

# Home Follow-ups: Support to Classroom-Based Remediation in Enhancing Reading Comprehension

*Trisha Aira Navarro Lopez<sup>1</sup>, Mylene Cruz Garcia<sup>2</sup>*  
<sup>1,2</sup>Bulacan State University Graduate School Philippines  
e-mail: [trishaairalopez@gmail.com](mailto:trishaairalopez@gmail.com)

## ABSTRACT

In the educational realm, stakeholders must partake in the overall well-being of students, regardless of their status, abilities, and uniqueness. Teachers are at the forefront of keeping the process going; parents are on the side, especially when assistance must be provided to the learners. This study aimed to understand how home follow-ups in support of classroom-based remediation enhance the student's reading comprehension skills through the lived experiences of five parents involved in their child's learning. The researchers used the Phenomenological Qualitative Research Approach to gather, interpret, and analyze the data in this study. Semi-structured interviews were held to scrutinize parents' roles on this topic. Through this approach, researchers divulged how parents' involvement influences their child's learning performance. In addition, five superordinate themes with corresponding sub-ordinate themes were determined. Data shows that even though parents had different reasons why they performed home follow-up sessions, they have similar means of helping their children. Parents were seeing positive results in their children from this activity: an optimistic outlook toward reading, better socialization skills, and an enhanced ability to express oneself without the fear of committing mistakes. The experiences of parents revealed that home follow-ups positively impact the child, a practice every parent must endeavor.

**Keywords:** *assistance, classroom-based, follow-up, phenomenological, remediation, support*

## Introduction

A well-known fact that parents aim for what's best for their child could be the leading factor that fuels parents to support whatever kind of help their child needs. In today's fast-paced world, there is a greater necessity to provide assistance and subsistence to children as they engulf themselves in the education system. This is particularly true during the first few years of one's student life. In this wholly occupied world, every child aspires to spend more time with their loved ones, particularly with their parents. It should also be noted that every individual's first experience of education happens at home, with parents being the primary source of information. Through this fact, we cannot deny how important the roles of parents are in the overall education of their children.

Education is a necessity everyone must obtain, according to the International Human Rights Law, a law that guarantees the right of every person to education. In line with this, we should all know that education doesn't take the "student" alone as the one responsible for his or her learning; it must be a combined effort from all the school's stakeholders.

In addition, it has long been proven that people can get the best possible result from actions taken through collaborative effort. Based on the study of Vuong et al., (2021), parents, schools, and governments all have the responsibility to encourage and facilitate parental participation in their children's and youth's learning and development, a way to keep the child motivated in learning. Naite (2021), in his paper, made a call for educators, school administrators, and policymakers to design programs that will enable parent involvement in child education at school and home to better achieve a successful learning process.

In education, several studies found that different factors concerning the well-being of children affect their overall performance in school; this includes their capability to process and understand information from texts read. This study aims to check how the follow-ups being conducted at home in support of the remediation sessions taken in school contribute to the comprehension skills of students who are below their expected reading proficiency level.

In the study published by Barger et.al (2023), it was believed that when parents are involved in

their child's schooling, students show higher academic achievement, school engagement, and motivation. These are things that all parents would hope their child would experience.

Moreover, in the study of Khan Alwi, and Hanif (2019), it was revealed that, given the fact that parents may have varied attitude towards the academics of their child, parents who are responsive to school and interact with teachers have children who perform academically better than those who do not bother to come, meet the teachers, and get involved in their child's learning. They added that parental interest in academics develops positive behavior among their children.

Data also denotes that the degree of parental involvement is a critical element in the academic achievement of children in Chile; this is specifically observable during the first few school years of children, as per the study of Lara, and Saracostti (2019). This highlighted the importance of parents' fair share in the education of their children. Likewise, parental involvement in education improves student attendance, social skills, and behavior. It also helps children adapt better to school, according to an article in The Annie E. Casey Foundation published in 2022.

Reading, being one of the macro skills, is a fundamental skill that one must possess; it envelopes the ability to clearly understand and comprehend the content of the text read. This skill is not only a requisite for language subjects but across all learning aspects. It should be mentioned as well that through reading, one's vocabulary, spelling ability, problem-solving skill, and capacity to translate thoughts to words are honed.

