

Influence of Parental Involvement on the Reading Ability and Scholastic Achievement of Pupils

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Page | 54

Abstract

This study examined the influence of parental involvement on the reading ability and scholastic achievement of pupils at Lipata Elementary School in Surigao City, Philippines. A descriptive-correlational research design was employed to analyze the relationship between parental engagement and pupils' performance. Data were gathered from parent-respondents through a validated questionnaire and from school records, including results of the Comprehensive Rapid Literacy Assessment (CRLA), the Philippine Informal Reading Inventory (Phil-IRI), and the pupils' General Weighted Average (GWA). Descriptive statistics summarized the demographic profiles of respondents and levels of involvement, while Pearson's correlation coefficient tested associations between parental involvement and performance indicators. Results revealed that parental involvement across all dimensions was consistently rated as often influential, with parent-child reading together, support for learning, and regular school-related discussions showing the strongest associations with reading ability and academic achievement. Significant relationships were also found between parent-child discussions and reading performance, and between shared reading activities and scholastic performance. These findings underscore the importance of fostering home-school collaboration to strengthen literacy development and overall academic success.

Keywords: Parental Involvement, Reading Ability, Scholastic Achievement, Home-School Collaboration, Elementary Education, Philippines

1. Introduction

Background

Parental involvement in children's education has long been recognized as an essential factor in shaping academic outcomes. Meta-analytic evidence shows that parental engagement is consistently linked to improved academic performance. Fatimaningrum (2021) reported a moderate positive correlation between parental involvement and scholastic achievement, highlighting that children with actively engaged parents often perform better in their studies. Similarly, Erdem and Kaya (2020) found that parental expectations and participation positively influence achievement across educational levels, with school-based involvement having slightly stronger effects than home-based support.

In the area of literacy, parental involvement has been shown to enhance children's reading development. Çalışkan and Ulaş (2022) demonstrated that structured reading activities with parental participation led to significant gains in reading comprehension, motivation, and positive attitudes toward reading among

elementary students. Koivuhovi, Kilpi-Jakonen, Erola, and Vainikainen (2025) also found that, despite a gradual decline in parental involvement as children grow older, active engagement continues to correlate positively with academic success in primary education.

Emerging research further explores parental engagement in contemporary learning environments. Redeja, Sabellano, Leyson, Padillo, and Espina (2024) examined multiple forms of parental involvement, including parenting practices, school communication, and learning support at home, and found that these practices positively influenced reading performance, although the effect of volunteering was minimal. These findings emphasize that parental engagement, whether at home or through school collaboration, remains a significant factor in fostering foundational literacy skills.

Rationale

Although numerous studies affirm the overall positive effects of parental involvement on academic performance, there is limited research that examines its direct impact on reading ability among elementary pupils. Most existing literature addresses general academic achievement or combines data across age levels, which can obscure important patterns specific to early literacy development.

Understanding how different forms of parental involvement influence reading ability and scholastic performance is critical. Home-based practices such as shared reading and structured support, as well as school-based collaboration, may contribute differently to literacy growth. This study addresses this gap by focusing on pupils from Lipata Elementary School, exploring the extent to which parental involvement shapes their reading skills and overall academic achievement. Findings from this research can guide teachers, school administrators, and policymakers in designing culturally relevant strategies to strengthen partnerships between families and schools to enhance educational outcomes.

Aim

This study aimed to determine the extent to which parental involvement influences the reading ability and scholastic achievement of pupils at Lipata Elementary School. The investigation sought to provide evidence-based insights to guide parents, teachers, and school administrators in developing effective strategies to strengthen parental engagement and improve pupils' academic outcomes.

Research Questions

This study addressed the following research questions:

1. What is the profile of the parent-respondents in terms of:
 - a. Age
 - b. Sex
 - c. Civil status
 - d. Relationship with the child
 - e. Status of membership in the Parent-Teacher Association (PTA)
 - f. Employment status
 - g. Average monthly income
 - h. Highest educational attainment
2. What is the reading ability of the pupils as indicated by the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI) results?

