

Longitudinal Effect of Parental Reinforcement on Intermediate Pupils' Reading Performance in San Fernando District

Eloise C. Barrun

Daplian Elementary School, Daplian, San Fernando, Masbate, Philippines

Publication history: Received: April 4, 2026; Revised: May 7, 2026; Accepted: May 9, 2026

Email of Corresponding Author: eloise.barrun@deped.gov.ph

Abstract

This study examined the longitudinal effect of parental reinforcement in the home learning environment on the reading performance of intermediate pupils in public elementary schools in San Fernando District, Masbate. Anchored on Bandura's Social Cognitive Theory, Skinner's Operant Conditioning Theory, and Sénéchal and LeFevre's Home Literacy Environment (HLE) Model, the study investigated how parental guidance, learning support, monitoring of reading activities, and provision of learning materials contribute to pupils' literacy development over time. A descriptive-quantitative research design was employed using a researcher-made questionnaire administered to 35 public elementary intermediate teachers selected through convenience sampling. Data were analyzed using frequency count, percentage, weighted mean, and Pearson correlation. Findings revealed that respondents generally agreed that parents actively provide guidance, learning support, monitoring, and reading materials that positively reinforce pupils' literacy development. Intermediate pupils demonstrated satisfactory performance in word recognition, reading fluency, reading comprehension, and vocabulary development. Statistical analysis further established a moderate positive linear relationship between parental reinforcement and pupils' reading performance, with an r -value of 0.52 exceeding the critical value of 0.3338 at the 0.05 level of significance, confirming that consistent parental involvement significantly supports literacy growth and academic achievement. The study concluded that sustained parental reinforcement strengthens pupils' reading habits, motivation, and literacy skills. It recommended the implementation of regular parent orientations, parent-child reading partnerships, reading kits, and strengthened home-school communication to further enhance literacy support systems. The study aligns with Sustainable Development Goal (SDG) 4 – Quality Education by promoting foundational literacy development through collaborative home-school support systems. It also supports SDG 17 – Partnerships for the Goals through strengthened cooperation among parents, schools, and communities in promoting literacy development. The study contributes to educational and community sustainability by encouraging sustained parental involvement, strengthening home-school collaboration, and supporting evidence-based literacy intervention programs that improve long-term learner development and educational outcomes.

Keywords: Home Literacy Environment, Intermediate Pupils, Parental Guidance, Parental Reinforcement, Reading Comprehension, Reading Fluency, Reading Performance, Vocabulary Development, Word Recognition

1. Introduction

Reading is a fundamental component of education and a major determinant of academic achievement. In response to persistent literacy challenges among Filipino learners, the Department of Education (DepEd) strengthened literacy recovery programs such as Brigada Pagbasa, Catch-Up Fridays, and Microsoft Reading Progress to improve learners' reading proficiency and support post-pandemic learning recovery (DepEd, 2021); Gaitano J. (2023); Paculba R. (2024). These initiatives emphasize that literacy development is a shared responsibility among schools, families, and communities. Studies consistently show that parental reinforcement significantly influences children's reading performance. Consistent parental guidance, monitoring, encouragement, and provision of reading materials improve learners' comprehension, vocabulary, fluency, and motivation (Lapuhapu & Oco, 2024; Garcia & Ancheta, 2023; Eclarinal, 2025). Despite national literacy interventions, limited empirical evidence exists regarding the long-term effects of parental reinforcement on intermediate pupils' reading development in local Philippine contexts. This study addresses this gap by examining the longitudinal effect of parental reinforcement in the home learning environment on the reading performance of intermediate pupils in public elementary schools in San Fernando District, Masbate.

1.1 Background of Parental Reinforcement and Reading Performance of Intermediate Pupils in San Fernando District

DepEd continues to prioritize literacy development through programs such as Brigada Pagbasa, Catch-Up Fridays, and Microsoft Reading Progress, all of which aim to strengthen reading proficiency and learning recovery among Filipino

learners (DepEd, 2021; Gaitano J., 2023; Paculba R., 2024). These initiatives recognize the importance of parental and community involvement in sustaining literacy development beyond the classroom. Philippine studies reveal that parental reinforcement significantly improves pupils' reading performance. Lapuhapu & Oco (2024) found that consistent parental guidance enhances vocabulary and comprehension, while Garcia & Ancheta (2023) reported that home-based reading practices foster positive reading attitudes and motivation. Eclarinal (2025) further emphasized that a supportive home literacy environment contributes directly to foundational literacy development. In San Fernando District, Masbate, teachers observed that intermediate pupils who receive sustained parental guidance, monitoring, and learning support demonstrate stronger reading fluency, comprehension, and vocabulary development compared to pupils with limited home support. Considering the socioeconomic and geographic conditions of many communities in the district, parental involvement serves as an essential reinforcement mechanism for literacy development. This study therefore examines how sustained parental reinforcement contributes to long-term reading improvement among intermediate pupils in the district.

