

Impact of Parental Involvement on Students' Reading Proficiency

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Abstract. This study aimed to determine the extent of parental involvement in the development of reading proficiency among Grade 7 students. Utilizing a descriptive-correlational research design, the study employed systematic sampling to identify 280 parents of Grade 7 students from 11 secondary public schools in the Sibulan 1 and 2 Districts, Division of Negros Oriental. Data collection was facilitated through the Philippine Informal Reading Inventory (Phil IRI) Assessment Tool and a validated questionnaire. Statistical analyses included percent, weighted mean, mean, and multiple regression analysis. The findings indicated that parental involvement in parenting was "high," while involvement in communicating, volunteering, learning at home, and decision-making was "somewhat high." The results showed that students' word reading scores were at the "instructional" level, whereas their comprehension scores were at the "frustration" level. Additionally, the study identified parenting as the only significant predictor of students' word reading and comprehension scores. Furthermore, student characteristics such as sex, age, and school location significantly predicted word reading scores, with female, younger, and urban-based students performing better. These findings underscore the critical role of parental involvement, particularly in parenting, in enhancing students' reading proficiency. The study suggests that targeted interventions to increase parental engagement in various forms could potentially improve reading outcomes for Grade 7 students.

Keywords: Reading proficiency; Parental involvement; Phil IRI.

1.0 Introduction

Reading proficiency encompasses the skills and techniques necessary to read and comprehend written materials effectively. These skills include the ability to decode words, understand language structure, grasp the meaning of phrases and paragraphs, and make inferences from the text. According to Khalilova (2023), enhancing reading proficiency is vital for overall language development and academic success. Reading proficiency can be improved through specialized methods such as engaging textbooks, group reading activities, and access to diverse reading materials.

Greef et al. (2021) highlighted a troubling trend: an increasing number of children worldwide struggle with reading, with four out of ten students unable to master this fundamental skill. The COVID-19 pandemic has further exacerbated this issue. Data from the 2018 Program for International Student Assessment (PISA) indicated that an average of 19.6% of 15-year-olds in the 27 European Union countries performed poorly in reading, demonstrating difficulty in using reading as a learning tool. The 2022 PISA results revealed that Filipino students scored an average of 347 points in reading, similar to the 2018 results, indicating persistent challenges.

In response, the Department of Education initiated measures to enhance students' academic performance, particularly in reading, as outlined in Department Memorandum 001, series of 2024. Education is a collaborative

effort involving multiple stakeholders, including teachers and parents, who play crucial roles in fostering reading skills by providing continuous support and reinforcing positive reading habits. Mendoza et al. (2023) emphasize that parental involvement is essential, especially in guiding students through modular lessons during distance learning, ensuring comprehensive support both at school and home, which is critical for academic success.

Numerous studies support the positive impact of parental involvement on children's academic performance. Tifora (2020) identified a significant correlation between students' academic success and parental engagement, noting that increased parental participation leads to better academic outcomes. This study distinguishes itself by focusing specifically on the impact of parental involvement on students' reading performance, particularly in the post-pandemic context. The current research examined how parental support influences the development of students' reading skills, with the goal of determining whether increased parental participation can lead to a more supportive school environment, higher student achievement, and improved satisfaction among parents and teachers.

2.0 Methodology

2.1 Research Design

The study utilized the descriptive-correlational research design. It is descriptive since it identified the significance of family involvement and the level of reading proficiency of the learners. It is likewise correlational since these variables were correlated.

2.2 Research Participants

The respondents of the study are the Grade 7 learners and their parents within Sibulan Districts 1 and 2, Negros Oriental Division. Out of the 742 total population of the eleven junior high schools, 280 learners were taken as samples for their reading proficiency level, along with corresponding parents. These learners were chosen using systematic sampling, in which every second learner on the list was part of the study.

