PARENTAL INVOLVEMENT, STUDENT ENGAGEMENT AND ACADEMIC PERFORMANCE OF STRUGGLING READERS BASED ON PHILIPPINE INFORMAL READING INVENTORY (PHIL-IRI)

Blesilda C. Clapis, LPT, MAEd
University of Perpetual Help System Laguna
PHILIPPINES
Email: c22-2347-789@uphsl.edu.ph

Dr. Susana C. Bautista
University of Perpetual Help System Laguna
PHILIPPINES
Email: bautista.susana@uphsl.edu.ph

ABSTRACT

This study explored the relationship between parental involvement, student engagement, and the academic performance of struggling readers using the Philippine Informal Reading Inventory (Phil-IRI). Anchored in Bronfenbrenner's Ecological Systems Theory, Self-Determination Theory, and Social Cognitive Theory, it examined how family support and student motivation influence reading achievement. A descriptive-correlational research design was employed. Ninety-two public elementary school teachers were selected through stratified random sampling to assess perceptions of parental involvement, student engagement, and learners' reading performance. A validated survey served as the primary data-gathering tool. Statistical analysis included Pearson r and regression to determine correlations and predictive strength among variables. Results revealed high levels of parental involvement, particularly in awareness, support, and communication. Student engagement was also consistently high, with emotional and cognitive components most notable. Academic performance was strongest in emergent reading and beginning decoding. Significant correlations were found between parental involvement and student engagement, and both were strongly linked to academic outcomes. Cognitive engagement was identified as the best predictor of academic success among struggling readers.
The study highlights that fostering both parental involvement and student engagement is critical in improving reading performance. It underscores the need for collaborative efforts between home and school through sustained communication, targeted support, and student-centered strategies. An action plan was proposed to enhance existing practices and address areas needing improvement. These findings offer practical insights for educators, parents, and policymakers in developing literacy-focused programs tailored to learners with reading challenges in the Philippine context.

Keywords: Parental involvement, student engagement, academic performance, struggling readers, Phil-IRI

INTRODUCTION

This study examines the combined impact of parental involvement, student engagement, and academic performance among struggling readers, using the Philippine Informal Reading Inventory (Phil-IRI) as the main assessment tool. These three elements are interrelated and play a crucial role in students' reading development and overall academic success. Parental

involvement, supported by research, is key to reading achievement. Beyond monitoring grades, it includes emotional support, school participation, and literacy modeling. Studies also show that strong parental involvement can reduce the negative effects of low socioeconomic status on children's academic outcomes. Student engagement, behavioral, emotional, and cognitive significantly influences academic performance. Engaged learners show higher motivation and achievement, especially when supported by positive classroom environments and opportunities for meaningful, self-regulated learning.

This study fills a gap in research by focusing on struggling readers in the Philippine context. Using Phil-IRI, it explores how parental involvement and student engagement relate to reading success. Findings will inform targeted, culturally relevant interventions to support low-performing readers and guide parents, educators, and policymakers in improving literacy outcomes.

LITERATURE REVIEW

Studies show that parental involvement significantly enhances students' reading and academic outcomes. Active support through communication, participation, and advocacy—helps improve literacy, especially among struggling readers (Jeynes, 2020; Epstein, 2022). Parental engagement can also buffer the effects of low socioeconomic status (Fan & Chen, 2021).

Student engagement, including behavioral, emotional, cognitive, social, and agentic dimensions, strongly predicts academic success (Fredricks et al., 2020). Supportive environments and self-regulation foster motivation and deeper learning (Skinner et al., 2021; Reeve & Jang, 2022).
Academic performance in reading, assessed through Phil-IRI, highlights the challenges in decoding, fluency, and comprehension (National Reading Panel, 2000). Research supports that combined parental support and student engagement can improve outcomes for struggling readers.

METHODS
Research Design

This study used a descriptive-correlational design to examine the relationship between parental involvement, student engagement, and the reading performance of struggling readers in the Philippines through a survey method.

Sources of Data
The primary sources of data came from are the teachers in elementary grade level in public school, City of Santa Rosa.