1.2 Themes and Insights on Parental Reinforcement and Intermediate Pupils' Reading Development

Foreign and local literature consistently emphasize that parental reinforcement and the home literacy environment (HLE) are critical factors in literacy development. International studies describe the HLE as consisting of literacy materials, shared reading practices, parental beliefs, and emotional support (Deitcher et al., 2024); Romero-González et al., (2023). Research further shows that autonomy-supportive parental involvement produces stronger literacy outcomes than controlling approaches (Klauda & Taboada, 2020; Teuber et al., 2023). Longitudinal studies demonstrated that shared reading experiences, parental reading habits, and emotionally supportive reinforcement significantly improve reading fluency, comprehension, and vocabulary over time (Mutaf-Yıldız et al., 2020; Georgiou et al., 2020; Ribner & Blair, 2020; Khanolainen et al., 2020). Studies also highlighted the reciprocal relationship between children's reading development and parental involvement, where improvements in literacy encourage greater parental reinforcement (Bonanati & Rubach, 2022). Recent literature expanded the discussion to digital literacy environments. Strouse & Ganea (2022) and Scott (2022) found that digital reading tools improve vocabulary and comprehension only when parents actively mediate and scaffold reading activities. Similarly, Hu, Zhuo, and Guo (2025) and Sundqvist et al. (2024) emphasized that parental emotional involvement remains essential even in technology-mediated literacy environments. Local studies also confirm the importance of parental reinforcement. Maagad & Oco (2025), Escol & Alcopra (2024), and Mangubat et al. (2024) found that parental guidance, monitoring, and home-based literacy practices significantly improve learners' comprehension, fluency, and academic achievement. Panganiban & Dolendo (2023) and Reyes & Padilla (2022) further noted that parental praise and monitoring strengthen pupils' motivation and reading confidence. These findings reinforce DepEd's literacy initiatives and highlight the importance of home-school collaboration in literacy development.

1.3 Local, National, and Global Context of Parental Reinforcement and Reading Performance

Globally, literacy development research emphasizes the importance of family engagement and home literacy environments in improving reading outcomes. International studies from Europe, North America, and Asia consistently demonstrate that sustained parental reinforcement contributes to long-term reading growth, motivation, and vocabulary development (Khanolainen et al., 2020; Zhang, 2024). Nationally, the Philippines continues to address reading challenges through literacy programs such as Brigada Pagbasa, the National Reading Program (NRP), and Every Child a Reader Program (ECARP) (Department of Education, 2020; Department of Education, 2021). These initiatives gained urgency following the Programme for International Student Assessment (OECD) 2019 results, which revealed low reading proficiency among Filipino learners. Consequently, Orbeta & Esguerra (2020) advocated stronger parental engagement and home-based literacy reinforcement. Locally, San Fernando District, Masbate, consists of public elementary schools serving learners from agricultural and fishing communities where literacy exposure and educational resources vary. Geographic and socioeconomic conditions influence pupils' educational experiences, making parental reinforcement an important support mechanism for reading development. The district's schools implement literacy programs and community engagement activities; however, teachers continue to observe differences in reading performance linked to varying levels of parental support at home.