2.3 Research Instrument

This study adopted the Philippine Informal Reading Inventory (PHIL-IRI) Assessment Tool and a self-made questionnaire. A dry run was conducted with 30 students. Using Cronbach's alpha coefficient, the researcher obtained the following results: 0.796 for parenting, 0.732 for communicating, 0.887 for volunteering, 0.732 for learning at home, and -0.777 for decision-making. Since all values are >0.70 , the items in the set are deemed reliable.

2.4 Data Gathering Procedure

A letter of request to conduct the study was sent to the school heads of Sibulan 1 and 2 Districts for their approval. It was endorsed by the supervisors and approved by the Schools Division Superintendent of the Division of Negros Oriental. The signed and approved request was presented back to the respective supervisors, school heads, and advisers of the students. During the distribution, the retrieval of the questionnaires was done right after the parents had answered the questions. The results were tallied, analyzed, and interpreted. The researcher explained to the teachers the purpose and importance of the research. The English teacher conducted the reading assessment using the assessment tool PHIL-IRI to identify the level of learners' reading proficiency.

2.5 Ethical Considerations

To ensure the study's ethical standards, the rights to self-determination, anonymity, informed consent, and confidentiality were strictly observed. Informed consent was obtained from participants before they completed the questionnaires. Respondents were informed of their right to refuse participation voluntarily and to withdraw from the study at any time without any consequences. The study's objectives, data collection methods, and assurances of no associated risks or costs were thoroughly explained to the participants. Additionally, respondents were assured that their responses would be kept confidential and used exclusively for academic research purposes.

2.6 Data Analysis

The data gathered were cleansed, tabulated, and analyzed descriptively and inferentially.

3.0 Results and Discussion

3.1 Extent of Parental Involvement in Students' Reading

In terms of Parenting

Table 1 reveals that the extent of parental involvement in the development of students' reading proficiency in terms of parenting is "high," as evidenced by the composite value ($w\bar{x} = 5.46$). This suggests that parenting significantly influences a child's desire and attitude towards reading. Regardless of their financial situation, increased parental participation in children's reading education can lead to higher-quality learning experiences and enhanced reading skills. Specifically, the table indicates that parents show a "high" level of interest in guiding their children with school-related tasks ($w\bar{x} = 6.09$) and encourage participation in library reading programs ($w\bar{x} = 5.59$).

Table 1. Descriptive statistics for parental involvement in reading in terms of parenting

Indicators	$w\bar{x}$	VD	EoPI
1. We show interest in guiding our child to do her/his homework, and projects and help in his reading ability.	6.09	U	H
2. We encourage our children to participate in library reading programs.	5.59	U	H
3. We instill good study habits such as a love of reading.	5.54	U	H
4. We update ourselves on the reading level of our children.	5.53	U	H
5. We encourage our children to read during free time.	5.46	U	H
6. We establish a reading time and set rules at home that are to be strictly followed.	5.10	F	SoH
7. We have conversations before, during, and after reading together.	4.93	F	SoH
Composite	5.46	U	H
Legend:	Verbal Description (VD) Extent of Parental Involvement (EoPI)		
6.15 – 7.00	Every Time (ET)	Very High (VH)	
5.29 – 6.14	Usually (U)	High (H)	
4.43 – 5.28	Frequently (F)	Somewhat High (SoH)	
3.57 – 4.42	Sometimes (S)	Moderate (M)	
2.71 – 3.56	Occasionally (O)	Somewhat Low (SoL)	
1.85 – 2.70	Rarely (R)	Low (L)	
1.00 – 1.84	Never (N)	Very Low (VL)	

This demonstrates that parents engage in positive parenting practices related to reading. Gino (2023) asserts that parents who assist their children with schoolwork and remind them to study for tests can significantly improve their children's chances of both short-term and long-term success. Moreover, the table highlights that parents "highly" instill good study habits in their children, such as a love of reading ($w\bar{x} = 5.54$), keep updated on their children's reading level ($w\bar{x} = 5.53$), and encourage reading during free time ($w\bar{x} = 5.46$). These findings indicate that parents prioritize fostering their children's enthusiasm for reading. Children learn by observing their parents, and seeing their parent's passion for reading can be a tremendous motivation, naturally increasing the children's reading enthusiasm (Gino, 2023).

