



The Mediating Role of Homework Completion on the Relationship Between Screentime, Parental Reading Involvement and Reading Comprehension Among Grade 3 Learners

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Abstract

This study examined the mediating role of homework completion in the relationship between screen time, parental reading involvement, and reading comprehension among Grade 3 learners. Using a quantitative non-experimental correlational design, the study involved Grade 3 learners from seven public elementary schools in Apopong District. From a total population of 284 learners, 167 participants were selected through stratified random sampling technique to ensure representativeness and manageable data collection. The findings revealed that screen time among learners was moderately high, while parental reading involvement and homework completion were generally high. Despite this, most learners were classified at the frustrational level in reading comprehension, suggesting that many still struggle with reading tasks and require continuous academic support. Further analysis showed significant relationships among screen time, parental reading involvement, homework completion, and reading comprehension. These results indicate that both home-related factors and learners' study behaviors are closely associated with reading performance. Moreover, path analysis demonstrated that homework completion partially mediated the relationship between parental reading involvement and reading comprehension. Parental support boosts children's reading skills directly and indirectly by encouraging consistent homework, emphasizing the value of active engagement and structured academic support at home for better reading development and educational outcomes.

Keywords

mediating effect, homework completion, screentime, parental reading involvement, reading comprehension, Grade 3 learners, quantitative, descriptive correlation, Philippines



1. Introduction

Reading comprehension remains a significant challenge for many Grade 3 learners, as they often struggle to understand and retain information from what they read. This difficulty is influenced by several factors, including excessive screen time, which may reduce attention span and limit active engagement with reading materials. Limited parental involvement in reading activities can also hinder the development of essential comprehension skills among young learners. As a result, students may struggle to connect new information with prior knowledge, leading to weaker reading outcomes. Addressing these concerns requires understanding how screen time, parental involvement, and academic behaviors interact to influence reading development (Albataineh et al., 2024; Holland, 2024; Rai et al., 2023; Macias, 2024; Quines & Maguan, 2025).

Moreover, reading comprehension is a foundational skill that is essential for academic success and overall cognitive development. It enables learners to interpret, analyze, and critically engage with written texts across all subject areas. Beyond academics, strong reading comprehension supports communication, problem-solving, and lifelong learning. Research shows that excessive screen time is negatively associated with reading comprehension, while parental reading involvement has a positive effect on literacy development. Children who receive active reading support from parents are more likely to develop deeper understanding and improved academic performance (Alharbi, 2024; McIver, 2025; Toth et al., 2025; Bal et al., 2024; Pelonio et al., 2025; Maligsay & Quines, 2023).

In addition, excessive screen time can negatively affect homework completion by reducing focus, attention span, and time management skills. On the other hand, parental involvement in reading activities encourages discipline, motivation, and a supportive learning environment for children. Homework completion is also positively linked to reading comprehension because it provides consistent practice in vocabulary development and text understanding. Through regular reading-related assignments, students develop skills such as summarizing, inferring, and analyzing texts more effectively. Therefore, students who complete their homework regularly tend to demonstrate stronger reading comprehension abilities (Budhrani et al., 2021; Liu, 2021; Veraksa et al., 2021; Çaliskan, 2022; Nguyen et al., 2023).

Hence, many Grade 3 learners face difficulties balancing screen time with academic responsibilities, which often reduces reading practice and affects homework completion. In some communities, limited parental involvement due to time constraints or lack of resources further contributes to weak reading comprehension skills. Although previous studies have examined screen time, parental involvement, and homework completion separately, there is still a gap in understanding how these factors interact collectively. Specifically, little is known about the mediating role of homework completion in the relationship between screen time, parental involvement, and reading comprehension. This study is therefore important as it seeks to provide insights that can help educators and policymakers improve reading outcomes among young learners (Carlson, 2025; Horowitz-Kraus et al., 2024; Qu et al., 2025; Cerniglia et al., 2021; Tak & Catsambis, 2023).

1.1 Research Objective

The purpose of the study is to find out the mediating role of homework completion on the relationship between screentime, parental reading involvement and reading comprehension Among Grade 3 learners in Apopong District, Division of General Santos City for the school year 2024-2025.



