

# Parental Involvement and Pupils' Reading Strategies: its Relationship to Reading Performance

Richelle G. Benting<sup>a</sup>, Azel M. Valle<sup>b</sup>

<sup>a</sup> richelle.benting @deped.gov.ph, <sup>b</sup>jeazarvalle@gmail.com  
Southern de Oro Philippines College – Graduate School, Cagayan de Oro City, Philippines

---

## Abstract

Reading is the gateway to all other knowledge. This study aimed to determine the level of parental involvement, and pupil's reading strategies, and reading performance this School Year 2022-2023 and to find the significant relationship of parental involvement, reading strategies and reading performance based on the Phil-IRI result. This study was conducted among the small schools of Libona District II, Division of Bukidnon. This study employed descriptive correlational design on which one hundred twenty (120) Grade 6 pupils and their parents as the respondents using purposive =of this study were one hundred twenty (120) Grade 6 pupils and their parents. Correlational design was used in the study. Mean, standard deviation, frequency, percentage and Pearson Coefficient of Correlation were the statistical treatment employed in interpreting the data. The result of the study revealed Parental Support construct under parental involvement got the highest mean rating. On the other hand, Reading Activities got the lowest mean rating. Conclusion were drawn that Parental Support, Problem-solving and Support strategies are statistically associated with the reading performance of the pupils. However, parental involvement in terms of Reading Activities and Reading Instruction, and Global Reading Strategy are not significantly related to pupils' reading performance. Therefore, Parents may enroll their child in any training centers be engaged and motivated as they learn and discover meaningful learning experiences.

Keywords: parental, engagement, reading, strategies, performance

---

## 1. Introduction

No other skill taught in school and learned by school children is more important than reading. It is the gateway to all other knowledge. Teaching pupils to read by the end of third grade is the single most important task assigned to elementary schools. Thus, reading as one of the macro skills and the basic life skill is important for individual to master. It enables one to be active, independent thinker charging one's own learning. It is also part of ones thinking, helping them interpret and answer questions. Through reading, it makes them value and appreciate everything around them: literature, arts, folklores and even the environment. Reading takes one to places and broadens their imagination. This skill helps them understand many concepts in education and society.

As stated by Cerbito et al. (2020), reading is an important skill to help people learn from human knowledge and experience. If one does not know how to read, then he is deprived from the chance to discover truths—of discerning what is believable from not—and understanding everything around him. Through reading, knowledge has greatly contributed to the growth of mankind. Parents have taught their children to read in the hopes of securing them a better future. However, as the systems have been modernized, certain issues have surfaced, which led to the reading difficulty of a large number of pupils, particularly in this generation. According to Pergar and Hadela (2020), in the modern age, the importance of reading to children from an early age is undoubtedly emphasized. Even though modern technology is present in all spheres of children's education, the fact that reading has a significant role in children's future development and learning, both cognitive and emotional, should not be neglected.

The use of strategies will also help pupils further improve their learning particularly the use of three reading methods—problem-solving, global reading, and support reading. These are the major topics of metacognitive reading strategies. These metacognitive skills help language teachers comprehend the various reading preferences of their pupils and choose the most effective reading techniques to introduce in the language classroom (Ali & Razali, 2019). It also indicates that the greater parental participation increases students' ability to learn independently (Latipah & Kistoro, 2021). Because of this, parents should be valued as well as the educators who should focus on various teaching methods to ensure that all opportunities are provided for pupils to thrive in order to promote an environment of acceptance and security. It is crucial to understand how various parental behaviors affect metacognitive techniques and academic success (Veas et al., 2022). Asvio (2022) discovered that parental participation has a significant impact on higher academic results for their children.

This premise encouraged the researcher to determine the extent of parental involvement, pupils' reading strategies and reading performance of Grades 6 pupils. The data would also serve as one of the bases in planning, designing/redesigning the reading programs or activities in the school to improve the overall school reading performance.

This study was anchored on the theory by John Flavell Metacognition Theory. John Flavell first described metacognition as the awareness and regulation of thought (Hague, 2019). It stressed the significance of metacognition commonly known as "thinking about our thinking". Metacognition resembles an unseen mentor who resides in a specific area of the brain. This mentor gets information about how one thinks and examines the workings of one's brains which acknowledges the limitations of one's understanding and aids in the development of particular measures more clearly (Ganapati & Mostafavi, 2021).

Furthermore, the findings of Veas et al. (2019) on the relationship of parents' involvement and academic achievement through metacognitive strategies emphasizes the significance of metacognition throughout early childhood, which implies that parental participation is essential for the future development of adolescents and models for education. The metacognitive methods had an effect on pupils' achievement in reading comprehension. It encouraged pupils' reading proficiency as well as their capacity to make the most of their reading. Pupils would develop skills and read well strategically by becoming accustomed to adopting metacognitive strategies in their reading activities. Three steps of metacognitive strategy activities would show that strategic readers could automatically plan, monitor, and assess their reading. They made the most of their reading this way, increasing their chances of getting the desired grade (Muhid et al., 2020).

Additionally, the study complied with DepEd Order No. 014, s. 2018 which is known as, Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his or her grade level and to measure learners' reading performance in both English and Filipino languages in oral reading, silent reading, and listening comprehension. This is supported by the 2018 document known as Policy Guidelines of the Administration of the Revised Philippine Informal Reading Inventory to enhance the overall reading performance of the school, the Phil-IRI data will also be used as one of the bases for planning and structuring the reading instruction provided by the instructors and the programs or activities offered by the school.

## 2. Methodology

The researcher used the descriptive correlational design with documentary analysis. Descriptive correlational design using a non-experimental quantitative approach, correlational research allows the researcher to use correlational statistics to assess and characterize the strength of associations among factors or collections of scores Asenahabi (2019). Furthermore, descriptive correlational design in this study used surveys to gather data about the respondent's parental involvement and pupils' strategies in reading to pupil's reading performance.

The researcher gathered the data, they were compiled, sorted, organized and tabulated. They were subject to statistical treatment in order to answer the questions proposed in the study. The statistical tools

employed were the mean, standard deviation to find out the level of parental involvement and pupils' level of reading strategies. Frequency, percentage, mean and standard deviation to find out the reading performance of the pupils. The Pearson Moment Correlation used to determine the significant relationship among parental involvement, reading strategies and reading performance.