Furthermore, the table shows that establishing a reading time and setting rules at home ($w\bar{x} = 5.10$), and conversing before, during, and after reading ($w\bar{x} = 4.93$) are "somewhat highly" practiced. This implies that parents often find ways to make reading more enjoyable. Gino (2023) acknowledges that parents can employ various strategies to cultivate a love of reading in their children. These strategies include involving children in book selection, developing a nightly reading habit, reading aloud, engaging in book-related conversations, joining or starting a family book club, and encouraging children to write, all of which can enhance the enjoyment and excitement of reading.

In terms of Communicating

Table 2 indicates that the extent of parental involvement in developing students' reading proficiency through communication is "somewhat high," with a composite value ($w\bar{x} = 5.13$). Effective communication between parents and schools is crucial, as it helps parents understand expectations for their children and how to support and encourage their reading development at home. Oranga et al. (2023) emphasize the importance of frequent communication from educators and school support professionals via email, phone calls, class letters, newsletters, and face-to-face interactions to convey details about school programs and children's needs and accomplishments.

Table 2. Descriptive statistics for parental involvement in reading in terms of communicating

Indicators	$w\bar{x}$	VD	EoPI
1. We attend and interact in school during PTA meetings and programs.	5.90	U	H
2. We listen to feedback from his/her teachers to help improve our child's performance.	5.70	U	H
3. We attend a short conference with my child's teachers after every grading period.	5.58	U	H
4. We visit and talk to our children's teachers about school programs and activities when summoned.	4.94	F	SoH
5. We ask questions and give information to the teacher about our children to establish mutual interaction to cater to the needs of our children.	4.80	F	SoH
6. If communicating with the school is difficult, we will call or give a short message to the teachers.	4.58	F	SoH
7. We visit our child's teachers to monitor my child's progress in school.	4.41	S	M
Composite	5.13	F	SoH

The table shows that parents "highly" participate and interact during PTA meetings and programs ($w\bar{x} = 5.90$), listen to feedback from teachers to help improve their child's performance ($w\bar{x} = 5.70$), and attend short conferences with teachers after every grading period ($w\bar{x} = 5.58$). This indicates strong relationships between schools and parents. Tifora (2020) asserts that parental participation and communication in school are foundational for all other forms of parental involvement in education.

Additionally, the table depicts that parents "somewhat highly" visit and talk to teachers about school programs and activities when summoned ($w\bar{x} = 4.94$), ask questions and provide information to teachers to establish mutual interaction for meeting learners' needs ($w\bar{x} = 4.80$), and, when direct communication with the school is difficult, call or send short messages to teachers ($w\bar{x} = 4.58$). These findings suggest that the manner in which schools engage and communicate with parents significantly influences the extent and quality of parental involvement in their children's education at home. Actively involved parents gain a better understanding of the school's academic program and receive advice on how to support their children (Tifora, 2020).

Furthermore, the table details a "moderate" level of parents visiting their child's teachers to monitor academic progress ($w\bar{x} = 4.41$). This indicates that parents occasionally visit teachers to learn more about their child's academic development. Good parent-school communication benefits parents by increasing their awareness of their children's progress, understanding school policies, and enhancing their communication skills (Epstein et al., 2018; Salac et al., 2022).

