programs or activities related to reading as proof of my cooperation with the teachers and the school.	2.89	Moderate
6. I communicate with the teacher to know how I can support my child.	3.19	Moderate
Composite Mean	3.05	Moderate
Indicators (Parental Instruction)		
1. I help my child recognize letters and sounds.	2.48	Moderate
2. I teach my child how to blend sounds to form words.	2.57	Moderate
3. I read aloud to my child to model the correct pronunciation and expression.	2.45	Moderate
4. I help my child understand the meaning of what they read.	2.45	Moderate
5. I correct my child's reading errors in a positive and supportive way.	2.45	Moderate
6. I use fun activities (e.g., games, songs) to make reading enjoyable for my child.	2.45	Moderate
Composite Mean	2.47	Moderate
Indicators (Home Environment and Reading Resources)		
1. There are reading materials (books, magazines, newspapers, etc) available at home.	2.70	Moderate
2. I create a quiet and comfortable space for my child to read.	2.74	Moderate
3. I limit distractions (TV, gadgets, noise) during my child's reading time.	2.29	Moderate
4. Our home is clean and organized, making it conducive to learning.	2.72	Moderate
5. Learning materials are accessible in our home.	2.62	Moderate
6. Family members respect the study time of my child.	2.86	Moderate
Composite Mean	2.66	Moderate
Overall Mean	2.73	Moderate

Legend: 4.20-5.00 – Very High; 3.40-4.19 – High; 2.60-3.39 – Moderate; 1.80-2.59 – Low; 1.00-1.79 – Very Low

Moreover, parents provide modest support for reading at home, as evidenced by the composite mean of 2.66. This shows that, while parents recognize the value of a learner-friendly home environment, their efforts are not yet totally consistent or comprehensive across all facets of home-based reading support. The findings show that parents understand the importance of having reading materials available, creating comfortable and orderly learning environments, and respecting study time. However, there are still issues in controlling distractions and ensuring full access to learning tools. This conclusion is corroborated by Inoue et al. (2020), who emphasize that a well-structured home literacy environment fosters engagement, reading enjoyment, and overall literacy success. These results emphasize the significance of parental influence on reading, indicating that schools ought to furnish parents with practical guidance, resources, and organized interventions to enhance engagement, instructional support, and a literacy-promoting home environment, thereby improving children's reading performance.

Table 3 illustrates the distribution of reading fluency levels among learners in Grades 1 to 3 in the Monte Claro Area. A significant proportion of learners (44.7%) are classified as High Emerging Readers (26%–50%), followed by Transitioning Readers at 30.3%, those Reading at Grade Level at 19.7%, and a minor segment (5.3%) identified as Low Emerging Readers (16%–25%). This indicates that most learners are still improving their reading fluency, with fewer than one-fifth achieving grade-level proficiency. Furthermore, Velarde and Catoto (2022) underscored that fluency-oriented reading teaching enhances comprehension, reinforcing the idea that fluency and understanding are interrelated competencies. Research on oral reading fluency at various levels (word, sentence, passage) has demonstrated that fluency is a direct predictor of reading comprehension outcomes,

highlighting the necessity for targeted interventions for learners who are not reading at grade level. Furthermore, data shows the reading comprehension skills of Monte Claro's Grades 1-3 students. A considerable majority of learners fall into the Low Emerging Reader (35.5%) and High Emerging Reader (34.9%) categories, while just 29.6% are Transitioning Readers. This implies that the majority of students are suffering with comprehension, emphasizing the importance of focused reading interventions. Overall, the statistics show that most students are still developing their comprehension skills, and treatments should target both cognitive components (such as vocabulary growth) and contextual factors (such as home support and reading motivation). Programs that include guided reading, home-based reading activities, and vocabulary-building exercises may help more students progress from emerging to grade-level comprehension skills.