### 3. Results and Discussion

**Problem 1.** What is the level of parental involvement as to:

- 1.1 Parental Support;
- 1.2 Reading Activities; and
- 1.3 Reading Instruction?

**Table 1**

Parental Involvement as to Parental Support

Indicators	Mean	Standard Deviation	Description	Interpretation
1. I go to the school and check the performance of my child.	3.73	1.24	Agree	Highly Involved
2. I personally send my child in the school.	3.68	1.50	Agree	Highly Involved
3. I help in my child's classroom improvement like gardening and cleaning.	3.52	1.33	Agree	Highly Involved
4. I regularly attend Parent Teacher Association (PTA) meeting.	4.09	1.15	Agree	Highly Involved
5. I provide their daily needs and materials in school.	4.42	.85	Strongly Agree	Very Highly Involved
6. I support extracurricular activities by providing its needs.	4.29	.96	Strongly Agree	Very Highly Involved
7. I assess their performance in school by providing information to their assignments.	4.03	1.15	Agree	Highly Involved
8. I buy materials require in their subject.	4.50	.75	Strongly Agree	Very Highly Involved
9. I Attend back-to-school Brigada Eskwela and orientation.	4.15	1.12	Agree	Highly Involved
10. I Ask their teacher how I can communicate to them like face-to face, messenger or sending letters.	3.74	1.23	Agree	Highly Involved
11. I attend school events like Buwan ng Wika Celebration and awarding of honors.	3.59	1.35	Agree	Highly Involved
12. I accompany my child during competitions.	3.81	1.29	Agree	Highly Involved
<b>Overall Mean</b>	<b>3.96</b>	<b>1.16</b>	<b>Agree</b>	<b>Highly Involved</b>

**Note:** 4.21 – 5.00 Very Highly Involved; 3.41 – 4.20 Highly Involved; 2.61 – 3.40 Moderately Involved; 1.81 – 2.60 Less Involved; 1.00 – 1.80 Least Involved

Table 1 discloses the level of parental involvement in terms of parental support with an Overall Mean of 3.96 with SD= 1.16 which is described as Agree and interpreted as Highly Involved. This suggests that the parents are highly engaged in supporting the needs as well as school related activities of their child. Further they involved themselves in curricular and co-curricular activities of their child. Parental support of parents to the educational needs and activities of the child is a crucial factor in the educative process. There is an evidence to suggest that greater parental participation leads to improved parent and teacher satisfaction ((Đurišić, & Bunijevac, 2017). It simply means that parents should actually support their children since this is beneficial for them to be motivated which will lead to greater success. This also includes parents having good

communication and relationship among teachers. Schools can promote participation in a variety of activities, like parenting and cooperation among communities as pointed out by Đurišić, & Bunijevac (2017).

Moreover, the indicator, *I buy materials required in their subject*, has the highest Mean of 4.50 with  $SD=0.75$  which is described as Strongly Agree and interpreted as Very Highly Involved. This findings indicate that the parents are very supportive on the material needs of their child. Providing full support of the parents to the educational and personal needs of the child is an important factor to sustain the motivation of the child to do their tasks in school. Parents really worked hard in order to provide and sustain the needs of their child. Since, with right materials pupils can actively participate in their education rather than just listening to their teachers which foster creativity. Thus, the involvement of parents in their children's education is essential to their success. In like manner, the child relies on the resources that the parents provided to them (Barger et al., 2019). It means that children who are supported by their parents exhibit the proper mindset, motivation and improved performance in school.

On the other hand, the indicator, *I help in child's classroom improvement like gardening and cleaning*, got the lowest Mean of 3.52 with  $SD= 1.33$  described as Agree and still interpreted as Highly Involved. It means that parents are more focused and mindful in providing the material needs of their child and since they are working, least opportunity they can provide in the additional beautification of their child's classroom. Their availability at the same time might conflict in their working schedule. Therefore, parents decide what actions they are willing to do at home, in the community, and at school that are related both directly and indirectly to the education of their children (Coleman 2018).

Table 2 shows the level of parental involvement as to reading activities. It has an overall Mean of 3.75 with  $SD= 1.19$  which is described as Agree and interpreted as Highly involved. The results imply that parents are encouraging their child to participate in activities that will help and develop their reading performance. They are also willing to provide and spend with them in choosing reading materials that is suitable for their needs. Hence, questioning the reading difficulties of their child they are highly involved since parents' ultimate goal is for their children to successfully become better readers. Parents must take responsibility to make sure their children live in a setting that can support (Bano et al., 2018). This is understood that parents have an important role in their child's educative process. They should not totally entrust themselves in the school thinking that it is only the teacher's responsibility to teach and nurture the reading of their child. Rather, they must have an open-mindedness that there are activities just like reading aloud from picture books enables children to connect their speaking and listening abilities to text understanding (Mason, 2017).

Moreover, the indicator, *I provide feedback about my child's reading progress*, has the highest Mean of 4.03 with  $SD=1.02$  which is described as Agree and interpreted as Highly Involved. It means that parents are monitoring and giving feedback towards their child's reading. They might be working throughout the day but it is important to them to give purposeful and effective feedback to assess their child's comprehension and reading development. Subsequently, taking part in activities like reading to children being in a participating educational activities at home, such as singing or playing games with family members consistently correlated well with early children's scholastic achievement (Boonk & Gijsselaers, 2018). It means that children need to see that reading is valued in the family so they can be eager and driven readers.

On the other hand, the indicator, *I enroll my child in training centers*, got the lowest Mean of 2.76 with  $SD= 1.40$  which is described as Undecided and interpreted as Moderately Involved. It means that parents are unable to pay for their children's educational costs just like enrolling them in training centers. Lack of time and knowledge as well of the importance of this activity parents must deal with who want to be involved in their children's education.