Population of the Study
The study targeted 200 elementary teachers in Santa Rosa City who handle struggling readers. Using the Raosoft Calculator with a 95% confidence level and 5% margin of error, a total sample of 92 was selected through stratified random sampling.

Instrumentation and Validation

A researcher-made survey with a 4-point Likert scale was used, divided into three parts: parental involvement, student engagement, and academic performance. The instrument was validated by experts, and reliability was confirmed with Cronbach's alpha scores of 0.907 (parental involvement), 0.946 (student engagement), and 0.956 (academic performance), indicating excellent internal consistency.

Evaluation and Scoring

To determine the level of parental involvement, level of student engagement, and academic performances

Assigned

Assigned Points	Numerical Range	Categorical Response	Verbal Interpretation
4	3.25 – 4.00	Strongly Agree	Very Highly
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

Data Gathering Procedure

The researcher will seek approval from the Division Office and the Principal for study permission. Teachers will use Phil-IRI to identify struggling readers, while parents and students will provide insights. A Google Forms link with instructions and consent will be sent to respondents, and data will be analyzed in compliance with the Data Privacy Act. Contact details will be provided for support.

Statistical Treatment of Data

Weighted means were used to assess the levels of the three key variables. Pearson's r measured correlations among variables. Multiple regression analysis was conducted to determine the predictive power of parental involvement, student engagement and academic performance of the struggling readers

RESULTS

Table 1
Summary Table of the Respondents' Level of Parental Involvement

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Awareness and Support	3.60	Very High	1
2. Communication and Engagement	3.42	High	2
3. Participation and Volunteering	3.26	High	4.5
4. Collaboration and Partnership	3.26	High	4.5
5. Leadership and Advocacy	3.29	High	3
Overall Weighted Mean	**3.37**	**High**	

Table 1 summarizes the level of parental involvement across five key indicators: awareness and support (highest at 3.60, very high), communication and engagement (3.42, high), leadership and advocacy (3.29, high), and both participation and volunteering, and collaboration and partnership (3.26, high). The overall weighted mean of 3.37 indicates generally strong parental involvement, with the highest in awareness and support, but areas like participation and collaboration show slightly lower scores. These findings align with studies by Naite (2020), Ates (2021), and Sengonul (2022), which highlight the positive impact of parental involvement, especially in academic support and communication, on student success. The results suggest opportunities for schools to enhance engagement in areas like volunteering and collaboration, further benefiting students and the community.

Table 2
Summary Table of the Respondents' Level of Student Engagement

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Behavioral engagement	3.15	High	5
2. Emotional engagement	3.22	High	2
3. Cognitive engagement	3.17	High	4
4. Social engagement	3.25	High	1
5. Agentic engagement	3.19	High	3
Overall Weighted Mean	**3.20**	High	

Table 2 summarizes the level of student engagement across five indicators: behavioral (3.15, high), emotional (3.22, high), cognitive (3.17, high), social (3.25, high), and agentic engagement (3.19, high). Social engagement ranks highest, followed by emotional and agentic engagement, showing strong student involvement and responsibility for learning. Behavioral engagement, with the lowest score, suggests a need for more support or motivation in this area. The overall weighted mean of 3.20 indicates significant engagement across all dimensions. These findings align with Dubovi's (2022) study, which found that emotional and social engagement positively impacted academic performance, while cognitive and agentic engagement were key to students' academic success. Schools can enhance engagement by focusing on increasing behavioral engagement and continuing to support social and emotional involvement.

Table 3
Summary Table of the Respondents' Level of Academic Performance

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Emergent Reading	3.33	High	1
2. Beginning Decoding	3.32	High	2
3. Basic Fluency	3.18	High	4
4. Proficient Reader	3.22	High	3
5. Critical Thinking and Analysis	3.14	High	5
Overall Weighted Mean	**3.24**	**High**	

Table 3 summarizes the level of academic performance across five indicators: emergent reading (3.32, high), beginning decoding (3.32, high), basic fluency (3.18, high), proficient reader (3.22,

high), and critical thinking and analysis (3.14, high). Emergent reading and beginning decoding show the strongest performance, while critical thinking and analysis rank lowest. The overall weighted mean of 3.24 indicates that students perform highly across all areas. These findings suggest proficiency in foundational reading skills but highlight the need for improvement in higher-order thinking skills. The study by Cadiz-Gabejan and Quirino (2021) aligns with these results, emphasizing the importance of developing critical thinking skills for academic growth. Educators should focus on strengthening critical thinking to enhance overall academic performance.