Iroegbu and Igweike (2020) mentioned that reading is a basic life skill that acts like a building block in a child's school-based learning environment; and without it, the chances for academic and occupational success would be highly limited. The fact that reading is the foundation stone of functional literacy which serves as a vital tool in the dissemination of ideas and acts as a stimulus for imagination and creativity and a beneficial habit for the realization of personal self-fulfillment was also highlighted in their paper.

Considering that we are still experiencing the effects brought by the COVID-19 pandemic on our education system, the study of Buno and Callo (2022) accentuates the need for parents to put more focus on developing the love of reading in their children. They emphasized that these children should read books with or without pictures on them, and then give them a chance to retell the story using their own words. By doing this, the reading skills of the student are nurtured, which will form habits that are natural to them. This would point out the

effect of a generation that is more inclined toward watching and has forgotten to develop the vital skill of reading.

On top of that, Mariecarrier (2023) explained that reading comprehension is essential for language and literature, as well as developing a student's critical thinking and memory skills, focus, and ability to solve problems all necessary for every kind of student or professional. Brandon (2021) also mentioned in her article that comprehension adds meaning to what is read and it happens when words on a page become thoughts and ideas. In the same way, Nowak (2022) expounded that reading comprehension is the foundation for all other academic skills as it helps children learn and understand complex concepts about the world.

Somani (2023) explained that remedial classes provide students with the resources and extra support they need to overcome obstacles and achieve academic success. Taking into account the repercussions of classroom-based remediation, the study conducted by Rai and Penjor (2020) revealed that many students were satisfied with the results of remedial classes in their performance in school, as it helped them enhance their knowledge by providing them with a better understanding of the content at hand. Remedial classes or remediation will be the foundation of this study, which will be correlated to the involvement of parents to attain better results in comprehension reading activities of their children.

From there, the researchers will check on the phenomenological results of follow-ups being performed by the parents to aid in the students' reading necessities. In this study, parental involvement pertains to the participation of the student's parents in the educational process at home. This will include home teaching and the processing of reading materials to help build the student's comprehension skills.

In this paper, the researchers will attempt to get a thorough insight into the absolute contribution of parents' involvement in the improvement of the reading skills of students who perform below the expected rate at their current grade level. Specifically, this study seeks to answer the following questions: what are the initial impressions of parents when they know that their child is to take classroom-based remediation sessions; what steps are being taken by the parent to help his/her child who is under the school's remediation program; what reasons push the parents to step-up and perform home follow-ups; what are the difficulties faced by the parent and the child during the sessions; and how does it affect the student from a holistic perspective (physical,

mental, emotional, and social aspects).

Absolutely, this concerns all the school's stakeholders, and knowing how these follow-up sessions being conducted inside the comfort of the student's home could yield good results would surely change the landscape of our current education and parenting styles in the 21st century.

### Method

The study used a phenomenological-qualitative research approach to investigate the phenomenon of home follow-up sessions' effect on the reading comprehension remediation classes of pupils who are below the average reading level for their specific grade. The research aimed to examine the experiences of parents who have pupils who bring reading practices from school to the four corners of their households through parental support and, in turn, its effect on the succeeding remediation sessions.

In the article published by Alhazmi and Kaufmann (2022), phenomenological research was defined as a theoretical tool for educational research. This approach allows researchers to engage in flexible activities that can describe and help understand complex phenomena, such as various aspects of human social experience. In addition, Delve and Limpaecher (2022) interpreted phenomenological research as studies of people's lived experiences that are used to gain deeper insights into their understanding of specific phenomena. Phenomenological research, as described by Neubauer et al. (2019), can broaden our understanding of the complex phenomena involved in learning, behavior, and communication that are pertinent to the field of study at hand.

The samples were identified. The participants will be five parents of Grade 5 students from a public elementary school in Baliwag City, Bulacan. The said parents have been identified as having a child who is below the average reading level for his/her grade level through a pre-test conducted by the child's English teacher during the first quarter of the school year 2023-2024.

Hence, their children are currently attending remediation classes in support of their reading comprehension needs. The parents of these pupils were asked to let their children stay for an hour after their regular class hour to read and answer comprehension questions related to a story. In connection with this, these parents are constantly giving their children help through home follow-up sessions as they aim to further increase the pupils' reading comprehension skills. Data are gathered from parents, and their presence throughout the course of the study will allow valuable information to arise.