**Table 2**  
**Parental Involvement as Reading Activities**

Indicators	Mean	Standard Deviation	Description	Interpretation
1. I enroll my child in reading remedial class.	3.80	1.20	Agree	Highly Involved
2. I encourage my child to participate in various activities outside the school.	3.94	1.19	Agree	Highly Involved
3. I bring my child in different places to discover new things like in the park or in the zoo.	3.52	1.29	Agree	Highly Involved
4. I encourage them to choose books from book sale and bookstores.	3.67	1.20	Agree	Highly Involved
5. I provide feedback about my child's reading progress.	4.03	1.02	Agree	Highly Involved
6. I prepare additional printed activity sheets for my child.	3.56	1.23	Agree	Highly Involved
7. I enroll my child in training centers.	2.76	1.40	Undecided	Moderately Involved
8. I ask questions about my child's reading	3.83	1.23	Agree	Highly Involved
9. I choose reading materials suitable for my child's need.	3.68	1.34	Agree	Highly Involved
10. I conduct question and answer with my child.	3.98	1.11	Agree	Highly Involved
11. I do advance reading for my child in order to teach him/her.	3.97	1.13	Agree	Highly Involved
12. I use approach in teaching reading.	4.00	1.09	Agree	Highly Involved
<b>Overall Mean</b>	<b>3.75</b>	<b>1.19</b>	<b>Agree</b>	<b>Highly Involved</b>

**Note:** 4.21 – 5.00 Very Highly Involved; 3.41 – 4.20 Highly Involved; 2.61 – 3.40 Moderately Involved; 1.81 – 2.60 Less Involved; 1.00 – 1.80 Very Less Involved

Noviante and Garzia, (2020) for them, engagement of children in academic activities, parent-child relationships, and relations and educational accessibility three essential components of the home environment that promotes learning, increase youth education development support role of parents learning in children is essential. This means that children can further their education in special places called learning centers. Throughout the course of the school day, they engage in a variety of activities that help them hone their academic abilities and use the resources available for them to create, investigate, and learn new concepts.

Table 3, shows the Parental Involvement in terms of Reading Instruction. It reveals that it has an overall Mean of 3.89 with SD= 1.14 which is described as Agree and interpreted as Highly Involved. It means that parents are monitoring and spending time with their children at home in order to assist them in times of their reading difficulties. Further, they prepare and perform additional tasks just to increase and improve their children's language, vocabulary, and comprehension abilities by reading to them at home. In connection to this, parental involvement makes the greatest difference in reading to the children at home, helping with schoolwork at night, just taking part in the educational process. Not at all absolutely have to spend every moment at the school, but merely conveying their awareness of what their children is participating in the process of learning (Dawkins 2017). Even more if parents read to their child together. The child grades rise as well as their level of motivation for learning.

Moreover, the indicator, I follow up for their assignment given by the teacher, has the highest Mean of 4.21 with SD= 1.17 which is described as Strongly Agree and interpreted as Very Highly Involved. It means that monitoring schoolwork by parents increases the likelihood that children will do it effectively. Just

like learning at home which pertains providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities (Đurišić, & Bunijevac, 2017). Therefore, Parents believed that assignment is important for their child's learning for them to be independent, responsible and develop self-discipline. This will also give them the chance to learn and practice. Assignments can also be entertaining and fun so children loves working with their parents.

**Table 3**  
 Parental Involvement as to Reading Instruction

Indicators	Mean	Standard Deviation	Description	Interpretation
1. I follow up for their assignment given by the teacher.	4.21	1.17	Strongly Agree	Very Highly Involved
2. I spend time helping and guiding my child in working on his literacy and numeracy skill.	3.70	1.16	Agree	Highly Involved
3. I help in weak subject by tutoring them.	4.05	1.06	Agree	Highly Involved
4. I read books and videos for my child useful in reading.	3.77	1.22	Agree	Highly Involved
5. I print materials for beginning reading.	3.44	1.31	Agree	Highly Involved
6. I introduce basic sight words.	3.66	1.19	Undecided	Moderately
7. I read with my child on the daily basis.	3.63	1.15	Agree	Highly Involved
8. I read aloud to my child.	3.74	1.15	Agree	Highly Involved
9. I do guided reading to my child.	3.99	1.15	Agree	Highly Involved
10. I follow up and guide my child's reading difficulties and struggles at home	4.13	1.03	Agree	Highly Involved
11. I monitor the oral reading and correct pronunciation.	4.16	1.02	Agree	Highly Involved
12. I help learning the sounds and letters.	4.18	1.15	Agree	Highly Involved
<b>Overall Mean</b>	<b>3.89</b>	<b>1.14</b>	<b>Agree</b>	<b>Highly Involved</b>

**Note:** 4.21 – 5.00 Very Highly Involved; 3.41 – 4.20 Highly Involved; 2.61 – 3.40 Moderately Involved; 1.81 – 2.60 Less Involved; 1.00 – 1.80 Very Less Involved

On the other hand, the indicator, I print materials for beginning reading, got the lowest Mean of 3.44 with SD= 1.31 and described as Agree and interpreted as Highly Involved. It means that parents cannot provide printed materials since they don't have enough finances and resources to do this. Due to educational attainment parents are not knowledgeable enough how to prepare such materials. Although, parental benefits from discovering how home literacy or enrichment activities might support their child's literacy and numeracy abilities and how to interact with their children in ways that are meaningful to schooling (Sonnenschein & Sun, 2017). It implies that parents supposedly provide the necessary materials which are useful for their child's reading but due to financial provision they cannot provide thus, they defended on what the teachers can provide on their child's printed reading materials.

Table 4, discloses the summary of parental involvement. It reveals that it has an overall Mean of 3.87 with SD= 1.16 which is described as Agree and interpreted as Highly Involved. It means that parents fully supported their child in their academic endeavors it may be at home or in school. Parents are able to provide positive home environment which has a significant impact on their child's reading performance. Thus, parental involvement has always been essential factor in child's reading progress in order to sustain their willingness and motivation in school. Hence, it is understood that parental involvement among parents promotes good relations to teachers in the school which can be benefited by the pupils. According to Nicolas



(2021), Assessment of learners reading abilities and administration of intervention programs for learners reading growth are crucial tasks performed by reading teachers. It means that teachers must also carry out their responsibilities and roles with utmost purpose to really help pupils achieve appropriate reading level with the use of various strategies in teaching. Thus, the strength and viability of policies intended to promote home school connections would, hopefully, be attested by the willingness of a sizable number of parents to join in parental involvement in reading programs initiated by schools (Topping & Wolfendale, 2017).