In terms of Volunteering

Table 3. Descriptive statistics for parental involvement in reading in terms of volunteering

Indicators	$w\bar{x}$	VD	EoPI
1. We help children with special needs.	5.04	F	SoH
2. We offer our assistance in the preparation of school activities.	4.66	F	SoH
3. We help facilitate and organize fundraising activities to cater to school needs.	4.59	F	SoH
4. We share our skills, talents, and expertise in training the students if necessary.	4.44	F	SoH
5. We assist schoolteachers and coaches with sports and fitness programs in school.	4.28	S	M
6. We assist teachers during school programs.	4.17	S	M
7. We help supervise the students in the playground or the cafeteria or canteen.	4.05	S	M
Composite	4.46	F	SoH

Table 3 indicates that the extent of parental involvement in terms of volunteering is "somewhat high," with a composite value of $w\bar{x} = 4.46$. Parental volunteering can help children recognize their hidden talents, skills, and potential career paths. Oranga (2023) emphasizes that volunteering should encompass assisting schools at various functions, joining parent support groups, contributing to environmental initiatives, and organizing fundraisers to support school programs.

The table shows "somewhat high" levels of involvement for parents who help children with special needs ($w\bar{x} = 5.04$), assist in the preparation of school activities ($w\bar{x} = 4.66$), help organize and facilitate fundraising activities ($w\bar{x} = 4.59$), and share their skills, talents, and expertise in training students when necessary ($w\bar{x} = 4.44$). This indicates that parents play an active role in organizing and leading fundraising events, significantly contributing to the school's needs. Tifora (2020) underscores the importance of parental support and participation in school programs and activities.

Additionally, the table reveals “moderate” levels of assistance to schoolteachers and coaches with sports and fitness programs ($w\bar{x} = 4.28$), assistance to teachers during school programs ($w\bar{x} = 4.17$), and helping teachers supervise students in the playground or cafeteria ($w\bar{x} = 4.05$). This suggests that parents and family members are active participants in various school activities, which benefits both the school and the students. Activities such as helping with school maintenance for safety and operational efficiency, supporting educators, and assisting other parents are crucial. According to Epstein et al. (2018) and Salac et al. (2022), volunteering enhances children's ability to communicate with older individuals, fostering intergenerational understanding and cooperation.

In terms of Learning at Home

Table 4. Descriptive statistics for parental involvement in reading in terms of learning at home

Indicators	$w\bar{x}$	VD	EoPI
1. We see to it that our child is doing his/her homework or projects.	5.94	U	H
2. We maintain a safe, clean, and orderly study room free from distraction.	5.66	U	H
3. We provide appropriate reference or learning materials like books.	5.56	U	H
4. We see to it that our child has a study room or place conducive to learning.	5.55	U	H
5. We conduct a short review of the day's lesson in preparation for the test.	5.22	F	SoH
6. We manifest willingness and patience in conducting remediation activities for the subjects where he/she is weak.	5.22	F	SoH
7. We ask or hire a tutor or somebody who can help our child in his/her review if I or any family member cannot do it.	3.71	S	M
Composite	5.27	F	SoH

Table 4 shows that the extent of parental involvement in students' learning at home is “somewhat high,” with a composite value of $w\bar{x} = 5.27$. According to Epstein's framework, when parents are equipped with the necessary information and skills to support their children's learning at home, they can more effectively collaborate with educators in the teaching-learning process.

The data indicate that parents “highly” ensure their child completes homework or projects ($w\bar{x} = 5.94$), maintain a safe, clean, and orderly study room free from distractions ($w\bar{x} = 5.66$), provide appropriate reference or learning materials such as books ($w\bar{x} = 5.56$), and ensure their child has a conducive study area ($w\bar{x} = 5.55$). These findings suggest that parents generally establish suitable learning environments for their children at home. Oranga (2023) articulates that parents are expected to create effective learning environments at home to improve their children's academic performance.

Additionally, the data reveal that conducting a short review of the day's lesson in preparation for tests ($w\bar{x} = 5.22$) and showing willingness and patience in conducting remediation activities for subjects where the learner is weak ($w\bar{x} = 5.22$) are “somewhat high.” This implies that parents regularly participate in their children's academic activities by assisting with schoolwork and assignments. Epstein (2018) emphasizes that educators can guide parents on how to oversee homework, convey homework expectations, and assist children as they work on schoolwork at home. Eden (2024) highlights that improved school scores are often linked to a positive attitude toward homework, which correlates with a successful home-learning environment.