Table 3
Mean Extent of Reading Performance of Grades 1-3 Learners in the Monte Claro Area in terms of Reading Fluency and Reading Comprehension

Reading Fluency	Descriptive Rating	Frequency	Percent
16% - 25%	Low Emerging Reader	8	5.3
26% - 50%	High Emerging Reader	68	44.7
51% - 75%	Transitioning Reader	46	30.3
76% - 100%	Reading at Grade Level	30	19.7
Total		152	100.0
Reading Comprehension			
16% - 25%	Low Emerging Reader	54	35.5
26% - 50%	High Emerging Reader	53	34.9
51% - 75%	Transitioning Reader	45	29.6
Total		152	100.0

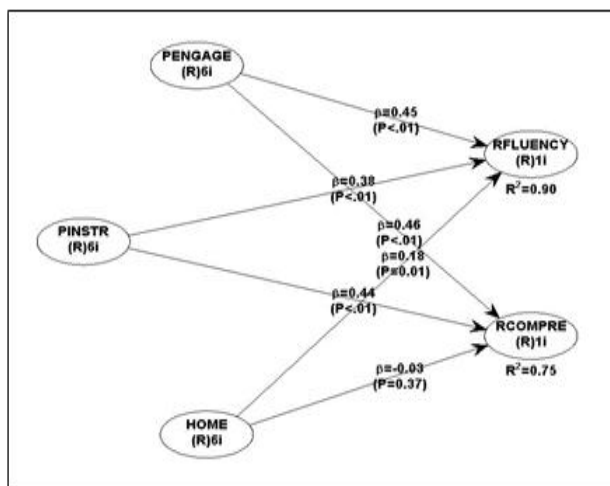


Figure 3. Structural Model of the Correlation Between Parental Influence and Learners' Reading Performance

The structural model above displays the exogenous variable, parental influence, described by parental engagement (PENGAGE), parental instruction (PINSTR), and home environment and resources (HOME), each having six descriptors. These were hypothesized to directly affect learners' reading performance, with reading fluency and reading comprehension defined as the endogenous variables. The reading performance was based on results from the Comprehensive Rapid Literacy Assessment (CRLA) administered to Grades 1 to 3 learners during the 2024-2025 school year. The beta coefficients, rounded to two decimal places, are likewise displayed alongside the corresponding p-values from structural equation modeling using the partial least squares method, as provided by the statistical software WarpPLS version 7.0. Results are set at the 0.05 significance level, indicating whether a direct, significant correlation between the aforementioned variables is present. The structural model in Figure 3 also indicates that $R^2=0.90$ (90%) and $R^2=0.75$ (75%) of the variability in reading fluency and comprehension, respectively, can be attributed to the combined effects of parental influence.

Table 4

Path Coefficients and p-values for Ho

Paths	β Coefficients	p-values*	Interpretation*
Ho: Parental Influence→Reading Performance			
PEngage→RFluency	0.449	<0.001	Highly Significant
PInstr→RFluency	0.377	<0.001	Highly Significant
Home→RFluency	0.177	0.012	Significant
PEngage→RCompre	0.458	<0.001	Highly Significant
PInstr→RCompre	0.439	<0.001	Highly Significant
Home→RCompre	-0.028	0.365	Not Significant

*Significant at p<0.05

Disclosed in Table 4 is the result of testing the hypothesis of no significant relationship between parental influence on early learners' home-based reading activities and their reading performance. Among the six paths describing the direct connections between parental influence and reading performance, four yielded moderate coefficients and were highly significant, with p-values less than 0.001. Reading fluency and reading comprehension are influenced by both parental engagement ($R=0.449, 0.458$) and parental instruction ($R=0.377, 0.439$). Another influencing factor of reading fluency is home environment and resources (0.177). Although this registers a low coefficient, it is still held significant at the 0.012 level. Overall, the very small effect of reading resources shows that parents need to be actively involved and help teach their children to turn a supportive home into real improvements in reading comprehension.