**Table 4**

Summary Table of Parental Involvement

Parental Involvement	Mean	Standard Deviation	Description	Interpretation
Parental Support	3.96	1.16	Agree	Highly Involved
Reading Program and Activities	3.75	1.19	Agree	Highly Involved
Reading Instruction	3.89	1.14	Agree	Highly Involved
<b>Overall Mean</b>	<b>3.87</b>	<b>1.16</b>	<b>Agree</b>	<b>Highly Involved</b>

**Note:** 4.21 – 5.00 Very Highly Involved; 3.41 – 4.20 Highly Involved; 2.61 – 3.40 Moderately Involved; 1.81 – 2.60 Less Involved; 1.00 – 1.80 Very Less Involved

Moreover, the parental support, has the highest Mean of 3.96 with SD= 1.16 and described as Agree and interpreted as Highly Involved. It means that parental involvement has always been a factor for the child to experience effective home and school activities that will benefit and encourage them also. Through this, certain tasks can be achieved and done more easily by the parents by providing their needs and communicating with their teachers in order to assess their performance in school. Regardless of differences, all parent involvement programs aim to increase parent-school cooperation in order to support safe and healthy child development (Đurišić, & Bunijevac, 2017). It means that there should be school programs and activities just like Parent-Teacher Association (PTA), Buwan ng Wika and awarding of honors to develop parent's awareness and productivity. By attending such programs pupils felt proud of themselves and all the more they will performed.

On the other hand, parental involvement in terms of reading activities, got the lowest Mean of 3.75 with SD= 1.19 and described as Agree and interpreted as Highly Involved. It means that reading activities and programs has an important role for the parents in teaching reading. It means that children are most likely supported by their parents once they participate various activities outside the school. Moreover, parents appear to have an impact on their children by providing a welcoming environment and having high standards for academic performance, (Boonk et al., 2018). This leads to Ntekane 2018, who emphasized that parental involvement in education serves as a glue that promotes children's enjoyment of learning and motivates them to persevere more as they want to impress their loved ones.

**Problem 2.** What is the pupils' level of reading strategies in terms of:

- 2.1 Global Strategies;
- 2.2 Problem Solving Strategies; and
- 2.3 Support Strategies?

Table 5 reveals the strategies used by the pupils in terms of global reading strategies. It has an overall Mean of 3.92 with SD= 1.08 which is described as Agree and interpreted as Highly Used. It means that pupils highly used this strategy in order to help their reading difficulties and establishing purpose while reading. These are the methods that pupils and readers employ to assist them understand, create, and reassemble the text's meaning Par (2020). It means that pupils are aware of their needs thus they utilize certain approaches that fits their reading purpose. This is also one way of preparing the pupils on how to think of

better ways toward their reading abilities.

**Table 5**  
*Pupils' Global Reading Strategies*

Indicators	Mean	Standard Deviation	Description	Interpretation
1. I set a purpose for reading.	4.14	.87	Agree	Highly Used
2. I look at the title before reading to get a hint about the text.	4.23	1.05	Strongly Agree	Very Highly Used
3. I evaluate the text content fits reading purpose.	3.69	1.15	Agree	Highly Used
4. I use context clues, e.g. "First"; for better understanding.	3.98	1.04	Agree	Highly Used
5. I critic and evaluate	3.68	1.21	Agree	Highly Used
6. I try to guess what the content of the text is about when I read.	3.70	1.12	Agree	Highly Used
7. I check to see if my guesses about the text are right or wrong.	3.99	1.17	Agree	Highly Used
<b>Overall Mean</b>	<b>3.92</b>	<b>1.08</b>	<b>Agree</b>	<b>Highly Used</b>

**Note:** 4.21 – 5.00 Very Highly Used; 3.41 – 4.20 Highly Used; 2.61 – 3.40 Moderately Used; 1.81 – 2.60 Less Used; 1.00 – 1.80 Very Less Used

Moreover, the indicator, I look at the title before reading to get a hint about the text, has the highest Mean of 4.23 with SD= 1.05 which is described as Strongly Agree and interpreted as Very Highly Used. It means that pupils are particular and show interest while looking and reading at the title first. In doing this, it will also provide them necessary information of what it is all about. Therefore, if the title is engaging, entertaining and useful to them there is a greater chance that they will read such books. Global reading strategies (GRS), sometimes known as generalized or global strategies, reading tactics designed to prepare the reader for the act of reading (e.g. establishing reading goals, previewing text material, speculating on the subject matter, etc. ( Mokhtari & Dimitrov, 2018). It means that through this strategy pupils independently initiate what it means to read with purpose.

Meanwhile, the indicator, I critic and evaluate information, got the lowest Mean of 3.68 with SD= 1.21 and described as Agree and interpreted as Highly Used. It implies that during reading, certain problems are encountered by the pupils due to the following reasons lack of understanding and confusion. Non-readers cannot grasp the test itself. According to Daguay and Bulusan (2020), the least favored techniques appeared to be global ones. Pupils rarely see global tactics, which essentially require planning. It means that due to poor reading comprehension all the pupils cannot plan and evaluate information.

Table 6, depicts pupils problem-solving strategies. It reveals that it has an overall Mean of 3.98 with SD= 1.01 which is described as Agree and interpreted as Highly Used. It means that when text becomes difficult this particular strategy is utilized by the pupils and guess its meaning. Exactly what Rastegar and Kermani (2017) attested while the content becomes challenging to interpret, these techniques assist the reader in solving the issue. Rereading the passage for clarity, pausing to reflect on it, picking up where it is left off while reading, and other strategies are examples. These techniques aid readers in the actual reading process and enable them to navigate texts with ease. It means that this strategy can provide several ways for pupils to internalize and offer several techniques while reading in order to address complicated text and effectively grasp its unknown words and phrases.