Meanwhile, hiring a tutor or someone to help the child with their review if the parent or any family member cannot do it ($w\bar{x} = 3.71$) received a “moderate” response. This indicates that parents sometimes employ tutors to assist their children's learning at home. According to Kao (2021), outsourcing tutoring can reduce parent-child conflict, maintain the mother's caretaker role, and provide another adult role model for the child.

In terms of Decision-Making

Table 5. Descriptive statistics for parental involvement in reading in terms of decision-making

Indicators	$w\bar{x}$	VD	EoPI
1. We attend and cooperate in the implementation of school programs and projects.	5.21	F	SoH
2. We participate in crafting school rules.	5.13	F	SoH
3. We actively participate in organizing school activities.	5.08	F	SoH
4. We help in deciding on school projects.	5.01	F	SoH
5. We are involved in crafting school improvement programs.	4.64	F	SoH
Composite	5.01	F	SoH

Table 5 indicates that the extent of parental involvement in decision-making is "somewhat high," as reflected by the composite value ($w\bar{x} = 5.01$). This component involves parents participating in crucial school decisions by joining decision-making bodies such as the PTA and the Student Governance Council.

The table shows that parents "somewhat highly" attend and cooperate in implementing school programs and projects ($w\bar{x} = 5.21$), participate in crafting school rules ($w\bar{x} = 5.13$), actively organize school activities ($w\bar{x} = 5.08$), assist in deciding on school projects ($w\bar{x} = 5.01$), and get involved in developing school improvement programs ($w\bar{x} = 4.64$). These findings suggest that parents frequently engage in school decision-making bodies, supporting the notion that their involvement can help students achieve academic goals.

Moreover, parental organizations often lead fundraising activities and contributions that benefit both the school and their children (Epstein, 2018). Epstein et al. (2018) recommend that parents actively participate in school decision-making by serving as leaders and representatives, thereby enhancing the school's overall effectiveness and fostering a collaborative school environment.

3.2 Level of Learners' Reading Proficiency

Table 2 presents the reading proficiency levels of the learners. For the word reading score, 52.14% of the learners fall under the independent level, 37.50% belong to the instructional level, and 10.36% are at the frustration level. In contrast, the reading comprehension score shows that only 12.14% of learners are at the independent level, 22.14% fall into the instructional level, and a significant 65.72% are at the frustration level.

Table 6. Descriptive statistics for learners reading proficiency (n = 280)

CLASSIFICATION	WORD READING		COMPREHENSION		READING PROFICIENCY	
	f	%	f	%	f	%
Independent	146	52.14	34	12.14	34	12.14
Instructional	105	37.50	62	22.14	64	22.86
Frustration	29	10.36	184	65.72	182	65.00
Mean	95.20 (Instructional)		49.68 (Frustration)			
SD	5.07		24.43			

Overall, 65% of the learners fall under the frustration level for reading proficiency, indicating significant difficulties with reading. Only 12.14% of the students meet the criteria for independent reading, suggesting they can read and comprehend texts on their own with ease. Around 22.86% fall into the instructional reading category, meaning they require some support to comprehend the material. This data underscores a critical need for targeted interventions to improve reading skills, particularly focusing on enhancing comprehension abilities.

3.3 Relationship between Parental Involvement and Reading Proficiency

In terms of Word Reading Score

Table 7 presents data on the relationship between parental involvement and students' reading proficiency, specifically focusing on word reading scores. Through multiple regression analysis, it is revealed that the overall p-value (0.001) is less than the level of significance (0.05), indicating that one construct of parental involvement significantly predicts students' reading proficiency in terms of word reading scores.