3. What is the scholastic achievement of the pupils as reflected in their General Weighted Average (GWA)?
4. What is the extent of parental involvement in terms of:
 - a. Parental academic expectations
 - b. Parental support for child learning
 - c. Parent-child discussion of school matters
 - d. Parental participation in school governance and events
 - e. Parent and child reading together
 - f. Parental emphasis on education
5. Is there a significant association between the profile of the respondents and the influence of parental involvement on the reading ability of pupils?
6. Is there a significant association between the profile of the respondents and the influence of parental involvement on the scholastic achievement of pupils?
7. Is there a significant correlation between overall parental involvement and the selected profile variables?

Hypotheses

At the 0.05 level of significance, the study tested the following null hypotheses:

- **H₀₁:** There is a significant association between parental involvement and the reading ability of pupils in terms of parental support for child learning, parent-child discussion of school matters, and parental emphasis on education.
- **H₀₂:** There is a significant association between parental involvement and the scholastic achievement of pupils in terms of parent-child discussion of school matters and parent and child reading together.
- **H₀₃:** There is no significant association between parental involvement and the reading ability of pupils in terms of parental academic expectations, parental participation in school governance and events, and parent and child reading together.
- **H₀₄:** There is no significant association between parental involvement and the scholastic achievement of pupils in terms of parental academic expectations, parental support for child learning, parental participation in school governance and events, and parental emphasis on education.
- **H₀₅:** There is no significant correlation between overall parental involvement and the selected profile variables.

Theoretical and Conceptual Framework

Theoretical Framework

This study was anchored on the theory of parental involvement in academic achievement, which emphasizes the active role of parents in fostering the intellectual, social, and emotional growth of children. Tan et al. (2020) emphasized that parental expectations, consistent support for learning, engagement in school activities, and shared responsibility in decision-making processes contribute significantly to students' academic performance. Their meta-analysis revealed that parental involvement benefits children across various socio-economic backgrounds, indicating that engagement practices—such as home-based learning support and collaborative school activities—positively influence academic outcomes.

This theoretical foundation aligns with ecological systems theory (Bronfenbrenner, 1979), which posits that a child's development is influenced by multiple interacting environments, including the home and school. In this framework, the microsystem of parental guidance and interaction directly shapes children's experiences and outcomes, such as reading ability and scholastic achievement. The synergy between home-based support and school collaboration reinforces the importance of a comprehensive, integrative approach to education (Hill & Tyson, 2019).

Page | 57

Conceptual Framework

The conceptual framework of this study illustrates the relationship between parental involvement and the pupils' reading ability and scholastic performance. The framework considers the profile variables of the parent-respondents, which include age, sex, civil status, relationship with the child, membership in the Parent-Teacher Association (PTA), employment status, average monthly income, and highest educational attainment. These factors are treated as independent variables that may influence parental engagement patterns (Davis, 2019; Dallaire, 2022; Amanto, 2021).

Parental involvement is conceptualized in this study through six key dimensions adapted from Tan et al. (2020):

- Parental academic expectations
- Parental support for child learning
- Parent-child discussions of school matters
- Parental participation in school governance and events
- Parent and child reading together
- Parental emphasis on education

These dimensions are hypothesized to exert direct or indirect effects on pupils' reading ability, as measured through the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI), and on scholastic achievement, measured through their General Weighted Average (GWA).

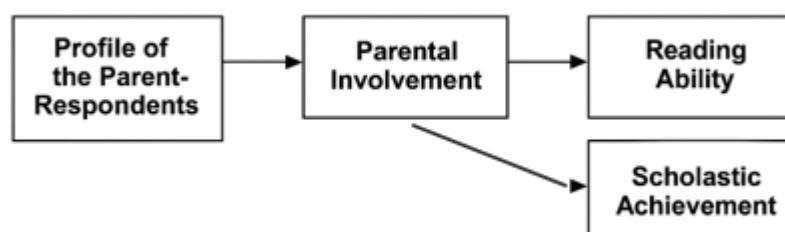


Figure 1. Conceptual framework showing the relationship between parental involvement and pupils' reading ability and scholastic achievement.

The conceptual diagram (Figure 1) presents the interrelationships among the variables. The profile of the parent-respondents serves as the input. The processes include the different dimensions of parental involvement, while the outputs are the pupils' reading ability and scholastic achievement. The feedback mechanism in the framework emphasizes the continuous improvement cycle through actionable recommendations for parents, teachers, and administrators.