**Table 6**  
**Pupils' Problem-Solving Reading Strategies**

Indicators	Mean	Standard Deviation	Description	Interpretation
1. I read slowly and carefully for better	4.56	.71	Strongly	Very Highly
2. I try to get back on track when I lose	3.83	1.05	Agree	Highly Used
3. I adjust reading speed to difficulty level of	3.77	1.06	Agree	Highly Used
4. I pay close attention when text becomes difficult.	3.73	1.14	Agree	Highly Used
5. I visualize to remember text.	3.96	1.11	Agree	Highly Used
6. I re-read for better understanding	4.46	.89	Strongly	Very Highly
7. I guess meaning of unknown words or phrases.	3.57	1.12	Agree	Highly Used
<b>Overall Mean</b>	<b>3.98</b>	<b>1.01</b>	<b>Agree</b>	<b>Highly Used</b>

**Note:** 4.21 – 5.00 Very Highly Used; 3.41 – 4.20 Highly Used; 2.61 – 3.40 Moderately Used; 1.81 – 2.60 Less Used; 1.00 – 1.80 Very Less Used

Moreover, the indicator, I read slowly and carefully for better understanding, has the highest Mean of 4.56 with SD=.71 which is described as Strongly Agree and interpreted as Very Highly Used. It means that pupils intentionally want to have purposeful reading wherein they do not want to commit mistake, and this will also prepare pupils answer correctly and respond effectively in any given tasks. Ulo (2017), further said that this technique might successfully categorize pupils according to how successful they were at solving problems. Thus reading slowly and carefully expands pupils' capacity to think and enhance their focus.

On the other hand, the indicator, I guess meaning of unknown words or phrases, got the lowest Mean of 3.57 with SD= 1.12 and described as Agree and interpreted as Highly Used. It means that pupils has the ability to infer meaning. This is important in acquiring understanding what a word means retained much longer. This is also used to address issues that appear when the text becomes more complex arduous and demanding to read these techniques which include reading slowly, rereading, and slowing down, reading out loud, figuring out a word's meaning, and seeing the information in the book therefore this strategy is a strong predictor of both literal and sophisticated comprehension ( Ghaith & El-Sanyoura, 2019). It means that in order to maintain healthy mind deep reading is necessary. Pupils must work hard to instill this value of reading.

Table 7, discloses pupils' support reading strategies with the overall Mean of 3.73 with SD= 1.17 which is described as Agree and interpreted as Highly Used. This means that pupils highly used this strategy to support and increase effectiveness in reading. This includes pupils using additional resources and flexible reading. According to (Rastegar & Kermani, 2017) support reading techniques typically include leveraging other sources of information, taking notes, underlining content, and other useful techniques. A reader can maintain responses to the content they are reading by using these auxiliary or practical tactics. It means that readers use references for them to accurately organize and for the purpose of readability and aids them in locating information quickly.

However, the indicator, I paraphrase for better understanding, got the highest Mean of 4.21 with SD= .92 which is described as Strongly Agree and interpreted as Very Highly Used. It demonstrates that pupils can comprehend what they are reading and put in their own words to express meaningfully their own understanding and feeling which offers the sustainment-oriented support systems or tools flexibility when reading (Mokhtari & Dimitro, 2018) and aid readers in understanding the text (Chutichaiwirath & Sithitikul, 2017). Allowing ideas acceptable and without judgement.

**Table 7**  
 Pupils' Support Reading Strategies

Indicators	Mean	Standard Deviation	Description	Interpretation
1. I paraphrase for better	4.21	.92	Strongly	Very Highly
2 I go back and forth in the text.	3.54	1.18	Agree	Very Highly Used
3. I use reference materials like dictionary.	3.78	1.21	Agree	Highly Used
4. I stop from time to time and think about what I am reading.	3.95	1.09	Agree	Highly Used
5. I read aloud when text becomes difficult.	3.12	1.41	Agree	Moderately Used
6. I discuss my reading with others to check understanding.	3.87	1.18	Agree	Highly Used
7. I underline, highlight information in the text	3.66	1.20	Agree	Highly Used
<b>Overall Mean</b>	<b>3.73</b>	<b>1.17</b>	<b>Agree</b>	<b>Highly Used</b>

**Note:** 4.21 – 5.00 Very Highly Used; 3.41 – 4.20 Highly Used; 2.61 – 3.40 Moderately Used; 1.81 – 2.60 Less Used; 1.00 – 1.80 Very Less Used

On the other hand, I read aloud when text becomes difficult, got the lowest Mean of 3.12 with SD= 1.41 which is described as Agree and interpreted as Moderately Used. It means that in reading, pupils chose to read aloud when text becomes difficult. This will enable them to concentrate, develop focus and get rid of distractions. This strategy on the other hand, concentrates on teaching the pupils additional reading strategies, such as the use of some reference books, like the dictionary, making notes, underlining key phrases to help remember them, answering own questions, and paraphrase the passages (Ali & Razali, 2019). It means that pupils have the greater opportunity and chances of becoming competent, skilled and knowledgeable in reading.

**Table 8**  
 Summary Table of Pupils' Reading Strategies

Strategies	Mean	Standard Deviation	Description	Interpretation
Global	3.92	1.08	Agree	Highly Used
Problem Solving	3.98	1.01	Agree	Highly Used
Support	3.73	1.17	Agree	Highly Used
<b>Overall Mean</b>	<b>3.88</b>	<b>1.08</b>	<b>Agree</b>	<b>Highly Used</b>

**Note:** 4.21 – 5.00 Very Highly Used; 3.41 – 4.20 Highly Used; 2.61 – 3.40 Moderately Used; 1.81 – 2.60 Less Used; 1.00 – 1.80 Very Less Used

Table 8 shows the overall pupils' reading strategies. It reveals that it has an overall Mean of 3.38 with SD= 1.08 which is described as Agree and interpreted as Highly Used. It means that pupils used all these strategies to facilitate their understanding on the text that they read. This implies that they are capable of utilizing different strategies when it comes to reading despite their level of reading performance. According to Buehl (2017) children can develop a love of reading via the use of effective teaching practices. It implies that

parents and teachers work hand in hand in providing innovative and creative teaching strategies while parents can provide engaging and positive work environment to foster love and motivation towards reading.

Moreover, the global reading strategy, has the highest Mean of 3.92 with SD= 1.08, which is described as Agree and interpreted as Highly Used. It means that pupils consider first setting purpose in their reading for better understanding. Hence, understanding what one reads is a crucial skill in today's world (Spiro et al, 2017). Functioning also in a literate culture requires the capacity to read (Roe & Smith, 2018). Meaning the knowledge obtained by the pupils in reading are deemed significant not just for themselves but for them to affectively function in this past changing and competitive world.