Table 7. Multiple regression analysis of parenting involvement variables influencing reading proficiency in terms of word reading

Variables	Coefficients	SE	t Stat	P-value
Intercept	90.102	1.598	56.384	<.001
Parenting	1.248	0.380	3.285	0.001
Communicating	-0.397	0.355	-1.116	0.265
Volunteering	0.159	0.306	0.519	0.604
Learning at Home	0.386	0.365	1.056	0.292
Decision-Making	-0.484	0.284	-1.704	0.090
R = 0.2712				
R ² = 0.0736				
adjusted R ² = 0.0567				
F-ratio = 4.352				
p-value = 0.001 (significant)				
Level of significance = 0.05				

The regression output indicates that out of the five constructs of parental involvement, only parenting ($p = 0.001 < \alpha = 0.001$) emerges as a significant determinant of students' reading proficiency in word reading scores. The positive coefficient (1.248) suggests that higher levels of parenting correlate with higher word reading scores among students. However, the other four constructs of parental involvement—communicating, volunteering, learning at home, and decision-making—are not significant predictors of students' word reading scores. This suggests that these variables do not directly impact students' word reading scores, implying that certain responsibilities of parents, schools, and the community are best handled independently. These findings assert that student reading progress and the influence of the four non-significant variables have no direct effect on students' acquisition of word reading skills.

This finding aligns with a study by Tifora (2020), which also found no significant relationship between parental participation and academic success among respondents from private schools. Moreover, parental involvement among public school students is "high" in terms of parenting and "moderate" in terms of communication, volunteering, home learning, and decision-making. While this result does not contradict previous findings, it underscores the significance of parenting in influencing children's reading skills and development.

In terms of Comprehension

Table 8 reveals the relationship between parental involvement and students' reading proficiency in terms of comprehension scores. Among the five constructs of parental involvement, only parenting ($p = 0.001 < \alpha = 0.001$) emerges as a significant predictor of students' reading proficiency in terms of comprehension scores. The positive coefficient (4.973) indicates that higher levels of parenting are associated with greater comprehension scores among students.

Table 8. Multiple regression analysis of parenting involvement variables influencing reading proficiency in terms of comprehension

Variables	Coefficients	SE	t Stat	P-value
Intercept	29.572	7.880	3.753	<.000
Parenting	4.973	1.873	2.655	0.008
Communicating	-1.647	1.752	-0.940	0.348
Volunteering	-0.323	1.511	-0.214	0.831
Learning at Home	2.260	1.801	1.255	0.211
Decision-Making	-1.810	1.401	-1.292	0.198
R = 0.2289				
R ² = 0.0524				
adjusted R ² = 0.0351				
F-ratio = 3.031				
p-value = 0.011 (significant)				
Level of significance = 0.05				

This finding suggests that parents' involvement in reading activities positively influences students' reading comprehension, motivation, and attitudes toward reading. However, the other constructs of parental involvement—communicating, volunteering, learning at home, and decision-making—are not significant determinants of students' comprehension scores. Therefore, it can be inferred that reading comprehension is a skill that can be improved even in the absence of parental involvement in school activities.

3.4 Relationship between Profile and Reading Proficiency

In terms of Word Reading

Table 9 indicates that students' profiles in terms of sex, age, and school location are significant predictors (all p -values $< \alpha = 0.05$) of students' reading proficiency in word reading scores. The coefficients of each variable and their coding reveal the following insights: (a) female students achieve higher reading scores than male students; (b) younger students tend to achieve higher word reading scores; and (c) students from urban areas attain higher word reading scores compared to students from rural areas.

This finding aligns with previous research by Jabbar and Warraich (2023), who noted that gender differences have a significant impact on reading development. Similarly, Thresia (2022) found that female students consistently outperformed male students in reading scores, serving as strong predictors of reading competency based on word reading scores.