1.4 Theoretical and Conceptual Basis of Parental Reinforcement and Reading Development

This study is anchored on Albert Bandura's Social Cognitive Theory (1986), B.F. Skinner's Operant Conditioning Theory (1953), and Sénéchal and LeFevre's Home Literacy Environment (HLE) Model (2002). Social Cognitive Theory explains that learning occurs through observation, imitation, and social interaction. In this study, parental guidance, modeling, encouragement, and monitoring shape pupils' reading behaviors and strengthen reading self-efficacy. Operant Conditioning Theory emphasizes that positive reinforcement, such as praise and rewards, increases the likelihood of repeated reading behaviors and sustained literacy engagement. Meanwhile, the HLE Model highlights the importance of literacy resources, shared reading activities, and supportive home interactions in promoting literacy development. These theories collectively explain that reading performance is influenced by both behavioral reinforcement and environmental support. Sustained parental reinforcement through guidance, monitoring, learning support, and provision of reading materials contributes to long-term literacy improvement among intermediate pupils. The study further proposes the

Researcher's Theory of Parental Reinforcement and Reading Development, which suggests that continuous parental reinforcement generates cumulative positive effects on pupils' reading performance over time.

1.5 Research Gaps and Rationale on the Longitudinal Effect of Parental Reinforcement

Although numerous literacy programs and studies focus on reading interventions, limited research examines the long-term effects of parental reinforcement on intermediate pupils' reading performance within local Philippine contexts. Existing studies largely emphasize short-term classroom interventions and early-grade literacy development, with insufficient attention given to sustained home reinforcement and teachers' perceptions of parental involvement over time. This study addresses this gap by investigating the longitudinal relationship between parental reinforcement and pupils' reading performance in San Fernando District. Specifically, it examines parental guidance, learning support, monitoring of reading activities, and provision of learning materials in relation to word recognition, reading fluency, reading comprehension, and vocabulary development. The study also proposes an intervention program to strengthen home-school collaboration and literacy support systems.

1.6 Alignment of the Study with Relevant Sustainable Development Goals (SDGs)

This study aligns primarily with SDG 4 – Quality Education, which promotes inclusive and equitable quality education and lifelong learning opportunities. By examining how parental reinforcement influences reading performance, the study contributes to improving foundational literacy and strengthening learner achievement. The study also supports SDG 8 – Decent Work and Economic Growth, since improved literacy contributes to long-term educational attainment, employability, and economic productivity. Additionally, the emphasis on collaborative literacy initiatives between schools, parents, and communities reflects SDG 17 – Partnerships for the Goals, highlighting the importance of shared responsibility in education and community participation in literacy development.

1.7 Importance of the Study to Educational, Socio-Economic, and Community Sustainability

The study contributes to educational sustainability by strengthening literacy development through sustained parental involvement and home-school collaboration. It supports socio-economic sustainability by recognizing literacy as a foundation for long-term academic achievement and improved life opportunities among learners in rural communities. The research also contributes to community sustainability by encouraging stronger partnerships among parents, schools, and local stakeholders in promoting reading culture and learner development. Furthermore, it supports institutional sustainability by providing evidence-based insights that may guide DepEd, school administrators, and teachers in designing localized literacy intervention programs and parental engagement strategies aligned with national learning recovery goals. Through its focus on sustained parental reinforcement, the study promotes a collaborative and sustainable approach to literacy development that extends beyond classroom instruction and empowers families as active partners in education.

2. Material and methods

2.1 Research Design

This study utilized a descriptive-quantitative research design to determine the longitudinal effect of parental reinforcement in the home learning environment on the reading performance of intermediate pupils in San Fernando District, as perceived by teachers. Quantitative methods were applied through structured questionnaires and diagnostic tools to gather numerical data from the respondents. The study also examined the significant relationship between parental reinforcement and pupils' reading performance and identified possible intervention programs that may enhance parental reinforcement supporting pupils' literacy development. The descriptive-quantitative design was considered appropriate because it allowed systematic measurement, statistical analysis, and objective interpretation of the variables under investigation, providing reliable insights regarding parental reinforcement and reading performance among intermediate pupils.

2.2 Locale of the Study

The study was conducted in San Fernando District, San Fernando, Masbate. The district includes public elementary schools serving learners from different communities within the municipality. The locale was selected due to its accessibility to the researcher and the relevance of the respondents to the objectives of the study. The setting provided appropriate conditions for examining the relationship between parental reinforcement in the home learning environment and the reading performance of intermediate pupils.

2.3 Respondents of the Study

The respondents of the study were public elementary teachers, particularly intermediate teachers, in San Fernando District, San Fernando, Masbate. These respondents varied in terms of age, sex, civil status, educational attainment, teaching experience, and trainings attended related to reading instruction. The teachers were considered appropriate respondents because of their direct involvement in monitoring pupils' reading performance and observing parental reinforcement practices. Participation in the study was voluntary, and confidentiality was maintained to ensure honest and accurate responses. A total of 35 questionnaires were distributed and successfully retrieved, resulting in a 100% retrieval rate.