On the other hand, support reading strategy, got the lowest Mean of 3.73 with SD= .17 and described as Agree and interpreted as Highly Used. This means that aside from creatively and mentally evaluate and visualize the book or text they are reading, pupils still choose and used reference materials for additional information. Aside from this, they also develop their ability to quickly recognize words and determine their meaning in order to become confident, competent readers (Castles et al., 2018). It means that strategies in reading are essential in pupils' reading progress. It will significantly address pupils' difficulties and improve the quality of their reading. With this, more and more quality readers will be promoted and ignite their motivation for their love in reading.

**Problem 3.** What is the reading performance of the respondents based on the Phil-IRI Pretest result of School Year 2022-2023?

**Table 9**

Reading Performance of the Pupils

Categories	Frequency	Percentage	Mean	SD	Interpretation
Independent	6	5.0	2.55	.59	Instructional
Instructional	42	34.4			
Frustration	74	60.6			
<b>Total</b>	<b>120</b>	<b>100</b>			

**Note:** 3.26-4.0 Independent; 2.51-3.25 Instructional; 1.76-2.50 Frustration; 1.0-1.75 Non-reader

Table 9 reveals the reading performance of the pupils based on the Phil-IRI results. It can be observed in the table that the majority of the pupils are at the frustration level with a frequency of seventy-four (74) at 60.6 percent. It reveals that more pupils are struggling in reading because they lack understanding. Frustration illustrates reading scenarios in which pupils will fail, whether or not a teacher is present Afferbach (2017). It means that pupils who belonged to this category studying for them is difficult and may eventually give up on their studies (Estremera, 2018). Therefore, there is a need for the school to create a plan and interventions that will address this problem and closely monitor its progress.

This is followed by instructional level with a frequency of forty-two (42) or 34.4 percent. Pupils whose reading performance on this level profit the most from teacher directed instruction in reading. Therefore, teachers in the school includes prioritizing one on one teaching to check pupils level of comprehension and which will lead them become independent. Teachers must be allowed to use a plan that works for their students' interests and differences, which might be successful in raising reading comprehension abilities (Inding 2020).

Lastly, six (6) at 5.0 percent are on the independent level. Since this is the highest few among the pupils reach in this level wherein they are more proficient and without assistance from the teacher. According to Casingal 2022, the most important reading level a reader possesses is enough previous knowledge of the topic, rapid and error-free access to text the level of independent reading.

Moreover, the overall Mean of the reading performance is 2.56 with a standard deviation of .59 interpreted as in the instructional level. This implies that the pupils profit the most from teacher directed

instruction in reading. Moreover, most of the pupils encountered difficulty in reading and their ability to comprehend and analyze suffers. It also shows, the pupils in instructional level benefits or gains in learning. However, there are few independent readers since this requires no assistance from the teacher.

**Problem 4.** Is there a significant relationship between the parental involvement, pupils' reading strategies and their reading performance?

Table 10 reveals the correlation analysis between parental involvement, pupils' reading strategies, and reading performance. It can be discerned from the table that Parental Support with  $R\text{-value}=0.180$  and  $P\text{-value}=0.04<0.05$ ; Problem-solving Strategy with  $R\text{-value}=0.196$  and  $P\text{-value}=0.032<0.05$ ; and Support Strategies with  $R\text{-value}=0.204$  and  $P\text{-value}=0.026<0.05$  are statistically associated with the reading performance of the pupils. Therefore, the null hypothesis is rejected on this ground. This means that the more the parents are engaged at home and school relative to the educational undertaking of their child the higher is the performance of the child. Working well and supporting their children have a significant impact on their reading performance. These findings have a practical implications for parents and teachers who are looking for, to create a positive learning environment that fosters pupils' well-being. By prioritizing these factors, they may be able to increase pupils' interest and better performance in school. Jaiswal and Choudhuri (2017) concluded that if parents keep an eye on their children who behaved well after school had a higher likelihood of getting good scores.

**Table 10**

*Correlation Analysis Between Parental Involvement, Pupils' Reading Strategies, and Reading Performance*

Variables	R-value	P-value	Decision on Ho	Interpretation
Parental Support	0.180*	0.04	Reject	Significant
Reading Activities	0.132	0.152	Accept	Not Significant
Reading Instruction	0.146	0.113	Accept	Not Significant
Global	0.163	0.074	Accept	Not Significant
Problem Solving	0.196*	0.032	Reject	Significant
Support	0.204*	0.026	Reject	Significant

**Note:\*** Correlation is significant at the 0.05 level (2-tailed).

Further, parental support statistically related to the reading performance of the pupils. It means that parents involvement is important for children's encouragement and motivation upon seeing and witnessing their parents at the same time communicating with their parents to check their performance. Ntekane (2018) pointed out that parental involvement in education serves as a glue that promotes children's enjoyment of learning and motivates them to persevere more as they want to impress their loved ones. Children will perform at their best knowing that they're supported and loved by their parents. This will also reminder to them that education matters for them to have a better future.

Moreover, problem solving strategy still statistically related to the reading performance of the pupils and most frequently used strategy demonstrated the pupils' ability to overcome any reading challenges. This implies that pupils utilized this strategy in order to carefully understand and give more attention when text becomes difficult. Which offer the sustainment-oriented support systems or tools flexibility when reading and aid readers in understanding the text (Mokhtari & Dimitro, 2018). It means that pupils, seek to clearly understand what they're reading.

In addition, support reading strategy were statistically related to the reading performance of the pupils. Support Strategy concentrates on teaching the pupils additional reading strategies, such as the use of

some reference books, like the dictionary, making notes, underlining key phrases to help remember them, answering own questions, and paraphrase the passages (Ali & Razali, 2019). It means that teachers should introduce and model this strategy to efficiently comprehend text.

On the other hand, Table 10 also shows that Reading Activities with  $R\text{-value}=0.132$  and  $P\text{-value}=0.152>0.05$ ; Reading Instruction with  $R\text{-value}=0.146$  and  $P\text{-value}=0.113>0.05$ ; and Global Strategy with  $R\text{-value}=0.163$  and  $P\text{-value}=0.074>0.05$  are not significantly related with the reading performance of the pupils. This means that parental involvement in reading activities, parents' engagement in reading instruction, and Global Strategy has no significant relationship in the reading performance of the pupils. Thus, the null hypothesis is accepted on this premise.

#### 4. Conclusions and Recommendations

Based on the significant findings the following conclusions were drawn.