Specifically, it seeks to answer the following questions:

To determine the level of screentime in terms of;

Behavior and Coping,

Health Problems, and

1.3 Language Development.

To determine the level of parental reading involvement in terms of;

Parenting,

Communicating,

Volunteering,

Learning at Home, and

Decision Making.

To determine the level of reading comprehension Grade 3 in PHIL-IRI.

4. To determine the level of homework completion in terms of;

4.1 Completion of Module,

4.2 Application of Technology,

4.3 Collaboration with peers,

4.4 Assistance from Family Members, and

4.5 Independent Learning.

5. To determine the Significant relationship between:

5.1 screentime and reading comprehension.

5.2. parental reading involvement and reading comprehension.

5.3. screentime and homework completion.

5.4 parental reading involvement and homework completion.

5.5. homework completion and reading comprehension

6. To determine the significance of mediation of homework completion on the relationship between screentime, parental reading involvement and reading comprehension among Grade 3 learners



1.2 Theoretical Framework

This study is grounded in Social Cognitive Theory and is further supported by Vygotsky's Sociocultural Theory, the Ecological Systems Theory, and the Transactional Model of Development. Together, these theories provide a framework for understanding how homework completion mediates the relationship between screen time, parental involvement, and reading comprehension.

This study is grounded in Social Cognitive Theory and is further supported by Vygotsky's Sociocultural Theory, Bronfenbrenner's Ecological Systems Theory, and Sameroff's Transactional Model of Development, which collectively explain how homework completion mediates the relationship between screen time, parental involvement, and reading comprehension. Social Cognitive Theory (Bandura, 1986 as cited by Wood and Bandura, 1989) emphasizes that learning occurs through the interaction of personal, behavioral, and environmental factors, highlighting the role of observation, imitation, and self-regulation; in this study, Grade 3 learners develop reading comprehension through modeling from parents and teachers, while screen time may either support or hinder learning depending on its content and use. Vygotsky's Sociocultural Theory (1978 as cited by Scott and Palincsar, 2013) further explains that children learn best through social interaction within their Zone of Proximal Development, where parental scaffolding during reading homework helps learners improve comprehension beyond their independent abilities. Bronfenbrenner's Ecological Systems Theory (1992 as cited in 2005) situates the child within interconnected environmental systems, where microsystem influences such as family reading practices and screen habits directly affect homework completion and reading development, while broader systems indirectly shape learning conditions. Sameroff's Transactional Model of Development (1975) complements these perspectives by emphasizing the continuous bidirectional interaction between the child and environment, explaining how consistent homework completion strengthens reading comprehension and reinforces parental support, whereas excessive screen time can disrupt this developmental cycle and weaken academic outcomes.

1.3 Significance of the Study

This study is significant as it addresses the growing concern about the effects of screen time on Grade 3 learners' reading comprehension, in line with SDG 4: Quality Education, which promotes inclusive and equitable learning opportunities for all. It highlights the importance of parental involvement and shows how homework completion plays a mediating role in improving reading outcomes. The findings provide useful insights for educators, parents, and policymakers on how to balance screen time with effective learning practices. Additionally, the study supports SDG 10: Reduced Inequalities by offering evidence-based strategies that can help learners from different socio-economic backgrounds improve their literacy skills. Overall, it contributes to the development of interventions that strengthen reading comprehension through better parental support and structured academic habits.

2. Methodology

2.1 Research Design

This study employed a quantitative research design, specifically a descriptive correlational approach, to examine the relationships among screentime, parental reading involvement, homework completion, and reading comprehension of Grade 3 learners. Quantitative research involves the collection and



analysis of numerical data using structured tools such as surveys and questionnaires, allowing for objective, reliable, and generalizable findings (Feng et al., 2025; Li et al., 2024). In this study, standardized instruments were used to measure learners' screentime habits, parental involvement, homework completion, and reading comprehension levels, with data analyzed using descriptive statistics such as means and standard deviations, as well as inferential statistics like Pearson correlation and path analysis (Gath et al., 2023; Narsico & Flores, 2023). The descriptive component provided a clear profile of learners' behaviors without manipulation, while the correlational aspect examined the natural relationships among variables, showing the strength and direction of associations without implying causation (Mulyani, 2022; Xiao et al., 2025).