The participants are determined through a

purposive sampling method which is a non-probability sampling method, and it occurs when elements selected for the sample are chosen by the judgment of the researcher. The participants in this study are selected based on a criterion: the parents, as participants, should have a child who attends remedial sessions after regular class hours based on his/her reading comprehension needs gauged during the first quarter pre-test and allot time for their pupils to take home follow-up sessions inclined toward reading comprehension.

The study will utilize a semi-structured interview guide, which will be used as the research instrument to acquire the necessary data. Semi-structured interviews are a combination of well-organized and unstructured interviews. With this stated, the researchers have a plan containing the point of discussion or the questions to be answered; however, the order and flow are not limited. This tool will be maximized to allow flexibility and a smooth flow of thought, but it will still fall back to the theme of the interview.

After all the necessary data is collected, the researchers will analyze it through thematic analysis. This is a method of analyzing qualitative data. According to Delve, Ho, and Limpaecher (2020), thematic analysis is a qualitative data analysis method that involves reading through a data set (such as transcripts from in-depth interviews or focus groups) and identifying patterns in meaning across the data to derive themes. Trends and patterns will be traced, which will be the basis of the results.

### Findings and Discussion

This study aimed to understand how home follow-ups in support of classroom-based remediation enhance the student's reading comprehension skills. The five parents who participated in this study imparted their notable thoughts about the act of bringing reading habits from the formal classroom set up to the solace of their own home. It sought to explore the meaning these parents ascribed to the home follow-up sessions' experience and its valuable contribution to developing the student's reading comprehension skills.

Five super-ordinate themes emerged from the participants. All these superordinate themes had various sub-ordinate themes presented in Table 1 below.

**Table 1**

#### **The Superordinate and Sub-ordinate Themes**

<b>Superordinate Themes</b>	<b>Sub-ordinate Themes</b>
The Spectrum of Parents' Impression on the Idea of Classroom-based Remediation Session	<ul style="list-style-type: none"><li>Emotional regulation</li><li>Proactivity</li></ul>

Help Given at Home Through Follow-up Sessions	<ul style="list-style-type: none"> <li>• Encouragement and reassurance</li> <li>• Conducive learning environment</li> <li>• Physical presence</li> </ul>
Reasons for Stepping-up and Taking Extra Actions	<ul style="list-style-type: none"> <li>• Guidance and monitoring</li> <li>• Stronger Connection</li> </ul>
The Difficulties and Challenges Encountered	<ul style="list-style-type: none"> <li>• Internal factors</li> <li>• External factors</li> </ul>
Essence of Home Follow-ups to the Students' Holistic Being	<ul style="list-style-type: none"> <li>• Self-advocacy</li> <li>• Establishment of routines</li> <li>• Support system</li> <li>• Social skills</li> </ul>

*These themes arose from the semi-structured interview conducted by the researchers.*

The first superordinate theme describes the initial reaction of the parents whose children belong to the group with below-average reading skills as compared to the students in their grade level. The participants were asked to convey their feelings and sentiments. The participants perceived the situation in a variety of ways. Three out of the five parents mentioned that they were somehow saddened by the message they got from their child's teacher. Mrs. Josephine Ignacio, a mother of three, recalled the scenario from the previous school year and its similarity to what is happening at present.

*"It's just sad to think that he (her son) has to attend the remedial classes again. Last school year, he was also among the students who were requested to stay after class for additional reading activities. Though yes, that helps him improve his skills in reading, but a part of me feels guilty, too."* She mentioned that she felt guilty because somehow, she wasn't able to spend much time helping him do his homework and other school-related activities, which she knows are requirements for his further development.

Mrs. Rhea Tomas, also a mother of three, shared her thoughts on the said supplementary program. *"I am sad because he still had to do remedial work, but at the same time, I am happy because there is still a teacher who is paying attention to my son's lack of knowledge."* It made her feel assured that the education her child is receiving in school is a product of care and love for knowledge and is gearing towards future betterment.