2.4 Sample and Sampling Procedure

The study employed convenience sampling in selecting the respondents. This sampling technique was utilized because it allowed the researcher to gather data efficiently from participants who were readily accessible and willing to participate during the data collection period. The respondents were selected based on their availability and relevance to the study objectives. Convenience sampling was considered appropriate due to the limited time and resources available for conducting the study. Although this method does not guarantee full representativeness of the population, it provided valuable insights from respondents who were knowledgeable about parental reinforcement and pupils' reading performance within the study locale.

2.5 Research Instrument

The primary instrument used in the study was a researcher-made questionnaire designed to gather data regarding the longitudinal effect of parental reinforcement in the home learning environment on the reading performance of intermediate pupils in San Fernando District. The questionnaire included items related to respondents' demographic profiles such as age, sex, civil status, educational attainment, experience, and trainings attended related to reading instruction. It also contained statements measuring parental reinforcement in terms of parental guidance, learning support, monitoring of reading activities, and provision of learning materials, as well as indicators of pupils' reading performance. The questionnaire utilized Likert-scale items to quantify respondents' perceptions and experiences, ensuring consistency and ease of analysis. To establish validity, the instrument was reviewed and evaluated by experts in educational research to ensure clarity, relevance, and appropriateness of the items. Reliability was determined through pilot testing conducted among individuals similar to the target respondents, and Cronbach's alpha was used to measure the internal consistency of the instrument. These procedures ensured that the questionnaire produced accurate, reliable, and dependable data for the study.

2.6 Data Gathering Procedure

Upon approval of the thesis proposal by the school thesis committee, the researcher secured permission to conduct the study. The request was noted by the researcher's adviser and submitted to the Schools Division Superintendent for approval. Subsequently, the approval was forwarded to the Public Schools District Supervisor and school heads for the distribution of the survey questionnaires. The survey instrument was prepared and approved by the thesis adviser and underwent validation by school heads, teachers, and other individuals knowledgeable in education. After validation, the questionnaire was revised and finalized. Copies of the questionnaire were reproduced and distributed to the respondents upon approval. The retrieval of the survey questionnaires extended beyond the intended one-month timeframe due to school activities and other concerns, which also affected the pace of manuscript preparation. After retrieval, the responses were tallied, organized, and subjected to statistical treatment with the assistance of an expert statistician. The findings were then described, analyzed, interpreted, and discussed to derive implications and formulate the final manuscript.

2.7 Data Analysis Techniques

Frequency count and percentage were used to describe the demographic profile of the respondents. Frequency count determined the number of respondents under each category, while percentage was computed by dividing the frequency of each category by the total number of respondents and multiplying the result by 100. Weighted mean was utilized to determine the numerical representation of parental reinforcement in the home learning environment and the level of reading performance of intermediate pupils. This statistical measure summarized the responses based on the assigned numerical weights of each indicator. Pearson Correlation was employed to determine the significant relationship between parental reinforcement in the home learning environment and the reading performance of intermediate pupils. The correlation coefficient was interpreted according to the corresponding ranges describing the strength and direction of the relationship, from very weak to very strong positive or negative correlation.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

3.1.1 Age of the Respondents

Most of the teacher-respondents were between 31–40 years old, followed by those aged 25–30 years old and 41–50 years old. Fewer respondents belonged to the 20–25 and 51–60 age groups. The findings indicate that the majority of respondents were in their active professional years and were directly engaged in classroom instruction and literacy monitoring. The presence of teachers within the prime professional age range suggests that respondents possess substantial classroom exposure and experience in handling literacy-related concerns. The inclusion of older and more experienced teachers also provided broader perspectives regarding parental involvement and pupils' reading development over time.

3.1.2 Sex of the Respondents

The majority of respondents were female, while male teachers comprised a smaller portion of the sample. This indicates that female teachers were more represented among intermediate teachers in San Fernando District. The predominance of female teachers suggests strong participation from educators who are often closely involved in literacy monitoring and parent communication. Their perspectives contributed significantly to understanding the effects of parental reinforcement on pupils' reading performance.