Table 9. Multiple regression analysis of demographic variables influencing reading proficiency in terms of word reading

Variables	Coefficients	SE	t Stat	P-value
Intercept	110.347	4.700	23.479	<.001
Sex (female = 0, male =1)	-1.060	0.369	-2.874	0.004
Age	-1.214	0.570	-2.129	0.034
School Location (urban=0, rural=1)	-3.144	0.584	-5.388	<.001
R = 0.3780				
R ² = 0.1429				
adjusted R ² = 0.1336				
F-ratio = 15.337				
p-value = <.001 (significant)				
Level of significance = 0.05				

The significant relationship between age and word reading scores suggests that early language training empowers and enhances students' confidence in acquiring fundamental literacy skills. Chen et al. (2022) argue that starting language acquisition at a young age is motivated by the belief that 'earlier is better,' indicating that the age of language acquisition is a robust predictor of language learning success.

Furthermore, the result regarding students' location is consistent with Lee's (2022) observation that despite Chinese students' exceptional performance in international academic examinations such as PISA, there remains a significant achievement gap between urban and rural areas. Rural areas tend to have a higher proportion of underperforming students compared to urban areas, resulting in a notable difference in average scores between the two.

In terms of Comprehension

Table 10 reveals that students' profiles in terms of sex and school location are significant predictors (all p-values < $\alpha = 0.05$) of students' reading proficiency in comprehension scores. The coefficients of each variable and their coding provide the following insights: (a) female students attain higher comprehension scores than male students, and (b) students from urban areas achieve higher comprehension scores compared to students from rural areas.

Table 10. Multiple regression analysis of demographic variables influencing reading proficiency in terms of comprehension

Variables	Coefficients	SE	t Stat	P-value
Intercept	123.846	22.352	5.541	<.001
Sex (female = 0, male =1)	-5.124	1.754	-2.921	0.004
Age	-5.079	2.712	-1.873	0.062
School Location (urban=0, rural=1)	-18.721	2.775	-6.745	<.001
R = 0.4296				
R ² = 0.1846				
adjusted R ² = 0.1757				
F-ratio = 20.826				
p-value = <.001 (significant)				

This finding underscores the importance of considering gender differences when assessing reading comprehension skills. It aligns with the affirmation by Manu et al. (2023) that girls outperform boys in nearly every prereading and reading skill. Girls tend to excel in reading and writing on standardized tests as early as fourth grade. Manu et al. (2023) further note that boys may face peer pressure to conform to male expectations, potentially prioritizing other activities over reading.

Contrary to expectations, age is not a significant predictor of reading comprehension in this study. This finding contradicts the assertion by Chen et al. (2022) that early English language learning leads to higher competence levels, providing an advantage in today's globalized society.

Additionally, school location emerges as a significant predictor of reading proficiency, with students from urban areas outperforming those from rural areas in comprehension scores. Learners in rural areas may encounter various challenges, including limited access to educational resources and technology. Urban areas typically offer more specialized educational programs and better access to resources. Drescher et al. (2022) found moderate variations in results between rural and nonrural students, particularly pronounced among specific socioeconomic, racial-ethnic, and geographical categories.

4.0 Conclusion

In summary, parental involvement plays a crucial role in fostering children's early literacy skills, primarily through the provision of learning resources and frequent library visits. Additionally, parents serve as inadvertent models for their children's reading habits, which can significantly influence their literacy development. However, as children progress into high school, parental involvement tends to diminish due to factors such as increased time spent in formal educational settings and adolescents' growing autonomy. Despite these challenges, ongoing parental support remains instrumental in fostering students' reading proficiency. While parenting emerges as a significant predictor of reading proficiency, it is important to acknowledge the complex interplay of various factors when parents are actively engaged in their children's literacy development. Further research is warranted to explore effective strategies for sustaining parental involvement throughout the adolescent years and beyond.

5.0 Contributions of Authors

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7.0 Conflict of Interests

The author declares no conflicts of interest about the publication of this paper.

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