Moreover, Mrs. Vhida Sta. Juana expressed her forlornness because her son is requested to spend an extra hour reading inside the classroom, but she also admitted that in such a way, her son can discover and understand more about what is happening around him.

On the contrary, Mrs. Pinky Gatchalian made it clear that she fully understood the importance of her son's attendance during the remedial session. *"The remediation classes are good because I know that my son is not that good*

*in English,"* she added. Mrs. Josephine Naelgas conveyed the same sentiment with regards to the matter and was looking at things from a brighter perspective.

Certainly, these parents may have felt sadness due to the idea that their child belongs to the group that performs less than usual for their grade level when it comes to reading comprehension, but they were optimistic to know that the school still holds remediation programs to help their child cope with the requirements they have to possess before advancing to the next grade level.

The second superordinate theme discusses the habitual cycle that these parents and their child are following to build routines, which will undoubtedly help the student better grasp ideas and concepts. When asked about the routine and the help they provide at home after their child attends classroom-based remediation, a lot of ideas emerged.

Mrs. Ignacio reiterated, *"Once he gets home, I make sure that I will guide him with his homework, especially if I know he is struggling,"* ensuring that she will now be able to give the attention and motivation his child is needing from this school year onwards.

Mrs. Naelgas emphasized their practice of habitual reading. *"I'm constantly encouraging him to reread so he can truly understand the text, and I am just beside him so he can ask me about the part that he finds to be confusing."*

Emphasizing the importance of physical presence and giving reassurance, Mrs. Gatchalian instills in the mind of her son that it is okay if he gives incorrect answer, what's important is for him to keep on trying until he gets the correct answer every time that they perform reading comprehension worksheets.

Mrs. Sta. Juana explained the significance of creating a conducive learning environment for the child at home as she stated, *"We allotted a learning space in our home; this is where all of my children do their homework. In the case of my 5<sup>th</sup> grade son, I keep myself available for at least an hour or two everyday so we can review their lessons and, at the same time, read short stories and answer questions related to the story."*

In addition, Mrs. Tomas never forgets to remind her son that he is capable of performing everything, all he must do is believe in himself first. It is a morale booster for the child to always put his best foot forward, regardless of the difficulties he may face along the way.

Parents may have a lot of duties to fulfill, but one thing to be on top of their list should be aiding the needs of their child, especially during the years

when they rely on dependence on elders. Proper encouragement and reassurance and establishing physical presence, as well as maintaining a conducive environment for learning at home, could be of great help to a child who is having a hard time keeping pace with the norm.

The third superordinate theme talks about the driving factor that made the respondents partake in their children's education in a greater extent. All five parents are believers that the home follow-up sessions they are having made their connections with their children even stronger. It also paved the way for them to give ample and personalized attention to their children, which can't be given in a classroom setting.

According to Mrs. Sta Juana, *"Our sessions at home made me realize that the moment I spent teaching him strengthened our mother-child bond and made him more open about what he was currently feeling, or the things that were difficult for him to understand."*

Mrs. Naelgas shared similar thoughts, as per her, her child gets to be inquisitive and is not leaving a text read without a full understanding of its message. Moreover, she mentioned that her child can easily comprehend instructions since they started having follow-up sessions at home.

Mrs. Gatchalian admitted that this extra action she performs better enhances her child's ability to process information, as she can guide and monitor him until he gets the idea being conveyed by the text. *"Truly, this enables him to be guided on what should be done,"* she added. It was the same idea given by the rest of the respondents.

It can be said that these parents felt a sense of urgency to get a little more in charge of their child's learning since these children are still in the first few years of their formal education. Truly, there is no better time to lend a helping hand towards the improvement of their children than now, when these children are still honing the crucial skills they will need for the rest of their lives. Seeing that through their guidance and monitoring, parents were more at ease and confident that their child would progress in their studies. Another factor that was highly evident was the fact that, through the stronger connection that these parents and their child have, learning is much easier on the part of the student.

The fourth superordinate theme that surfaced during the interview was focused on the difficulties and challenges that are typically encountered by the respondents and their children. First, the most evident difficulty emphasized by these parents was keeping their child engaged, especially when they are distracted. *"At home, he really is torn between listening to me or playing on his phone,"* said Mrs.