Table 4
Relationship between the Respondents' Level of Parental Involvement and the Level of Student Engagement

Parental involvement	Student engagement				
	Behavioral	**Emotional**	**Cognitive**	**Social**	**Agentic**
Awareness and Support	r=0.218* Low correlation p=0.037	r=0.378** Low correlation p=0.000	r=0.250* Low correlation p=0.016	r=0.252* Low correlation p=0.016	r=0.154 Low correlation p=0.143
Communication and Engagement	r=0.424** Moderate correlation p=0.000	r=0.415** Moderate correlation p=0.000	r=0.507** Moderate correlation p=0.001	r=0.580** Moderate correlation p=0.000	r=0.511** Moderate correlation p=0.000
Participation and Volunteering	r=0.353** Low correlation p=0.001	r=0.561** Moderate correlation p=0.000	r=0.497** Moderate correlation p=0.000	r=0.514** Moderate correlation p=0.000	r=0.451** Moderate correlation p=0.000
Collaboration and Partnership	r=0.518** Moderate correlation p=0.000	r=0.508** Moderate correlation p=0.000	r=0.527** Moderate correlation p=0.000	r=0.631** Moderate correlation p=0.000	r=0.494** Moderate correlation p=0.000
Leadership and Advocacy	r=0.437** Moderate correlation p=0.000	r=0.496** Moderate correlation p=0.000	r=0.558** Moderate correlation p=0.000	r=0.569** Moderate correlation p=0.000	r=0.465** Moderate correlation p=0.000
**Significant @ 0.01; *Significant @ 0.05					

Table 4 shows the relationship between parental involvement and student engagement across five dimensions. Awareness and support have weak correlations with most engagement types, while communication, participation, and leadership show moderate to strong correlations, particularly with social engagement.

These findings suggest that higher parental involvement in communication, collaboration, and leadership enhances student engagement, especially in social engagement. However, agentic engagement, which involves student responsibility, appears less influenced by parental involvement. This aligns with Liu et al. (2024), highlighting the positive impact of sustained parental involvement on student engagement and academic outcomes, particularly through active participation and communication.

Table 5
Relationship between the Respondents' Level of Student Engagement and the Level of Academic Performance

Student engagement	Academic Performance				
	Emergent reading	**Beginning decoding**	**Basic fluency**	**Proficient reader**	**Critical thinking and analysis**
Behavioral	r=0.556** Moderate correlation p=0.000	r=0.517** Moderate correlation p=0.000	r=0.464** Moderate correlation p=0.000	r=0.491** Moderate correlation p=0.000	r=0.478** Moderate correlation p=0.000
Emotional	r=0.536** Moderate correlation p=0.000	r=0.560** Moderate correlation p=0.000	r=0.508** Moderate correlation p=0.001	r=0.687** Moderate correlation p=0.000	r=0.551** Moderate correlation p=0.000
Cognitive	r=0.588** Moderate correlation p=0.000	r=0.579** Moderate correlation p=0.000	r=0.662** Moderate correlation p=0.000	r=0.673** Moderate correlation p=0.000	r=0.672** Moderate correlation p=0.000
Social	r=0.654** Moderate correlation p=0.000	r=0.715** Moderate correlation p=0.000	r=0.618** Moderate correlation p=0.000	r=0.583** Moderate correlation p=0.000	r=0.656** Moderate correlation p=0.000
Agentic	r=0.564** Moderate correlation p=0.000	r=0.576** Moderate correlation p=0.000	r=0.516** Moderate correlation p=0.000	r=0.555** Moderate correlation p=0.000	r=0576** Moderate correlation p=0.000
**Significant @ 0.01					

Table 5 illustrates the relationship between student engagement and academic performance across five indicators. Moderate positive correlations were observed between all types of engagement (behavioral, emotional, cognitive, social, and agentic) and academic performance, with the strongest correlations seen in social and cognitive engagement. Behavioral engagement correlated most with emergent reading (r = 0.556), while emotional engagement showed the highest correlation with proficient reading (r = 0.687). Cognitive engagement had the strongest correlations, especially with proficient reader (r = 0.673). These findings suggest that higher engagement levels across all dimensions contribute to better academic outcomes, particularly in reading and critical thinking skills.