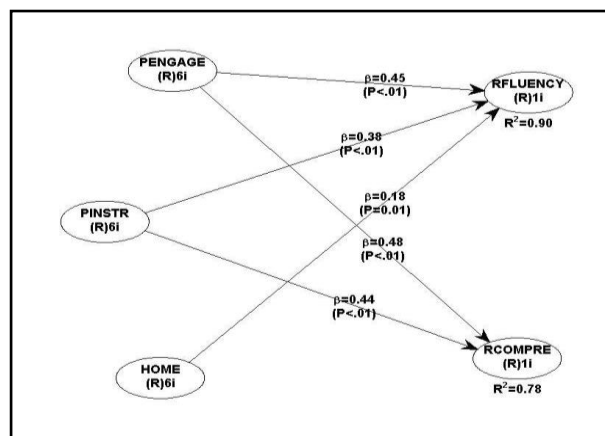


Figure 4. Emerging Model of the Correlation Between Parental Influence and Learners' Reading Performance

The results of the structural equation analysis reveal an emerging model, as shown in Figure 4. Among the three components of parental influence that were directly connected to reading performance, five direct links emerged. The beta coefficients, displayed to two decimal places, ranged from 0.18 to 0.48. It can be noted that reading comprehension is influenced by parental engagement and parental instruction, with an improved R^2 of 0.78 from the previous 0.75. These findings are consistent with the structural equation modeling study by Claes et al. (2024), who analyzed PIRLS 2021 data from 5,114 students and found that parental engagement through active reading climate showed significant direct and indirect pathways to reading comprehension, with serial mediation effects operating through students' reading enjoyment, motivation, and frequency. Their path analysis revealed that different aspects of home literacy environment contribute to reading comprehension through distinct pathways, supporting the notion that parental engagement and instruction are primary predictors of literacy outcomes. The standardized estimates of the path in the emerging model are displayed in the succeeding table.

Table 5

Standardized Estimates of the Path in the Emerging Model

Hypothesis	Standardized Estimates (β)	Standard Error	p-value	Effect Coefficient*	Effect Size
Ho: Parental Influence→Reading Performance					
PEngage→RFluency	0.449	0.073	<0.001	0.413	Large
PIinstr→RFluency	0.377	0.075	<0.001	0.343	Large
Home→RFluency	0.177	0.073	0.012	0.144	Medium
PEngage→RCompre	0.476	0.078	<0.001	0.406	Large
PIinstr→RCompre	0.442	0.074	<0.001	0.375	Large

Effect size coefficient **0.02 – small, 0.15 – medium, 0.30 – large

Table 5 reveals a generally large direct effect of parental influence on reading performance among learners in Grades 1-3. This is reflected in the effect sizes, which range from 0.343 to 0.413. A significant medium effect is observed for the path from home environment and resources to reading fluency, as reflected by the coefficient of 0.144. Low standard errors in the model range from 0.073 to 0.078, indicating the predictive model's accuracy and reliability in the regression analysis. Garcia and Ancheta (2020) demonstrated that parents' involvement in home reading practices improves learners' literacy skills; Suba et al. (2024) found that active parental participation positively influences Grade 3 pupils' reading comprehension; Alikan and Oco (2025) showed that parental participation significantly enhances learners' reading skills; and Maagad and Oco (2025) confirmed that parental involvement contributes to improved reading ability among elementary students.

Table 6

Parental-Involvement Plan for Enhanced Reading Performance of Early Learners

OBJECTIVES	STRATEGIES/ ACTIVITIES	PERSONS INVOLVED	TIME FRAME	RESOURCES		SUCCESS INDICATOR
				FUND	SOURC ES	
1. To enhance parents' awareness of their role in developing children's reading skills	Conduct Parent Orientation on the importance of home-based reading and how it affects reading fluency and comprehension.	School Head, Teachers, Parents	June – July	2000	MOOE	Attendance sheet, photos, and evaluation forms from parent orientation
2. To strengthen parental engagement through shared reading activities	Create and share contextualized reading materials "BASA-KONEK" Program (Reading Connection Between School and Home) tailored to the reading capability of the pupils. A weekly parent-child reading session at home with the alignment in The Marungko and Fuller Approach.	School Head, Teachers, Parents	July – March	10,000	MOOE LGU	Contextualized reading booklets, storybooks, flashcards, dictionary, etc.
3. To improve parental instructional support at home	Conduct Parent Literacy Training Workshops on strategies for guiding children's reading (phonics, decoding, comprehension questioning).	School Head, Teachers, Parents	Quarterly (July, October, January, April)	3000	MOOE	Attendance, workshop outputs, and post-training evaluation results
4. To create a literacy-rich home environment	Provide Home Reading Kits (reading tracker, booklets, storybooks, comprehension cards) and orientation on their use.	Teachers, Parents Pupils	July – August	5000	MOOE LGU	Distribution record, reading kits utilized at home, and feedback from parents