Ignacio, while Mrs. Tomas mentioned, *"Out of nowhere, his friends will call him and invite him to play basketball."*

Mrs. Naelgas added that her son gets a little out of mood whenever there is loud noise outside their home, specifically coming from neighbors who are having karaoke or are playing music through their amplifiers.

On the other hand, the respondents also acknowledged that the struggle they are facing during home remediation has been the lack of expertise and resources with regards to the texts that their child needs to retackle. *"Sometimes, I am not familiar with the story, and there are words that I am not a hundred percent sure of the meaning,"* Mrs. Sta. Juana explained. Mrs. Gatchalian reiterated that there are instances when she cannot elaborate the content of the text to her child in a way that can be easily understood, yet she gives examples to him that he can notice daily.

Two contributory factors challenge the parent and the child during home follow-up sessions, namely the internal and external factors. The lack of experience with the text at hand and the limited vocabulary of the parent would fall under the internal factor, while the outside noise, peer influence, and inclination toward gadgets could be categorized under the external factor, which extremely affects the child.

Amidst the challenges that parents and students are facing to make home follow-up sessions possible, the fifth superordinate theme enlists the essence that children get from this effort. Certainly, the home follow-up sessions helped in establishing routines that will be beneficial to the children as they grow up. *"I think it is a great way for him to see that it is important to do things regularly so he can hone the different skills he already possesses,"* Mrs. Ignacio stated.

Mrs. Tomas, happy with the progress of their mother-child effort, stated, *"Somehow, he is not being left behind in school anymore, particularly when the task has something to do with comprehending texts."* She and Mrs. Gatchalian are both amazed by the fact that because of the hours they utilized for home follow-ups, their children became tremendously aware that they have a support system which will give them the love and care they need, especially when things become tough and demanding.

Mrs. Gatchalian asserted, *"My son is excited to read stories not just during our home follow-up sessions but also during our free time. I can attest that there is now hunger for knowledge flaming inside his young mind. I can absolutely sense his energy and happiness while learning new things."*

Mrs. Naelgas, impressed by the progress of

her child, saw that it made her child feel secure and confident. *"I can see that he's not afraid to give things a try this time, as he knows that it will always be better to try and fail than not try at all."* She also mentioned that her child became more optimistic and hopeful to understand things even if he is facing confusion at times.

Alongside these positive points, parents are not taking out of the picture the improvement in their child's social skills. These parents revealed that their child became more outgoing and sociable as they shared the lessons that they had learned at home during the follow-up sessions. This allows the children who are taking home follow-up sessions to build stronger bonds with their friends and even make new ones inside and outside the school premises.

Definitely, the home follow-up sessions that these parents and their children are doing bestow commendable results. It should be noted that parents have seen their children to be happier while learning, an aspect that radiates from the physical and emotional aspects of the child. Having the confidence to exert effort and try things are fruits of the sessions, too. Likewise, these young learners have established study habits unknowingly through the support system unceasingly provided by their parents.

### **Discussions**

With the above-mentioned findings, it has to be pointed out that indeed, parental involvement in their child's education, specifically through the home follow-up sessions they are exercising, paved the way for creating children who are lovers of knowledge. The benefits of parental involvement in education are indisputable and have a long-lasting effect on a child's general development and academic achievement, producing well-rounded people who are prepared to take on the challenges ahead of them.

Through this effort, children are seen to be more proactive in the sense that they are willing to share the knowledge they have gained at home with others and have become communicative individuals; this is proof that they are experiencing learning and growth in a positive way.

To support the results of this paper, Brooks (2024) exclaimed that parents who have shown genuine interest in their kids' education are capable of providing support or finding outside help if they observe that the child is struggling. She added that having knowledge of the student's standing in school also builds connection between both parties as they share excitement over their successes and help the child work through disappointments. In line with the third superordinate theme, Riazi et al. (2021) also highlighted in their paper that parental

involvement in a child's schooling has been linked to improved parent-child communication and a more positive parent-child connection. This doesn't only benefit the child but also the parent.