3.1.3 Civil Status of the Respondents

Most respondents were married, followed by single respondents and a small number of widow/widower respondents. This shows that a large portion of the respondents had family responsibilities and experiences related to parenting. The predominance of married teachers may have contributed to deeper insights regarding parental reinforcement and home literacy practices. Their experiences potentially enhanced their understanding of how parental involvement affects pupils' reading development.

3.1.4 Educational Attainment of the Respondents

Most respondents had attained graduate-level education, particularly master's degrees, while others were pursuing graduate studies or doctorate programs. Only a smaller number were bachelor's degree holders. The findings imply that the respondents possessed advanced knowledge and instructional competencies, enabling them to provide reliable observations regarding pupils' reading performance and parental reinforcement practices. Their educational background strengthened the credibility of the study findings.

3.1.5 Length of Service of the Respondents

Most respondents had more than five years of teaching experience, with many serving between 6–10 years, 11–15 years, and 16 years or more. Fewer respondents had only 1–5 years of service. The results suggest that respondents had substantial teaching experience and were capable of observing long-term trends in pupils' reading development. Their experience enabled them to assess the effectiveness of sustained parental reinforcement more accurately.

3.1.6 Trainings Attended Related to Reading Instruction

Most respondents attended numerous trainings related to reading instruction, with many having participated in 11–15 trainings or more than 16 trainings. Only a few attended fewer training sessions. The findings indicate that respondents were professionally prepared to implement and evaluate reading interventions. Their exposure to literacy-related training enhanced their ability to assess the influence of parental reinforcement on pupils' reading performance over time.

3.2 Level of Parental Reinforcement in the Home Learning Environment

3.2.1 Parental Guidance

Respondents agreed that parents actively guide their children's reading activities at home. The highest-rated indicators involved parents showing interest in their child's school progress and motivating pupils to read daily, while encouraging reading beyond school requirements received the lowest rating. The findings indicate that parental guidance significantly contributes to pupils' reading habits and academic performance. Consistent monitoring, motivation, and support from parents foster positive reading behaviors and reinforce literacy development at home. Fortaleza and Lomarda (2024) found that high parental involvement in learning at home positively influences learners' reading habits, fluency, vocabulary, and comprehension.

3.2.2 Learning Support

Respondents agreed that parents provide learning support through reading materials, guidance, feedback, and reading-related activities. Providing a quiet reading space received the highest rating, while rewarding reading improvement obtained the lowest rating. The results suggest that active parental support strengthens pupils' reading motivation and literacy skills. Home environments that provide reading resources, guidance, and encouragement help reinforce classroom instruction and improve pupils' reading performance. Hua & Sze (2021) concluded that parents who act as motivators, tutors, and facilitators effectively improve children's reading interest, fluency, and comprehension.

3.2.3 Monitoring of Reading Activities

Respondents agreed that parents actively monitor pupils' reading activities by tracking reading time, checking comprehension, and maintaining reading routines. Ensuring consistent reading routines and regularly observing reading habits received the highest ratings. The findings indicate that parental monitoring strengthens pupils' accountability and supports literacy development. Consistent supervision and follow-up on reading activities complement school-based interventions and contribute to better reading outcomes. Ulas & Caliskan (2022) found that structured parental participation in reading activities significantly improves reading comprehension, motivation, and attitudes toward reading.

3.2.4 Provision of Learning Materials

Respondents agreed that parents actively provide reading materials such as books, magazines, dictionaries, and digital resources. Ensuring accessibility of books at home received the highest rating, while borrowing books from libraries received the lowest rating. The findings suggest that accessible and varied reading materials encourage pupils to engage more in reading activities and strengthen literacy development. Resource availability at home reinforces school-based reading interventions and contributes to improved reading performance. LeFevre and Senechal (2002) showed that early home literacy exposure positively affects vocabulary, comprehension, and later reading achievement.

3.3 Level of Reading Performance of Intermediate Pupils

3.3.1 Word Recognition

Respondents agreed that pupils demonstrated satisfactory word recognition skills. Identifying sight words easily received the highest rating, while identifying root words and affixes obtained the lowest rating. The findings suggest that pupils possess essential word recognition abilities, including decoding, phonics application, and sight-word recognition. These skills support reading fluency and comprehension and reflect the combined influence of classroom instruction and home reinforcement. Karageorgos et al. (2020) found that early word-recognition accuracy contributes to later gains in reading speed and comprehension.