1. The parents are highly involved in the educational endeavors of their child at home and in school.
2. The pupils highly used the global, problem and support reading strategies in understanding the text that they read with Problem-solving as the preferred strategy to understand the text.
3. Majority of the reading performance of the pupils is at the instructional level. Wherein they cannot successfully using difficult materials.
4. Parental Support, Problem-solving and Support strategies are statistically associated with the reading performance of the pupils. However, parental involvement in terms of Reading Activities and Reading Instruction, and Global Reading Strategy are not significantly related to pupils' reading performance.

Based on the findings of this study, the researcher come up with the following recommendations:

1. Parents may enroll their child in any training centers and be engaged and motivated as they learn and discover meaningful learning experiences.
2. The pupils may continue the used of the three strategies in reading to comprehend the text that they read. Moreover, the teacher can enhance the support reading strategy by encouraging the pupils how to read aloud which improves comprehension and vocabulary and for the teachers to read aloud also in order to motivate pupils to read.
3. Communication arts teacher may find innovative and creative teaching strategies in teaching frustrated readers which require extensive assistance from them and prepare reading materials that is not too difficult for them to successfully respond.
4. Parents must continually support their child by providing materials needed in school and printing materials for reading and for the pupils to frequently use problem solving strategy in guessing the meaning of unknown words while teachers provide opportunity for pupils to read aloud for effective comprehension.

#### REFERENCES

- Abril, J. G., Acerbo, C. T., & Abocejo, F. T. (2022). The Philippine Informal Reading Inventory (Phil-IRI) Program: A Critical Analysis. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 5(4), 432-441.
- Abril, J. G., Acerbo, C. T., & Abocejo, F. T. (2022). The Philippine Informal Reading Inventory (Phil-IRI) Program: A Critical Analysis. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 5(4), 432-441.
- Afflerbach, P. (2017). *Understanding and using reading assessment, K-12*. ASCD.
- Aldhanhani, Z. R., & Abu-Ayyash, E. A. (2020). Theories and Research on Oral Reading Fluency:

- What Is Needed?. *Theory and Practice in Language Studies*, 10(4), 379-388.
- Ali, A. M., & Razali, A. B. (2019). A Review of Studies on Cognitive and Metacognitive Reading Strategies in Teaching Reading Comprehension for ESL/EFL Learners. *English Language Teaching*, 12(6), 94-111.
- Arnab, R. (2017). *Survey sampling theory and applications*. Academic Press.
- Asenahabi, B. M. (2019). Basics of research design: A guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches*, 6(5), 76-89.
- Asvio, N. (2022). The influence of learning motivation and learning environment on undergraduate students' learning achievement of management of Islamic education, study program of IAIN Batusangkar In 2016.
- Bañez, R. M., & Urayan, M. T. M. (2019). Unpacking pupils' reading ability: Examining the effect of Marungko approach-based intervention program for non-reader Pupils. *International Journal of Recent Innovations in Academic Research*.
- Bano, J., Jabeen, Z., & Qutoshi, S. B. (2018). Perceptions of teachers about the role of parents in developing reading habits of children to improve their academic performance in schools. *Journal of Education and Educational Development*, 5(1).
- Barger, M. M., Kim, E. M., Kuncel, N. R., & Pomerantz, E. M. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A meta-analysis. *Psychological bulletin*, 145(9), 855.
- Barrot, J. S. (2016). ESL learners' use of reading strategies across different text types. *The Asia-Pacific Education Researcher*, 25(5), 883-892.
- Boltron, M. T., & Ramos, A. L. (2021). Improving Beginning Reading Literacy through Marungko Approach. *ASEAN Journal of Basic and Higher Education*, 5, 1-12.
- Boonk, L., Gijssels, H. J., Ritzén, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10-30.
- Buehl, D. (2017). *Classroom strategies for interactive learning*. Stenhouse Publishers.
- Buendia, V. (2019). Reading Performance of Pupils in the Philippine Informal Reading Inventory (Phil-Iri). *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2F).
- Casingal, C. P. (2022). Efficacy of Phil-IRI and remedial classes for Filipinos at the intermediate level. *Journal of Sustainable Business, Economics and Finance*, 1(2), 47-59.
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(1), 5-51.
- Cerbito, J., Medel, F. M., Asid, F., Martin, J. L., Miguel, J., & Edillor, M. (2020). Factors Affecting Reading Difficulties in English Language of Grade 11 Humanities and Social Sciences Students in Bestlink College of the Philippines. *Ascendens Asia Singapore-Bestlink College of the Philippines Journal of Multidisciplinary Research*, 2(1).
- Chutichaiwirath, K., & Sitthitikul, P. (2017). The metacognitive awareness of reading strategies in Thai EFL learners. *Journal of Nusantara Studies (JONUS)*, 2(2), 1-14.
- Coleman, J. S. (2018). *Parents, their children, and schools*. Routledge.
- Daguay-James, H., & Bulusan, F. (2020). Metacognitive Strategies on Reading English Texts of ESL Freshmen: A Sequential Explanatory Mixed Design. *TESOL International Journal*, 15(1), 20-30.
- Dahlana, D. (2020, August). Teaching Materials of Silent Reading With The Ok5r Strategy For Elementary School Students In The Era Of Revolution 4.0. In *Eighth International Conference On Languages And Arts (Icla-2019)* (pp. 59-62). Atlantis Press.
- Dawkins, L. D. (2017). Factors influencing student achievement in reading.
- Đurišić, M., & Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137-153.