Furthermore, data were gathered from 284 Grade 3 learners in seven schools in Apopong District, Division of General Santos City, using structured questionnaires to ensure consistency, reliability, and validity (Guo et al., 2024; Hare et al., 2024). This descriptive correlational design was appropriate because it allowed the researcher to study multiple variables in a natural school setting without experimental manipulation, making it suitable for real-world educational contexts (Harvey, 2021; John et al., 2021). It also provided valuable insights into how screentime and parental involvement relate to reading comprehension, as well as the mediating role of homework completion. Although it does not establish cause-and-effect relationships, the design effectively captures complex interactions among home and school factors. Additionally, it supports both practical and theoretical contributions by guiding educators and policymakers in improving literacy outcomes while enhancing understanding of mediating variables in educational research (Ramer et al., 2022; Wen et al., 2024).

2.2 Research Locale

This study was conducted in Apopong District, located in the Division of General Santos City. The district is composed of seven schools, namely New Society Central School, GSC Elementary School, Paopao Elementary School, Lozano Elementary School, Sinawal Elementary School, Lanton Elementary School, and J. Daniel Elementary School. It serves a large learner population of 14,825 students supported by 525 qualified teachers who are committed to delivering quality education. These schools offer diverse academic programs, making Apopong an important educational center in the city. This setting provides a relevant context for examining screentime, parental involvement, homework completion, and reading comprehension among Grade 3 learners.

In addition, Apopong District is characterized by cultural diversity, with learners coming from various ethnic groups such as Bisaya, T'boli, and B'laan, which contributes to a rich and varied learning environment. The district also emphasizes holistic education, including strong programs in music, dance, and visual arts that support students' overall development. This diversity is important in understanding how different cultural and socio-economic backgrounds may influence learners' academic behaviors and reading comprehension. As an educational hub in Mindanao, General Santos City provides a suitable environment for research focused on literacy development and academic performance. The mix of public schools and varied learner backgrounds strengthens the relevance of the study findings for similar educational contexts.

2.3 Population and Sample

The study involved a total Grade 3 population of 284 learners across seven schools in Apopong District, Division of General Santos City, from which a sample of 167 respondents was determined using Slovin's formula to ensure representativeness and a manageable margin of error. A stratified

proportional sampling technique was used to distribute participants fairly across schools, ensuring that each institution was adequately represented based on its population size (e.g., schools with larger enrollments contributed more respondents than smaller ones). This approach helped maintain balance, reduce sampling bias, and improve the reliability of the data collected for analysis. The inclusion criteria specified that only currently enrolled Grade 3 learners from the identified schools were included in the study, provided that their parents or guardians gave informed consent, ensuring ethical compliance and valid participation.

Table 1. Distribution of the Respondents

School	Number of Respondents	Number of Respondents
School	N	n
A	41	24
B	44	26
C	42	25
D	43	25
E	39	23
F	40	24
G	37	20
TOTAL	284	167

The exclusion criteria define participants who were not be considered for the study. Learners who have transferred to another school or are frequently absent were excluded, as their participation may not reflect consistent academic experiences. Students with learning disabilities or special educational needs requiring specialized interventions were not be included, as their reading comprehension and parental involvement may require a different assessment approach. Additionally, students whose parents decline to provide consent or who express unwillingness to participate in the study also excluded to ensure ethical research practices.

The withdrawal criteria outline the circumstances under which a participant may be removed from the study after initial selection. Learners may be withdrawn if they relocate or transfer to another school during the research period. If a student chooses to discontinue participation or if a parent/guardian revokes consent, they were immediately withdrawn without any consequences. Furthermore, if a participant exhibits discomfort, distress, or unwillingness to continue answering the questionnaire, their responses were not included in the final analysis. The research team ensured that the withdrawal process is handled ethically and respectfully, prioritizing the well-being of the learners involved.

2.4 Research Instrument

This study utilized four research instruments: the Questionnaire for Screentime, the Questionnaire for Parental Reading Involvement, the Questionnaire for Reading Comprehension, and the Questionnaire for Homework Completion. The Screentime questionnaire is a researcher-made tool designed to



measure learners' exposure to digital devices such as mobile phones, computers, and television, and it is divided into Behavior and Coping, Health Problems, and Language Development to assess usage patterns, effects, and communication outcomes. The Parental Reading Involvement questionnaire measures parents' participation in literacy development through five domains: Parenting, Communicating, Volunteering, Learning at Home, and Decision Making. The Reading Comprehension instrument is based on the Philippine Informal Reading Inventory (PHIL-IRI), categorizing learners into Frustration, Instructional, and Independent levels of reading ability. The Homework Completion questionnaire, adapted from previous research, evaluates learners' completion of tasks, use of technology, peer collaboration, family support, and independent learning skills.