2. Literature Review

Parental involvement has been widely documented as a significant determinant of students' academic performance across different levels of education. Fatimaningrum (2021) reported a moderate positive correlation between parental involvement and academic success, highlighting that children with engaged parents tend to exhibit better scholastic performance. Similarly, Wilder (2023) synthesized multiple studies and emphasized that consistent parental engagement, particularly in structured activities like shared reading, enhances comprehension, critical thinking, and motivation. These findings are consistent with the results of Villeger (2020), who explained that collaborative reading strategies foster literacy skills by creating a supportive and interactive learning environment at home. These studies collectively affirm that parental involvement creates a foundation for building reading proficiency, which is a critical component of academic success.

Page | 58

The impact of parental involvement on scholastic achievement extends beyond reading skills. According to Chung et al. (2019), parents who actively assist their children with assignments, engage in discussions about school activities, and express consistent support foster a positive environment for academic growth. This relationship has been explained through two perspectives: the development of cognitive skills through guided academic support, and the enhancement of motivation by reinforcing the importance of education (Engin, 2020; Kim, 2019; Liu et al., 2022; Novianti & Garzia, 2020). Marschall and Shah (2020) emphasized that parental engagement enhances children's self-efficacy, resulting in greater confidence in tackling academic tasks. These findings demonstrate that both skill-building and emotional support derived from parental involvement are essential for sustained scholastic achievement.

In the Philippine context, parental involvement plays a vital role in bridging gaps in student performance. Tus (2021) reported that parents who provided academic guidance and emotional support during the shift to remote learning helped mitigate learning loss and fostered resilience among students. Similarly, studies by Valle et al. (2020) and Vázquez et al. (2020) indicated that socio-family dynamics, such as parental education level and household support structures, significantly influence academic performance, particularly in reading literacy. This aligns with observations at Lipata Elementary School, where collaborative efforts between parents and teachers—such as reading programs and parent-led academic initiatives—have been implemented to promote both reading ability and general scholastic success. These insights reinforce the importance of school-parent collaboration in optimizing learning environments for pupils.

3. Methodology

Research Design

This study employed a descriptive-correlational research design to examine the relationship between parental involvement, pupils' reading ability, and scholastic achievement. The design was appropriate because it allowed for the systematic description of existing conditions and relationships among variables without manipulation or intervention. Descriptive methods were utilized to profile the parent-respondents and assess levels of parental involvement, while correlational techniques were applied to determine the extent to which parental engagement is associated with the reading performance and scholastic outcomes of pupils. This approach is consistent with educational research frameworks that emphasize the use of quantitative analysis to identify patterns and associations within school settings (Creswell & Creswell, 2018).

Respondents and Sampling

The respondents of the study included parents or guardians of pupils enrolled at Lipata Elementary School during the school year covered by the research. These pupils were enrolled across different grade levels, ensuring a representative view of parental involvement across the elementary population. Purposive sampling was used to identify parent-respondents who were directly involved in their children's learning activities at home and at school. This sampling strategy ensured that the participants had relevant experiences and knowledge that could provide reliable and valid data on the dimensions of parental engagement. The number of respondents was determined using Slovin's formula to ensure a sufficient sample size that would yield statistically reliable results.

Page | 59

Research Instruments

The study utilized a structured questionnaire designed to measure the level of parental involvement and collect demographic profiles of the parent-respondents. The instrument was divided into sections capturing variables such as parental academic expectations, support for child learning, parent-child discussions about school, participation in school governance and events, and emphasis on education. Reading ability was measured using standardized tools such as the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI), while scholastic achievement was assessed using pupils' General Weighted Average (GWA) as reported by the school. The questionnaire underwent expert validation to ensure content validity and reliability, and a pilot test was conducted to refine the clarity and consistency of the items.

Data Gathering Procedure

Permission to conduct the study was sought from the school administration and the local education authorities. Upon approval, the researcher distributed the validated questionnaires to the parent-respondents, providing clear instructions and ensuring that ethical considerations such as voluntary participation and confidentiality were upheld. Reading ability data were collected in collaboration with teachers through the administration of the CRLA and Phil-IRI assessments, while scholastic achievement data were obtained from the school's academic records. Completed questionnaires were collected within the agreed timeframe to ensure a high response rate.