3.3.2 Reading Fluency

Respondents agreed that pupils displayed satisfactory reading fluency. Reading aloud with confidence received the highest rating, while reading longer passages with ease received the lowest rating. The findings indicate that pupils developed important fluency skills such as proper pacing, expressive reading, and oral reading confidence. These skills enhance comprehension and literacy engagement. Hudson et al. (2020) emphasized that repeated oral reading and structured fluency practices improve reading rate, accuracy, and prosody.

3.3.3 Reading Comprehension

Respondents agreed that pupils demonstrated satisfactory reading comprehension skills. Understanding the main idea of a passage received the highest rating, while connecting reading content to real-life situations obtained the lowest rating. The findings indicate that pupils are developing the ability to analyze, interpret, and apply information from texts. The results reflect the positive influence of instructional practices and parental reinforcement in supporting comprehension skills. Torppa et al. (2022) showed that consistent home literacy activities contribute to later comprehension development.

3.3.4 Vocabulary Development

Respondents agreed that pupils showed satisfactory vocabulary development. Learning new words from reading materials and identifying synonyms and antonyms received the highest ratings, while expanding vocabulary through daily reading received the lowest rating. The findings suggest that pupils are acquiring and applying vocabulary effectively, although daily reading habits still require strengthening. Teacher guidance and parental support remain important in improving vocabulary acquisition and overall literacy performance. Hindin et al. (2022) noted that increased home reading enhances incidental vocabulary learning and vocabulary growth.

3.4 Relationship Between Parental Reinforcement and Reading Performance

The findings revealed a moderate positive linear relationship between parental reinforcement in the home learning environment and the reading performance of intermediate pupils. The computed r-value of 0.52 exceeded the critical r-value of 0.3338 at the 0.05 level of significance, leading to the rejection of the null hypothesis and confirming a statistically significant relationship between the variables. The results imply that higher levels of parental guidance, support, monitoring, and encouragement are associated with better reading performance among intermediate pupils. The findings underscore the importance of a supportive home literacy environment in strengthening pupils' reading development and academic achievement.

3.5 Suggested Measures to Enhance Parental Reinforcement

Respondents agreed that several measures may strengthen home-based reading support. Conducting regular parent orientation on home-based reading support received the highest rating, while organizing community reading days with parent involvement received the lowest rating. The findings suggest that structured parent-oriented programs, reading partnerships, workshops, and home-reading initiatives can enhance parental participation in literacy development. These strategies may strengthen collaboration between schools and families and improve pupils' reading outcomes. Guo and Keles (2024) showed that parent training, structured activities, and reading materials improve the effectiveness of home reading support.

4. Conclusion & Recommendations

The study concluded that most respondents were experienced female teachers aged 31–40 years old, married, and pursuing or holding graduate degrees with considerable training in reading instruction. The findings revealed that parental reinforcement through guidance, learning support, monitoring of reading activities, and provision of learning materials positively contributed to the reading development of intermediate pupils in San Fernando District. Pupils demonstrated satisfactory performance in word recognition, reading fluency, reading comprehension, and vocabulary development, although some higher-order literacy skills still required improvement. The study further established a moderate positive linear relationship between parental reinforcement in the home learning environment and pupils' reading performance, indicating that consistent parental involvement significantly supports literacy development and strengthens reading outcomes among intermediate pupils.

School heads, reading coordinators, and teachers should strengthen home-based reading support by conducting regular parent orientations, developing reading kits, implementing parent–child reading partnership programs, and maintaining consistent communication with parents regarding pupils' reading progress. These measures may enhance parental involvement and reinforce pupils' literacy development at home. In addition, future researchers are encouraged to explore other variables, broader populations, and different research approaches to further validate and enrich the findings of the study.

The study was limited to intermediate teachers in public elementary schools within San Fernando District, Masbate, using convenience sampling and teachers' perceptions as the primary source of data. The investigation focused only on parental reinforcement in terms of guidance, learning support, monitoring of reading activities, and provision of learning materials, as well as pupils' reading performance in word recognition, fluency, comprehension, and vocabulary development. Other variables that may influence reading performance were not included, and the findings were confined to the respondents and context of the study during the specified period.

Compliance with ethical standards

The study was conducted among intermediate teachers in public elementary schools in San Fernando District, Masbate, using a descriptive-quantitative research design. Participation in the study was voluntary, and confidentiality of the respondents' information and responses was maintained throughout the data gathering and analysis procedures. Permission to conduct the study was secured from the appropriate educational authorities prior to the distribution of the survey questionnaires.