The results align with Tao et al. (2022), which found that higher student engagement, particularly in behavioral, cognitive, and emotional aspects, positively influences academic performance. Their research supports the idea that fostering engagement in these areas enhances academic success. The study emphasizes the importance of creating interactive and supportive

learning environments to strengthen cognitive and social engagement, which had the most significant impact on academic performance in this study.

Table 6
Regression Analysis of the Level of Parental Involvement and Level of Student Engagement taken Singly or in Combination of the Level of Academic Performance of Struggling Readers

Predictor	Dependent Variable	R^2	F	p-value	B	t	p-value	significance
Cognitive engagement	Academic performance (overall)	0.725	117.435	0.000	0.208	2.902	0.005	0.016
Overall student engagement					0.641	6.893	0.000	0.05
*Significant @ 0.01								

Regression Analysis On Student Engagement As Predictor Of Academic Performance

Table 6 shows that cognitive engagement and overall student engagement are significant predictors of academic performance among struggling readers, with the regression model explaining 72.50% of the variance (F = 117.435, p = 0.000). Both predictors are statistically significant, with cognitive engagement (β = 0.208, p = 0.005) and overall student engagement (β = 0.641, p = 0.000) positively impacting academic outcomes.

The results demonstrate that higher levels of engagement, particularly cognitive engagement, contribute to better academic performance. A one-unit increase in cognitive engagement leads to a 0.208 increase in academic performance, while a one-unit increase in overall engagement results in a 0.641 increase. These findings underscore the importance of promoting student participation and deeper cognitive processing in learning.

These findings align with previous research, such as Liu et al. (2024), who found that student engagement and teacher support enhance academic success, and Tao et al. (2022), who highlighted the mediating role of cognitive and emotional engagement in academic achievement. These results reinforce the value of fostering engagement to improve outcomes for struggling readers.

In this section please present the results including tables, figures, numbers and graphs (ifany). Font Size 12, Times New Roman, single spaced. All the subheadings in this section should be in font size 12 Bold, Times New Roman, single spaced. The first letter of each word in subheading should be capital. For tables please use font size 10. Tables/graphs or figures should be named as Table 1/ Figure 1/ Graph 1 and be given in center of the page.

PROPOSED ACTION PLAN

The action plan aims to sustain and enhance parental involvement, student engagement, and academic performance among struggling readers. Research highlights the strong link between

these factors and their impact on literacy development. With current performance at strong levels, the plan focuses on long-term strategies to maintain progress, emphasizing parent-school collaboration and active student participation for ongoing academic growth

PROPOSED ACTION PLAN

Activities/Strategies	Objective	Person Involved	Time Frame	Budget Allocation/Source of Fund	Success Indicator
- Maintain regular, clear communication with parents via newsletters, online platforms, and meetings.- Organize yearly workshops to continue educating parents on supporting their child's reading	Sustain and enhance parental involvement in students' education	Teachers and Parent	Whole year	School MOOE / PTA Fund / External donations or sponsorships	**85%** of parents regularly engage with teachers through communication channels.-**80%** of parents attend workshops or conferences annually.
- Create year-round volunteering opportunities in reading programs.- Establish parent advisory boards for ongoing input into school activities	Increase consistent and long-term participation from parents	Teachers and Parent	Whole year	INSET Funds / External training support	- **75%** of parents volunteer at least once per year.-**70%** of parents participate in school activities regularly.
- Provide ongoing professional development focusing on differentiated reading instruction.- Foster peer collaboration and sharing of best practices.	Maintain teacher expertise in supporting struggling readers	Teachers and Parent	Quarterly or as scheduled	School MOOE	- **90%** of teachers engage in professional development sessions every year.-**80%** of teachers report feeling confident in supporting struggling readers.
- Continue interactive reading tasks that promote cognitive engagement.- Offer ongoing emotional support and positive reinforcement.	Ensure sustained student engagement in reading activities	Teachers and Parent /Administrator	Weekly or Biweekly	School MOOE / Whole year	- **85%** of students continue to show high levels of participation in reading activities.-**80%** of students report feeling motivated and engaged in reading.