To ensure proper interpretation of results, a six-level Likert scale was used for Screentime, Parental Reading Involvement, and Homework Completion, ranging from Very Strongly Disagree (1.00–1.49) to Very Strongly Agree (5.50–6.00), with corresponding interpretations from Extremely Low to Extremely High levels. This scaling system allowed the researcher to categorize and analyze the intensity of responses in a structured manner. Additionally, the reliability of the Screentime and Parental Reading Involvement instruments was tested using Cronbach's Alpha to measure internal consistency. Values were interpreted as Excellent ($\alpha \geq 0.9$), Good ($0.9 > \alpha \geq 0.8$), Acceptable ($0.8 > \alpha \geq 0.7$), Questionable ($0.7 > \alpha \geq 0.6$), Poor ($0.6 > \alpha \geq 0.5$), and Unacceptable ($\alpha < 0.5$). Since the instruments were researcher-made and adapted, reliability testing ensured that the items consistently measured the intended constructs and strengthened the validity of the study findings.

2.5 Data Collection

The researcher followed a structured and systematic process in collecting data to ensure the validity and reliability of the study. The process began with the development of a research questionnaire, which was reviewed and validated by experts, followed by approval from the Ethics and Review Committee, Graduate School, and the Schools Division before implementation. After securing all necessary permissions, the researcher prepared and duplicated the questionnaires based on the required sample size and provided participants with a clear explanation of the Informed Consent Form before participation. The questionnaires were then administered to Grade 3 learners, who were given sufficient time to answer, while the researcher ensured proper monitoring throughout the process to maintain accuracy and completeness of responses. Finally, all collected data were organized, tallied, and analyzed systematically to ensure credible and reliable results, following strict research procedures to maintain data integrity (Ho et al., 2024; Krenca et al., 2024; Lau & Lee, 2021).

2.6 Statistical Tools

To provide a thorough interpretation and analysis of the data, the following statistical methods are used:

Mean. The mean is calculated to address objectives 1, 2, 3, and 4, which focus on screentime, parental reading involvement, homework completion, and reading comprehension.

Pearson's Correlation Coefficient (Pearson r). This method is applied to examine objective 5, which explores the relationships between screentime and reading comprehension, parental reading involvement and reading comprehension, and homework completion and reading comprehension.



Path Analysis. Path analysis is used to address objective 6, focusing on the mediating role of homework completion in the relationship between screentime, parental reading involvement, and reading comprehension.

2.7 Ethical Considerations

This study carefully considered several ethical principles to ensure the integrity, credibility, and safety of the research process. Voluntary participation was strictly observed, as respondents were fully informed about the study and allowed to participate freely or withdraw at any time without any consequences. In line with the Data Privacy Act of 2012, privacy and confidentiality were protected by ensuring anonymity and securing all personal data, with no identifying information collected from participants. Informed consent was obtained in writing, and parental consent was secured for minor participants, ensuring full understanding of the study's purpose and procedures. The researcher also ensured proper data protection, transparent recruitment, and minimal risk to participants, while maintaining honesty by preventing plagiarism, fabrication, falsification, and deceit throughout the research process. Additionally, there were no conflicts of interest, and all necessary permissions were secured from the RMMC Ethics and Review Committee and the school division superintendent, while authorship was assigned fairly based on actual contributions to maintain academic integrity and accountability.

3. Results and Discussion

This chapter deals with the presentation, analysis, and interpretation of the data gathered in the study.

The Level of Screentime

The results indicate that the overall level of screentime among the respondents is moderately high ($M = 4.19$, $SD = 0.65$), suggesting frequent exposure to digital devices. Among the indicators, language development obtained the highest mean ($M = 4.68$, $SD = 0.52$), described as very high, implying a strong perceived influence of screentime on language-related outcomes. Health problems also registered a moderately high level ($M = 4.05$, $SD = 0.69$), indicating noticeable concerns regarding physical or health-related effects. Meanwhile, behavior and coping showed a moderately high level as well ($M = 3.83$, $SD = 0.74$), suggesting that screentime may also be affecting emotional regulation and behavioral responses. Overall, the findings imply that while screentime is associated with notable impacts across all areas, its influence appears most pronounced in language development, followed by health and behavioral aspects.