REFERENCES

- Bonanati, S., & Rubach, C. (2022). Reciprocal relationship between parents' school- and home-based involvement and children's reading achievement during the first year of elementary school. *Societies*, 12(2), 63.
- Çalışkan, E. F. (2022). The effect of parent-involved reading activities on primary school students' reading comprehension skills, reading motivation, and attitudes towards reading. *International Electronic Journal of Elementary Education*.
- Deitcher, D. B., Aram, D., & Abramovich, D. (2024). Parents' literacy beliefs, home literacy activities, and children's early literacy skills: Stability and progress approaching first grade. *Behavioral Sciences*, 14(11), 1038.
- Department of Education. (2020). *Brigada Pagbasa: Nationwide reading advocacy*. Department of Education.
- Department of Education. (2021). *National Reading Program implementation guide*. Department of Education.
- Department of Education. (2021). *Use of the Microsoft Reading Progress tool*.
- Eclarinal. (2025). Home literacy environments and early reading skills levels of Grade 1 learners: Foundation for an enhanced home literacy program. *International Journal of Education Humanities and Social Science*.
- Escol, E. M., & Alcopra, A. R. (2024). Parental involvement and learners' academic performance. *International Journal of Multidisciplinary Research and Analysis*, 7(7), 110–125.
- Fortaleza, M. L., & Lomarda, E. Y. (2025). Level of parental involvement on children's reading habits and literacy skills. *Psychology and Education: A Multidisciplinary Journal*, 47(3), 430–442. <https://doi.org/10.70838/pemj.470310>
- Gaitano, J. (2023). *Brigada Pagbasa resolves learners difficulty in reading*. Philippine Information Agency.
- Garcia, M., & Ancheta, R. (2023). Parents' levels of involvement and role construction in children's reading at home. *American Journal of Multidisciplinary Research and Innovation*, 2(4), 55–67.
- Georgiou, G., Torppa, M., Lerkkanen, M.-K., & Nurmi, J.-E. (2021). Developmental relations between home literacy environment, reading interest, and reading skills: Evidence from a 3-year longitudinal study. *Learning and Instruction*, 73, 101414.