- Continue using targeted interventions to support struggling readers.- Conduct regular formative assessments to monitor progress and adjust strategies.	Maintain high levels of academic performance across all reading areas	Teachers and administrator	Every 2 months	School MOOE	- **85%** of students continue to show academic improvement in reading and fluency.- **80%** of students demonstrate sustained progress in decoding and comprehension.
- Foster long-term partnerships with local libraries, community organizations, and businesses.- Continue organizing community-based reading events and programs.	Ensure ongoing community support for reading initiatives	Teachers/ Administrator/Stakeholders	Quarterly	Community support / External funds	- **70%** of students participate in community reading events.-**75%** of students report that community involvement has positively influenced their reading skills.
- Implement year-long goal-setting programs where students track their reading progress.- Provide regular opportunities for self-reflection and goal revision.	Encourage students to maintain ownership of their learning	Teachers	Ongoing, with quarterly reviews	None	- 80% of students set and track their own reading goals throughout the year.- 75% of students report improved self-regulation in their reading habits.
- Continue to use formative assessments at regular intervals to assess student progress.- Provide actionable, timely feedback to students and parents.	Ensure continuous monitoring of student progress	Teachers and Parents	Every 2 months	School MOOE	- 100% of students receive regular assessments every two months.- 85% of students and parents report satisfaction with the feedback provided.

SUMMARY OF FINDINGS

1.   Parental involvement was high, particularly in awareness and support, with areas like communication, participation, and advocacy showing potential for further strengthening. This indicates consistent parental engagement in supporting learning at home and in school.

2.   Student engagement was strong across all dimensions, with social and emotional engagement being most prominent among struggling readers, fostering positive peer interactions and motivation in reading tasks.

3.   Academic performance was high in emergent reading and decoding, though critical thinking showed room for growth, highlighting the need for further reinforcement of higher-order thinking skills.

4.   Significant correlations were found between parental involvement, student engagement, and academic performance, particularly in communication and cognitive engagement, emphasizing the importance of home-school collaboration.

5.   Cognitive and overall student engagement were strong predictors of academic performance, with cognitive engagement accounting for 72.50% of the variance, emphasizing the impact of mental effort and active learning.

6.   An action plan was developed to maintain strengths and support growth through targeted interventions and enhanced parent-school collaboration, focusing on sustaining gains and addressing areas for improvement.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1.   The parental involvement in terms of awareness and support is very high, while communication

2.   and engagement, participation and volunteering, collaboration and partnership, and leadership and advocacy were high.

3.   The student engagement is high with respect to behavioral, emotional, cognitive, social, and agentic engagement.

4.   The academic performance of learners is high in terms of emergent reading, beginning decoding, basic fluency, proficient reading, and critical thinking and analysis.

5.   There is a significant moderate relationship between the level of parental involvement and the level of student engagement.

6.   There is a significant moderate relationship between the level of parental involvement and the level of academic performance.

7.   There is a significant moderate relationship between the level of academic performance and the level of student engagement.

8.   Cognitive engagement and overall student engagement are significant predictors of academic performance.

9.   The proposed action plan should be developed focuses on ensuring sustainability of the existing high levels of parental involvement, student engagement, and academic performance.

RECOMMENDATIONS

Based on the research findings, the following recommendations are presented to guide future practices and further research.

1.   Promote parental involvement through regular participation in parent-teacher conferences and school events to sustain strong support and awareness.

2.   Enhance social engagement by encouraging group reading activities and peer tutoring in classrooms.

3.   Foster agentic engagement by guiding students in setting personal learning goals and practicing self-reflection.

4.   Mandate teacher training on strategies to boost cognitive engagement through relevant professional development programs.

5.   Support emotional engagement by creating a positive home environment and

implementing community-based reading interventions.

6.   Implement and monitor action plans to ensure their effectiveness and relevance to student needs.

7.   Engage parents in training and apply the action plan to help improve struggling readers' performance.

8.   Encourage future research on which aspects of parental support most influence various academic outcomes.

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