Data Analysis

The data were encoded, tabulated, and analyzed using statistical software. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were employed to summarize the profile of the respondents and levels of parental involvement. Pearson's correlation coefficient was used to determine the relationship between parental involvement and pupils' reading ability and scholastic achievement. The level of significance was set at 0.05 to test the hypotheses. This statistical approach provided an empirical basis for identifying significant patterns and relationships among the study variables (Field, 2018).

Ethical Considerations

The study adhered to ethical standards for research involving human participants. Informed consent was obtained from all parent-respondents, and they were assured of the confidentiality and anonymity of their responses. Data were securely stored and used solely for academic purposes. Ethical clearance was

obtained from the appropriate school authorities to ensure compliance with institutional and research guidelines.

4. Results and Discussion

Table 1. Profile of the Parent-Respondents

Page | 60

Profile	Counts	Percentage (%)
Age		
20–30 years old	94	36.2
31–40 years old	142	54.6
41–50 years old	23	8.8
51 and above	1	0.4
Sex		
Male	58	22.3
Female	202	77.7
Civil Status		
Single	122	46.9
Married	138	53.1
Relationship with the Child		
Parent	165	63.5
Guardian	95	36.5
Status of Membership in PTA		
Yes	72	27.7
No	188	72.3
Employment Status		
Regular	29	11.2
Job Order	60	23.1
Contractual	114	43.8
Self-Employed	57	21.9
Average Monthly Income		
5,000–10,000	81	31.2
11,000–15,000	122	46.9
16,000–25,000	39	15.0
26,000–30,000	17	6.5
31,000–35,000	1	0.4
Highest Educational Attainment		
Elementary Level	3	1.2
Elementary Graduate	25	9.6
High School Level	92	35.4
High School Graduate	67	25.8
College Level	37	14.2
College Graduate	36	13.8

Table 1 presents the demographic profile of the parent-respondents. The data show that a majority were within the 31–40 years old age bracket (54.6%), followed by 20–30 years old (36.2%), suggesting that most parents were relatively young and in their productive years. This is consistent with Geske and Ozola (2020), who noted that younger parents often demonstrate adaptability in using modern strategies and technology to support their children’s academic progress. The majority of respondents were female (77.7%), reflecting common caregiving dynamics where mothers take primary responsibility for supervising children’s education. Slightly more respondents were married (53.1%) compared to single (46.9%), indicating a balance of two-parent and single-parent households.

Page | 61

Regarding their role, most respondents identified as parents (63.5%), while the rest were guardians (36.5%), signifying that extended family members also play active roles in children’s learning. Membership in the Parent-Teacher Association (PTA) was relatively low, with only 27.7% actively engaged, indicating potential areas for improving parental collaboration with schools. In terms of employment, a significant number of respondents were contractual (43.8%) or in job order positions (23.1%), with only 11.2% holding regular employment, suggesting economic instability that could affect their capacity to support educational activities at home. The average monthly income of most respondents ranged from 11,000 to 15,000 pesos (46.9%), while a smaller portion earned below or above this range, reflecting a predominantly middle- to lower-income demographic. For educational attainment, a large portion of parents had high school education (35.4% high school level and 25.8% high school graduates), with fewer respondents attaining college education (28%), indicating that parental academic background could influence the type and quality of support provided to their children.

Table 2. Reading Capability of Elementary Pupils at Lipata Elementary School Based on CRLA and Phil-IRI Results

Child’s Reading Capability Level	Counts	Percentage (%)
Comprehensive Rapid Literacy Assessment (Grades 1–3)		
Emerging	36	13.8%
Developing	6	2.3%
Transitioning	54	20.8%
Philippine Informal Reading Inventory (Grades 4–6)		
Independent	64	24.6%
Instruction	27	10.4%
Frustration	35	13.5%
Grade Level Ready	38	14.6%

Table 2 shows that most pupils in Grades 1 to 3 were in the transitioning stage (20.8%), indicating progress in decoding and fluency, while 13.8% remained at the emerging level, reflecting ongoing struggles with basic reading skills, and only 2.3% reached the developing stage. For Grades 4 to 6, the largest proportion of pupils were independent readers (24.6%), demonstrating strong reading fluency and comprehension, followed by grade-level ready (14.6%), showing readiness for more advanced tasks. Meanwhile, 13.5% were in the frustration level, indicating difficulty in comprehension, and 10.4% required instructional support. These results highlight that while many pupils are performing at or above their grade expectations, targeted interventions are needed for those at lower levels to enhance overall literacy outcomes.