5. To improve reading fluency and comprehension through collaborative monitoring	Require parents to maintain a Reading Home Log to track the child's daily reading habits and submit monthly reports to advisers by sending pictures or videos in group chats.	Teachers, Parents, Pupils	August – March	1000	MOOE	Reading home log submissions, improvement in learners' reading assessments, and photodocumentation
6. To identify and support struggling readers through home-school coordination	Conduct Home Reading Visits and small-group tutorials for learners who need additional support.	Teachers, Parents, Pupils	Quarterly (July, October, January, April)		MOOE	Anecdotal Record and Home Visitation Logs
7. To sustain parental involvement and recognize best practices	Implement the "Model Parent for Literacy" Award to acknowledge active participation in reading programs.	School Head, Teachers, Parents	Quarterly (July, October, January, April)	2000	MOOE	Recognition program, list of awardees, photo documentation
8. To evaluate the effectiveness of the implemented parental involvement programs	Conduct an End-of-Year CRLA Assessment of learners' reading performance.	Teachers, Pupils	March	500	MOOE	EOSY-CRLA Assessment tool

Parental involvement through structured home literacy programs fosters a richer home learning environment, significantly improving children's reading fluency and comprehension. Research indicates that an active home literacy environment mediates the impact of parental attitudes on children's linguistic competencies, supporting both word-level decoding and deeper understanding. This plan is grounded in research by Niklas et al. (2020), who found that parental attitudes toward shared reading significantly influence the home literacy environment, which, in turn, strongly predicts children's linguistic competencies.

4. Conclusions

The findings show that parents significantly influence their children's reading development through engagement, direct instruction, and the home literacy environment. Parental engagement includes shared reading activities and communication with teachers, while instruction involves direct academic support at home. The home environment contributes by providing reading materials and a literacy-rich atmosphere. Results indicate a moderate level of parental engagement, suggesting that while parents are involved, greater active participation is still needed. Similarly, parental instruction is at a moderate level, meaning parents provide some help but require more confidence and skills to be fully effective. The home environment and available resources are also moderately supportive, showing that materials are present but could be further enriched. Most learners are still developing foundational reading skills and require continuous support from both teachers and parents. Although some students show progress in reading speed and accuracy, the majority still need assistance to meet grade-level fluency standards. Many students also struggle with comprehension, finding it difficult to understand and interpret texts without guidance. Overall, strengthening parental engagement and instruction alongside improved parent-school collaboration and targeted training can significantly enhance learners' reading fluency and comprehension.

Recommendations - Based on the findings and conclusions, it is recommended that parents actively read with their children, teach reading skills, provide books, and create enjoyable reading experiences at home. At the same time, teachers guide them using simple, practical strategies. Strengthening parental engagement through scheduled meetings and clear teacher instructions may encourage parents to support reading at home consistently. Parents are encouraged to spend 15–20 minutes daily reading with their children and participate in school activities to reinforce regular reading practice. To improve instructional support, parents may attend training sessions on effective reading methods, while teachers provide step-by-step guides to build parents' confidence. Creating a literacy-rich home environment, such as setting up quiet reading corners and displaying children's work, may further motivate young learners. Teachers may also recommend appropriate books and share reading

materials to enhance access to resources. For Grades 1 to 3 learners, repeated reading and reading aloud at home, combined with teacher monitoring and grouping strategies, may improve fluency and accuracy. Parents may ask comprehension questions and relate stories to real-life experiences, while teachers model strategies like predicting and summarizing to deepen understanding. Future researchers are encouraged to examine the long-term effects of parent involvement programs and explore strategies to support parents with limited time or resources.

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