- Đurišić, M., & Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137-153.
- Estremera, M. L., & Estremera, G. L. (2018). Factors affecting the reading comprehension of grade six pupils in the city division of Sorsogon, Philippines as the basis for the development of the instructional model. *Asia Pacific Journal of Education, Arts and Sciences*, 5(3), 72-78.
- Ganapati, N. E., & Mostafavi, A. (2021). Cultivating metacognition in each of us: Thinking about "thinking" in interdisciplinary disaster research. *Risk analysis*, 41(7), 1136-1144.
- Ghaith, G., & El-Sanyoura, H. (2019). Reading comprehension: The mediating role of metacognitive strategies.
- Guce, E. (2019). Phil-Iri (Oral Reading) Supplementary Based Instructional Materials for Grade Four Pupils at Tadalac Elementary School. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2G).
- Güner, P., & Erbay, H. N. (2021). Metacognitive Skills and Problem-Solving. *International Journal of Research in Education and Science*, 7(3), 715-734.
- Haq, M. (2019). From cognition, metacognition to autonomy: A framework for understanding language learning dynamics. *Arab World English Journal (AWEJ) Special Issue: The Dynamics of EFL in Saudi Arabia*.
- Ilter, I. (2018). Effects of the instruction in inferring meanings from context on the comprehension of middle school students at frustration reading level. *Journal of Education*, 198(3), 225-239. in reading comprehension. *Jurnal Pendidikan Bahasa*, 6(1), 10-24.
- Inding, A. L. (2020). Improving Reading Comprehension Skills of Grade Iv Pupils Using Effective Comprehension Strategy Instruction. *Review*, 138.
- Jaiswal, S. K., & Choudhuri, R. (2017). A review of the relationship between parental involvement and students' academic performance. *The International Journal of Indian Psychology*, 4(3), 110-123.
- Latipah, E., Kistoro, H. C. A., & Putranta, H. (2021). How Are the Parents Involvement, Peers and Agreeableness Personality of Lecturers Related to Self-Regulated Learning?. *European Journal of Educational Research*, 10(1), 413-425.
- Macapaar, J. S. (2019, August). The Oral Reading Performance of Grade 4 Learners Based on the 2018 Phil-IRI Test. In *Ascendens Asia Journal of Multidisciplinary Research Conference Proceedings* (Vol. 3, No. 3).
- Mason, J. M. (2017). Reading stories to preliterate children: A proposed connection to reading. In *Reading acquisition* (pp. 215-241). Routledge.
- Merga, M. (2018). Silent reading and discussion of self-selected books in the contemporary classroom. *English in Australia*, 53(1), 70-82.
- Mokhtari, K., Dimitrov, D. M., & Reichard, C. A. (2018). Revising the Metacognitive Awareness of Reading Strategies Inventory (MARS) and testing for factorial invariance.
- Mudra, H. (2018). Metacognitive online reading strategies among pre-service EFL teachers in Indonesia. *Educational Process: International Journal*, 7(2), 151.
- Muhid, A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N. (2020). The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension Achievement. *International Journal of Instruction*, 13(2), 847-862.
- Ngoc, N. (2021). The Relationship between Non-English Major Students' Metacognitive Reading Strategies use and Reading Comprehension Performance at Dong Nai Technology University. *American Journal of Sciences and Engineering Research*, 4(2).
- Nicolas, C. A. T., & Emata, C. Y. (2018). An integrative approach through reading comprehension to enhance problem solving skills of grade 7 mathematics students. *International Journal of Innovation in Science and Mathematics Education*, 26(3).

- NICOLAS, V. (2021). Utilization of Online Oral Reading Test in Determining the Reading Skills of the Grade 6 Pupils in English. *Journal of World Englishes and Educational Practices*, 3(4), 01-07.
- Nisbet, J., & Shucksmith, J. (2017). *Learning strategies*. Routledge.
- Novianti, R., & Garzia, M. (2020). Parental engagement in children's online learning during covid-19 pandemic. *Journal of Teaching and Learning in Elementary Education (Jtlee)*, 3(2), 117-131.
- Ntekane, A. (2018). Parental involvement in education. *Research Gate*, 1, 1-5.
- O'Hare, A., Powell, R. B., Stern, M. J., & Bowers, E. P. (2020). Influence of educator's emotional support behaviors on environmental education student outcomes. *Environmental Education Research*, 26(11), 1556-1577.
- Par, L. (2020). The relationship between reading strategies and reading achievement of the EFL students. *International Journal of Instruction*, 13(2), 223-238.
- Pergar, M., & Hadela, J. (2020). Raising Awareness of the Importance of Reading to Early Childhood and Preschool Age Children through Lifelong Education of Parents. *Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje*, 22(Sp. Ed. 3), 101-113.
- Rastegar, M., Kermani, E. M., & Khabir, M. (2017). The relationship between metacognitive reading strategies use and reading comprehension achievement of EFL learners. *Open Journal of Modern Linguistics*, 7(02), 65.
- Roe, B., Smith, S. H., & Kolodziej, N. J. (2018). *Teaching reading in today's elementary schools*. Cengage Learning.
- Sage, K. (2022). *Zone of proximal development*. Routledge.
- Sajid, M. K. M., & Kassim, H. (2019). COMPARISON OF READING ALOUD STRATEGIES VERSUS SILENT READING STRATEGIES USED ON PAKISTANI UNIVERSITY STUDENTS' READING COMPARISON FOR READING PROFICIENCY & LITERAL READING SKILLS. *European Journal of Education Studies*.
- Sonnenschein, S., & Sun, S. (2017). Racial/ethnic differences in kindergartners' reading and math skills: Parents' knowledge of children's development and home-based activities as mediators. *Infant and Child Development*, 26(5), e2010.
- Spiro, R. J., Bruce, B. C., & Brewer, W. F. (Eds.). (2017). *Theoretical issues in reading comprehension: Perspectives from cognitive psychology, linguistics, artificial intelligence and education (Vol. 11)*. Routledge.
- Stefansen, K., Smette, I., & Strandbu, Å. (2018). Understanding the increase in parents' involvement in organized youth sports. *Sport, Education and Society*, 23(2), 162-172.
- Taber, K. S. (2020). Mediated learning leading development—the social development theory of Lev Vygotsky. In *Science education in theory and practice* (pp. 277-291). Springer, Cham.
- Topping, K., & Wolfendale, S. (Eds.). (2017). *Parental involvement in children's reading*. Routledge.
- Ulu, M. (2017). The Effect of Reading Comprehension and Problem Solving Strategies on Classifying Elementary 4th Grade Students with High and Low Problem Solving Success. *Journal of Education and Training Studies*, 5(6), 44-63.
- Veas Iniesta, A., Castejón, J. L., & Miñano, P. (2022). Relationship between parent involvement and academic achievement through metacognitive strategies: A multiple multilevel mediation analysis.
- Vergara, A., Cosme, E., Rosita, G., Bathan, G., & Piansay, G. (2019). Project REALIA-Reading Enhancement Approach Towards Learning and Individual Advancement. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, 3(2H).