Table 3. Scholastic Achievement of Elementary Pupils at Lipata Elementary School Based on General Weighted Average (GWA)

GWA Range	Number of Pupils	Percentage (%)
75–79	62	23.9%
80–84	77	29.6%
85–89	60	23.0%
90–100	61	23.5%

Table 3 shows that most pupils obtained a GWA of 80–84 (29.6%), indicating satisfactory academic performance during the school year. This is followed closely by pupils in the 75–79 range (23.9%), which reflects a fairly satisfactory performance, and those achieving 90–100 (23.5%), demonstrating very good to excellent scholastic achievement. Pupils with a GWA of 85–89 (23.0%) also represent a significant portion of the population, suggesting consistent competence. The distribution suggests that while many pupils meet or exceed academic expectations, a notable proportion are in the lower range, highlighting the need for targeted support, particularly in literacy development, to improve overall scholastic performance.

Table 4. Influence of Parental Involvement on Pupils' Reading Ability and Scholastic Achievement

Dimension of Parental Involvement	Reading Ability $M (SD)$	Interpretation	Scholastic Achievement $M (SD)$	Interpretation
Parental Academic Expectations	2.99 (0.315)	Often/Influential	2.95 (0.330)	Often/Influential
Parental Support for Child Learning	3.07 (0.288)	Often/Influential	3.02 (0.325)	Often/Influential
Parent-Child Discussion of School Matters	3.05 (0.304)	Often/Influential	3.09 (0.318)	Often/Influential
Parental Participation in School Governance and Events	3.02 (0.329)	Often/Influential	2.98 (0.340)	Often/Influential
Parent and Child Reading Together	3.14 (0.3197)	Often/Influential	3.10 (0.310)	Often/Influential
Parental Emphasis on Education	3.00 (0.322)	Often/Influential	2.97 (0.329)	Often/Influential

The results in table 4 show that parental involvement across all dimensions was consistently rated as “Often/Influential” for both reading ability and scholastic achievement. The highest level of involvement was noted in parent and child reading together ($M = 3.14$, $SD = 0.3197$) for reading ability, indicating that shared reading activities play a vital role in improving pupils' literacy skills. Parental support for child learning ($M = 3.07$, $SD = 0.288$) and parent-child discussions of school matters ($M = 3.05$, $SD = 0.304$) were also prominent, emphasizing that continuous guidance and open communication between parents and children contribute significantly to their academic development. The findings align with Librea et al. (2023), who highlighted that consistent parental engagement in reading and academic discussions fosters improved comprehension, critical thinking, and motivation. While all dimensions reflected positive engagement, the results suggest that reinforcing these practices through school-led initiatives could further strengthen both reading outcomes and overall scholastic performance.

Table 5. Significant Associations Between Parental Involvement and Reading Ability

Dimension of Parental Involvement	p-value	Decision on H_0	Interpretation
Parental Academic Expectations	0.194	Fail to Reject	Not Significant
Parental Support for Child Learning	0.038	Reject	Significant
Parent-Child Discussion of School Matters	0.000	Reject	Highly Significant
Parental Participation in School Governance and Events	0.380	Fail to Reject	Not Significant
Parent and Child Reading Together	0.738	Fail to Reject	Not Significant
Parental Emphasis on Education	0.044	Reject	Significant

Table 6. Significant Associations Between Parental Involvement and Scholastic Achievement

Dimension of Parental Involvement	p-value	Decision on H_0	Interpretation
Parental Academic Expectations	0.356	Fail to Reject	Not Significant
Parental Support for Child Learning	0.104	Fail to Reject	Not Significant
Parent-Child Discussion of School Matters	0.047	Reject	Significant
Parental Participation in School Governance and Events	0.411	Fail to Reject	Not Significant
Parent and Child Reading Together	0.038	Reject	Significant
Parental Emphasis on Education	0.123	Fail to Reject	Not Significant