Also, the article published by Popirtac (2022) mentioned one of the positive impacts of parental involvement, wherein once students know they have support at home, support at school, and that their needs are attended to, their motivation and self-confidence increase. Along with the two, a positive school culture is created inside the classroom, something that can be easily attained once the child gets a positive and conducive environment at home. Accordingly, Stanford (2023) concluded in her research that at-home discussions and encouragement surrounding school creates a beneficial impact on students' academic achievement at all developmental stages. Equivalently, the findings of Schmid and Garrels (2021) which focused on the students' take in the idea of parental involvement, it was stressed that the most prominent topic in the student's narratives about their parents' role in their schooling and their success at school was the constant experience of feeling encouraged and supported, aspects that each child deserves to experience.

Part of providing a support system to the student includes the assistance parents may provide, this is supported by Kong and Yasmin (2022) in their study stating that parents can help their children learn new through scaffolding new concepts. They also reiterated the importance of seeing their parents as role models and trusted learning partner.

Moreover, academic success, and other good outcomes like better social and emotional skills and stronger self-esteem, have been proven to be positively correlated with parental involvement in a student's education, as per Utami (2022). This is similar to the findings of Jesionkowska et al., (2020) that parents who are involved and invested in their children's education are better able to help them achieve academically, build vital life skills, and feel proud of themselves, factors critical in establishing a holistic individual.

### **Conclusion**

Parent's involvement is indeed a huge factor in a child's performance in school. This is discernible for children who are performing less than what was expected of them based on their grade level. Through this study, the researchers conclude that parents may be saddened by the idea that their child is to take an additional hour in school for remediation, but they are obviously thankful that teachers are helping their child to be within the spectrum. Common hindrances that these parents and their child experienced were the

distractions from the external environment causing the child to get out of focus and the insufficient understanding on the part of the parents of some unfamiliar words used in the text read. Undeniably, the mere fact that their child receives time and attention is already a way to keep them motivated and to constantly try their best at whatever they are doing. More so, children are likely to open up about their reactions to texts read, enabling a more comprehensive and thought-provoking learning process.

Noticeably, parental involvement through home follow-up sessions built children who had a renewed inclination toward learning; they are eager to share with their classmates what they learned during the follow-up session and are excited to acquaint people in their household with the new knowledge they gained from the classroom. As they felt the support system from their homes, these children became more well-rounded students, having their physical, emotional, mental, and social aspects honed and nurtured.

This study, however, has its limitations. First, there are only five parent respondents for this study, a small sample that cannot speak for the entirety of the parent population. Second, the study's location is in a rural setting, a factor that may cause a huge difference if the study was held in a highly urbanized place. Lastly, this study was conducted when adjustments from the pandemic years were being performed, which can also produce different results if taken after all the adjustments had been made.

To sum it all up, parental help through home follow-up sessions in support of classroom-based remediation greatly enhances students' reading comprehension skills. This manifests in the way children perform in school, communicate with other people, and their overall outlook on the reading process and the entire idea of education. Indeed, through this extra step taken by parents, students feel more guided, supported, and encouraged to be the best version of themselves.