Table 3. Level of Screen time

Indicator	Mean n=167	SD	Level of Description
Behavior and Coping	3.83	0.74	Moderately High
Health Problems	4.05	0.69	Moderately High
Language Development	4.68	0.52	Very High
TOTAL	4.19	0.65	Moderately High

3.2 Level of Parental Reading Involvement

The results show that the overall level of parental reading involvement is moderately high ($M = 4.46$, $SD = 0.66$), indicating that parents are generally active in supporting their children's reading activities. Specifically, parenting ($M = 5.02$, $SD = 0.58$) and decision making ($M = 4.94$, $SD = 0.61$) were both rated as very high, suggesting strong parental commitment in guiding and making important educational choices for their children. Meanwhile, volunteering ($M = 4.42$, $SD = 0.69$), learning at home ($M = 4.03$, $SD = 0.73$), and communicating ($M = 3.88$, $SD = 0.77$) were all moderately high, indicating consistent but comparatively less intensive involvement in these areas. Overall, the findings imply that while parents are highly engaged in leadership and decision-making roles related to reading, their involvement in direct home-based learning support and communication could still be strengthened.

Table 4. Level of Parental Reading Involvement

Indicator	Mean n=167	SD	Level of Description
Parenting	5.02	0.58	Very High
Communicating	3.88	0.77	Moderately High
Volunteering	4.42	0.69	Moderately High
Learning at Home	4.03	0.73	Moderately High
Decision Making	4.94	0.61	Very High
TOTAL	4.46	0.66	Moderately High

3.3 Level Reading Comprehension

The results show that most of the respondents fall under the frustrational reading level ($f = 108$, 65%), indicating that a large majority of students struggle to comprehend texts even with assistance. Meanwhile, only 25% ($f = 43$) are at the instructional level, suggesting they can understand materials with teacher guidance, and a small proportion, 10% ($f = 16$), are at the independent level, meaning they can read and comprehend texts on their own effectively. Overall, the findings suggest that reading comprehension among the respondents is generally low, with most learners experiencing difficulty in understanding written materials, highlighting a need for stronger reading interventions and support strategies.

Table 5. Level Reading Comprehension

Reading Level	F	P
Independent	16	10
Instructional	43	25
Frustrational	108	65
TOTAL	167	100

3.4 Level of Homework Completion

The results indicate that the overall level of homework completion among respondents is very high ($M = 4.55$, $SD = 0.66$), suggesting strong engagement in accomplishing academic tasks. Specifically, collaboration with peers ($M = 5.24$, $SD = 0.55$), assistance from family members ($M = 5.09$, $SD = 0.60$), and completion of modules ($M = 4.79$, $SD = 0.63$) were rated very high, showing that students heavily rely on social and family support systems in completing homework. Independent learning also obtained a very high rating ($M = 4.03$, $SD = 0.74$), indicating that learners still demonstrate self-directed study habits. In contrast, application of technology was only moderately high ($M = 3.58$, $SD = 0.81$), suggesting that digital tools are used less frequently compared to other strategies. Overall, the findings imply that while students are highly successful in completing homework, their performance is strongly supported by collaboration and family assistance rather than heavy reliance on technology.

Table 6. Level of Homework Completion

Indicator	Mean n=167	SD	Level of Description
Completion of Module	4.79	0.63	Very High
Application of Technology	3.58	0.81	Moderately High
Collaboration with peers	5.24	0.55	Very High
Assistance from Family Members	5.09	0.60	Very High
Independent Learning	4.03	0.74	Very High
TOTAL	4.55	0.66	Very High

3.5 Correlation between Measures Significant Relationship between Screentime and Reading Comprehension

Table 7 presents the significant relationship between screentime and reading comprehension. Pearson's r was utilized to treat the data gathered. The results indicate that the computed Pearson's Product Moment Coefficient of Correlation value was 0.84 when the level of screentime and reading comprehension were examined at the Alpha level. It was 05 with a df of 165. It was more significant than the tabular value of 0.12, which led to rejecting the null hypothesis. The level of screentime significantly influenced the level of reading comprehension.