Tables 5 and 6 reveal the strength of the associations between parental involvement and pupils' reading ability and scholastic achievement. For reading ability, significant relationships were found in parental support for child learning ($p = 0.038$), parent-child discussions of school matters ($p = 0.000$), and parental emphasis on education ($p = 0.044$). These findings suggest that active guidance, open communication, and consistent reinforcement of educational values significantly enhance pupils' literacy development. In contrast, dimensions such as parental academic expectations, parental participation in school governance and events, and parent-child reading together did not yield significant associations, indicating that these factors may exert a more indirect or less measurable effect on reading proficiency.

For scholastic achievement, significant associations were noted for parent-child discussions of school matters ($p = 0.047$) and parent-child reading together ($p = 0.038$). This underscores the importance of consistent academic dialogue and collaborative reading activities in boosting overall academic performance. However, parental academic expectations, direct learning support, participation in governance, and emphasis on education showed no statistically significant relationship with scholastic outcomes. These findings align with studies highlighting that interactive and relational dimensions of parental engagement—rather than passive forms of involvement—are most influential in supporting both literacy and broader academic success (Wilder, 2023; Librea et al., 2023).

5. Implications of the Results

The findings of this study underscore the critical role of active and meaningful parental engagement in improving pupils' reading ability and scholastic achievement. The significant associations between parental support for child learning, parent-child discussions of school matters, and parental emphasis on education with reading performance highlight the importance of a home environment that promotes literacy. When parents consistently monitor and assist their children with academic tasks, engage in regular conversations about school experiences, and stress the value of education, children are more likely to develop stronger reading skills and better comprehension. These results support the conclusions

of Wilder (2023) and Librea et al. (2023), who emphasized that consistent and intentional parental involvement enhances students' literacy growth and overall academic development.

The influence of collaborative activities, such as parent and child reading together, on scholastic achievement reflects the value of shared educational experiences. Such practices not only build reading fluency but also foster a positive attitude toward learning, which is essential for sustained academic performance. Furthermore, open discussions between parents and children about school matters facilitate better understanding of academic expectations and challenges, enabling parents to provide timely support and encouragement. These findings reinforce Bronfenbrenner's ecological systems theory (1979), which posits that children's development is shaped by the quality and consistency of interactions within their immediate environment, particularly the family.

Page | 64

For educational stakeholders, these insights present actionable implications. Schools should implement programs that actively involve parents in literacy and academic initiatives, such as guided reading sessions, parent workshops, and communication platforms that promote consistent interaction between parents and teachers. Policymakers can use these findings to design interventions and support structures, especially for families with limited educational resources, ensuring that all pupils have equitable opportunities to succeed. Teachers, in particular, should integrate strategies that encourage parental participation and tailor academic interventions based on the specific needs of their pupils, fostering a collaborative approach that supports both reading development and academic achievement.

6. Conclusion and Recommendations

Conclusion

The study confirmed that parental involvement plays a pivotal role in enhancing the reading ability and scholastic achievement of pupils at Lipata Elementary School. The results indicated that active support for child learning, regular discussions about school matters, and shared reading activities were significantly associated with higher reading performance and better overall academic outcomes. Although some dimensions of parental involvement, such as academic expectations and participation in school governance, showed less direct influence, the consistent engagement of parents in meaningful and interactive activities fostered a positive learning environment. These findings align with existing literature emphasizing that children perform better academically when their parents are directly involved in their learning processes (Wilder, 2023; Librea et al., 2023).

Recommendations

Based on the findings, it is recommended that schools strengthen parent engagement programs by organizing workshops and training sessions that guide parents on effective strategies to support their children's reading and academic growth. Teachers should foster regular communication with parents through meetings, digital platforms, and collaborative activities to ensure that guidance provided at home complements classroom instruction. Parents are encouraged to dedicate time to shared reading activities and to engage in consistent academic discussions with their children to reinforce learning and motivation. Furthermore, educational authorities should develop policies and resources that support parent involvement initiatives, especially in communities with limited access to educational materials, to promote equity and sustained improvement in literacy and scholastic performance.

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