## References:

- Alhazmi, A. A., & Kaufmann, A.** (2022). Phenomenological Qualitative Methods Applied to the Analysis of Cross-Cultural Experience in Novel Educational Social Contexts. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.785134>
- Barger, M., Kim, E. M., Kuncel, N., & Pomerantz, E.** (2019). The Relation between Parents' Involvement in Children's Schooling and Children's Adjustment: A Meta-Analysis <https://psycnet.apa.org/manuscript/2019-38879-001.pdf>
- Brandon, D.** (2021, March 22) The Importance of Reading Comprehension - *Alabama Cooperative Extension System*. <https://www.aces.edu/blog/topics/home-family-urban/the-importance-of-reading-comprehension/>
- Brooks, A.** (2024, January 13). *Experts discuss the importance of positive parental involvement in education.* Rasmussen University. <https://www.rasmussen.edu/degrees/education/blog/parental-involvement-in-education/>
- Buno, R. L., & Callo, E. C.** (2022). Parental Involvement Towards Management of Learning Development Among Primary Learners. *International Journal of Research Publications*, 106(1). <https://doi.org/10.47119/ijrp1001061820223713>
- Delve, Ho, & Limpaecher, A.** (2022). What is Phenomenological Research Design? Essential Guide to Coding Qualitative Data. <https://delvetool.com/blog/phenomenology>
- Delve, Ho, & Limpaecher, A.** (2020). How to Do Thematic Analysis. <https://delvetool.com/blog/thematicanalysis>
- Iroegbu, V. I., & Igweike, O. M.** (2020). Effect of Parental Involvement on the Reading Skills of Pupils in Lower Primary school in Ondo State, Nigeria <https://doi.org/10.30845/jesp.v7n4p10>
- Jesionkowska, J., Wild, F., & Deval, Y.** (2020). Active learning augmented reality for steam education—a case study. *Education Sciences*, 10(8), 1–15. <https://doi.org/10.3390/educsci10080198>
- Khan Alwi, S. K., & Hanif, F.** (2019). Impact of Parental Involvement on Academic Performance of Students. *Journal of Education and Practice*, 10, No.12, 2019. <https://doi.org/10.7176/JEP>
- Kong, C., & Yasmin, F.** (2022). Impact of Parenting style on Early Childhood learning: Mediating Role of Parental Self-Efficacy. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.928629>
- Lara, L., & Saracosti, M.** (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01464>
- Mariecarrier.** (2023, April 10). The impact of reading comprehension on learning. *Eastern Washington University*. <https://online.ewu.edu/degrees/education/med/reading-literacy/reading-comprehension-on-learning/#:~:text=Reading%20comprehension%20is%20essential%20for,kind%20of%20student%20or%20professional.>
- Naite, I.** (2021). Impact of parental involvement on children's academic performance at Crescent International School, Bangkok, Thailand. *IOP Conference Series: Earth and Environmental Science*, 690(1), 012064. <https://doi.org/10.1088/1755-1315/690/1/012064>
- Neubauer, B., Witkop, C. T., & Varpio, L.** (2019). How phenomenology can help us learn from

- the experiences of others. *Perspectives on Medical Education*, 8(2), 90–97. <https://doi.org/10.1007/s40037-019-0509-2>
- Nowak, P.** (2022, August 13). What are the Benefits of Reading Comprehension? *Iris Reading*. <https://irisreading.com/what-are-the-benefits-of-reading-comprehension/>
- Popirtac, F.** (2022, May 11). *Five benefits of parent involvement in schools*. Spark Generation. <https://spark.school/parental-involvement-in-school/>
- Rai, H., & Penjor, S.** (2020). The Impact of Remedial Class on Students' Learning Achievement. *Contemporary Education and Teaching Research*, 1(2), 27–34. <https://doi.org/10.47852/bonviewcetr2020010203>
- Riazi, N. A., Wunderlich, K., Gierc, M., Brussoni, M., Moore, S. A., Tremblay, M. S., & Faulkner, G.** (2021). “You Can’t Go to the Park, You Can’t Go Here, You Can’t Go There”: Exploring Parental Experiences of COVID-19 and Its Impact on Their Children’s Movement Behaviours. *Children*, 8(3). <https://doi.org/10.3390/children8030219>
- Schmid, E., & Garrels, V.** (2021). Parental involvement and educational success among vulnerable students in vocational education and training. *Educational Research*, 63(4), 456–473. <https://doi.org/10.1080/00131881.2021.1988672>
- Somani, G.** (2023). Remedial Classes and Remedial Education - A Complete Guide <https://www.iitms.co.in/blog/remedial-classes-and-remedial-education-guide.html>
- Stanford, L.** (2023, August 15). Does parent involvement really help students? Here’s what the research says. *Education Week*. <https://www.edweek.org/leadership/does-parent-involvement-really-help-students-heres-what-the-research-says/2023/07>
- The Annie E. Casey Foundation.** (2022, December 16). Parental involvement in your child’s education. <https://www.aecf.org/blog/parental-involvement-is-key-to-student-success-research-shows>
- Utami, A. Y.** (2022). The role of parental involvement in student academic outcomes. *Journal of Education Review Provision*, 2(1), 17–21. <https://doi.org/10.55885/jerp.v2i1.156>
- Vuong, Q. H., Nguyen, M. H., & Le, T. T.** (2021). Home scholarly culture, book selection reason, and academic performance: pathways to book reading interest among secondary school students. *European Journal of Investigation in Health, Psychology and Education*, 11(2), 468–495. <https://doi.org/10.3390/ejihpe11020034>