- Guo, L., & Keles, S. (2025). A systematic review of studies with parent-involved interventions for children with specific learning disabilities. *European Journal of Special Needs Education*, 40(4), 755–772. <https://doi.org/10.1080/08856257.2024.2421112>
- Hindin, A., et al. (2022). Creating opportunities to read and build fluency at home. *The Reading Teacher*, 75(6), 745–754.
- Hu, J., Zhuo, Y., & Guo, Y. (2025). The role of parental involvement in adolescents' digital reading performance. *Children and Youth Services Review*, 170, 108126.
- Hua, T. K., & Sze, W. K. (2021). Parents as multidimensional reading partners for young children's reading development: A scoping review. *Malaysian Journal of Learning and Instruction*, 18(1), 1–28.
- Hudson, R. F., Pullen, P. C., Lane, H. B., & Torgesen, J. K. (2020). Fluency interventions for elementary students with reading difficulties: A synthesis of research from 2000–2019. *Reading & Writing Quarterly*, 36(5), 1–22.
- Inoue, T., Manolitsis, G., de Jong, P. F., Landerl, K., Parrila, R., & Georgiou, G. K. (2020). Home literacy environment and early literacy development across languages varying in orthographic consistency. *Frontiers in Psychology*, 11, 1923.
- Karageorgos, P., et al. (2020). The role of word-recognition accuracy in the development of word-recognition speed and reading comprehension in primary school: A longitudinal examination. *Reading and Writing*, 33, 1147–1165.
- Khanolainen, D., Psyridou, M., Silinskas, G., Lerkkanen, M.-K., Niemi, P., Poikkeus, A.-M., & Torppa, M. (2020). Longitudinal effects of the home learning environment and parental difficulties on reading and math development across Grades 1–9. *Frontiers in Psychology*.
- Klauda, S. L., & Taboada, A. M. (2020). How reading motivation and engagement enable reading achievement: Policy implications. *Policy Insights from the Behavioral and Brain Sciences*, 7(1), 27–34.
- Lapuhapu, J., & Oco, R. (2024). Parental engagement and pupils' reading performance. *International Journal of Multidisciplinary Research and Analysis*, 7(5), 2150–2160.
- Long-term effects of the home literacy environment on reading development: Familial risk for dyslexia as a moderator. (2021). *Journal of Learning Disabilities*.
- Maagad, M. A. M., & Oco, R. M. (2025). Parents' involvement on pupils' reading ability and general average. *International Journal of Multidisciplinary Research and Analysis*, 8(4), 120–134.
- Mangubat, R., et al. (2024). Influence of parental involvement on reading comprehension in Grade 3 learners. *Research in Social Sciences*, 8(5), 25–39.
- Mutaf-Yildiz, B., Sasanguie, D., De Smedt, B., & Reynvoet, B. (2020). Probing the relationship between home numeracy and children's mathematical skills: A systematic review. *Frontiers in Psychology*, 11, 2074.
- Orbeta, A., & Esguerra, E. (2020). Improving reading proficiency in the Philippines: Policy review. *Philippine Institute for Development Studies*.
- Organisation for Economic Co-operation and Development (OECD). (2019). PISA 2018 results (Volume I): What students know and can do. OECD Publishing. <https://doi.org/10.1787/5f07c754-en>
- Paculba, R. (2024). DepEd introduces Catch-up Fridays to help students with reading difficulties. *Philippine Information Agency*.
- Panganiban, J., & Dolendo, R. (2023). Family reading sessions and reading motivation among public school pupils. *Education and Development Review*, 15(1), 66–80.
- Reyes, P., & Padilla, J. (2022). Parental monitoring and reading confidence of elementary pupils. *Journal of School Research*, 13(2), 78–93.
- Ribner, A., Fitzpatrick, C., & Blair, C. (2020). Background media use is negatively related to language and literacy skills: Indirect effects of self-regulation. *Pediatric Research*.
- Romero-González, M., Lavigne-Cerván, G., Gamboa-Ternero, M., Rodríguez-Infante, M., Juárez-Ruiz de Mier, R., & Romero-Pérez, A. (2023). Active home literacy environment: Parents' and teachers' expectations on reading motivation and performance (children 6–8 years). *Frontiers in Psychology*, 14, 10557458.
- Scott, F. L. (2022). Family mediation of preschool children's digital media practices and learning: A longitudinal look. *Journal of Early Childhood Research*, 20(3), 196–213.
- Sénéchal, M., & LeFevre, J. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, 73(2), 445–460.
- Strouse, G. A., & Ganea, P. A. (2022). Preschoolers' electrodermal activity and story-app reading: Engagement and learning during shared e-book reading. *Early Childhood Research Quarterly*, 62, 1–12.
- Sundqvist, A., Majerle, N., Heimann, M., & Koch, F.-S. (2024). Home literacy environment, digital media, and vocabulary development in preschool children. *Journal of Early Childhood Research*.
- Teuber, Z., et al. (2023). Facing academic problems: Longitudinal relations between parental involvement and student academic achievement from a self-determination perspective. *British Journal of Educational Psychology*.
- The home literacy environment as a mediator between parental attitudes toward shared reading and children's linguistic competencies. (2020). *Frontiers in Psychology*.
- The longitudinal interplay of mothers' and fathers' literacy teaching and Chinese preschool children's literacy interest and word reading abilities. (2024). *Reading and Writing*, 37(6), 1439–1462.

- Torppa, M., et al. (2022). Long-term effects of the home literacy environment on reading development: Familial risk for dyslexia as a moderator. *Journal of Learning Disabilities*, 55(3), 201–215.
- Ulas, & Caliskan. (2022). The effect of parent-involved reading activities on primary school students' reading comprehension skills, reading motivation, and attitudes towards reading.
- Zhang, S. Z. (2024). Intergenerational effects on children's reading: Parents' reading skills, home literacy environment and children's reading outcomes. *Reading Research Quarterly*.
- Zhang, S. Z. (2024). Is there a genetic confound in the relation of home literacy environment with children's reading skills? *Reading Research Quarterly*.
- Zhu, S., Yao, Y., Chan, S. D., & Zhu, X. (2024). Parental involvement influences the relationship between children's L2 reading motivation and reading performance: A longitudinal person-centred moderation analysis. *Journal of Multilingual and Multicultural Development*.