Table 7. Significant Relationship between Screentime and Reading Comprehension

Score	Df n-2	rx-value 167	rx-value 167	Decision	Analysis
Score	Df n-2	Computed	Tabular	Decision	Analysis
Screentime vs Reading Comprehension	165	0.85	0.134	Reject null hypothesis	Significant

3.6 Significant Relationship between Parental Reading Involvement and Reading Comprehension

Table 8 presents the significant relationship between parental reading involvement and reading comprehension among the 167 respondents. The data were analyzed using Pearson's Product Moment Correlation Coefficient (r). This analysis was conducted to assess the strength and direction of the association between parental engagement and learners' reading performance. The results indicate that the computed r value was 0.86, which is greater than the tabular r value of 0.134 at an alpha level of 0.05 with 165 degrees of freedom. Because the computed value exceeded the critical value, the null hypothesis was rejected, showing that there is a significant positive relationship between parental reading involvement and reading comprehension. This finding suggests that higher levels of parental reading involvement significantly enhance students' reading comprehension, emphasizing the crucial role of parents in supporting children's literacy development at home.

Table 8. Significant Relationship between Parental Reading Involvement and Reading Comprehension

Score	Df n-2	rx-value 167	rx-value 167	Decision	Analysis
Score	Df n-2	Computed	Tabular	Decision	Analysis
Parental reading Involvement vs Reading Comprehension	165	0.86	0.134	Reject null hypothesis	Significant

3.7 Significant Relationship between Screentime and Homework Completion

Table 9 presents the significant relationship between screen time and homework completion among the 167 respondents. The data were analyzed using Pearson's Product Moment Correlation Coefficient (r). This statistical test was employed to determine the strength and direction of the association between the two variables. The results show that the computed r value was 0.83, which is greater than the tabular r value of 0.134 at an alpha level of 0.05 with 165 degrees of freedom. Since the computed value exceeded the critical value, the null hypothesis was rejected, indicating a significant positive relationship between screen time and homework completion. This implies that changes in screen time were significantly associated with variations in students' homework completion. This finding suggests that the level of screen time significantly influences students' homework completion, highlighting the importance of monitoring and managing screen use to support productive learning habits and academic performance. It also emphasizes the need for guidance from teachers and parents to ensure that screen time is used effectively for learning purposes.

Table 9. Significant Relationship between Screentime and Homework Completion

Score	Df n-2	rx-value 167	rx-value 167	Decision	Analysis
Score	Df n-2	Computed	Tabular	Decision	Analysis
Screentime vs	165	0.83	0.134	Reject null hypothesis	Significant

Homework Completion					
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3.8 Significant Relationship between Parental Reading Involvement and Homework Completion

Table 10 presents the significant relationship between parental reading involvement and homework completion among the 167 respondents. The data were analyzed using Pearson's Product Moment Correlation Coefficient (r). The results indicate that the computed r value was 0.85, which is greater than the tabular r value of 0.134 at an alpha level of 0.05 with 165 degrees of freedom. Since the computed value exceeded the critical value, the null hypothesis was rejected, indicating a significant positive relationship between parental reading involvement and homework completion.

Table 10. Significant Relationship between Parental reading Involvement and Homework Completion

Score	Df n-2	rx-value 167	rx-value 167	Decision	Analysis
Score	Df n-2	Computed	Tabular	Decision	Analysis
Parental Reading Involvement vs Homework Completion	165	0.82	0.134	Reject null hypothesis	Significant

3.9 Significant Relationship between Homework Completion and Reading Comprehension

Table 11 presents the significant relationship between homework completion and reading comprehension among the 167 respondents. The data were analyzed using Pearson's Product Moment Correlation Coefficient (r). The results show that the computed r value was 0.84, which is greater than the tabular r value of 0.134 at an alpha level of 0.05 with 165 degrees of freedom. Since the computed value exceeded the critical value, the null hypothesis was rejected, indicating a significant positive relationship between homework completion and reading comprehension. This finding suggests that higher levels of homework completion significantly enhance students' reading comprehension, highlighting the importance of consistent practice and structured learning activities to support literacy development.

Table 11. Significant Relationship between Homework Completion and Reading Comprehension

Score	Df n-2	rx-value 167	rx-value 167	Decision	Analysis
Score	Df n-2	Computed	Tabular	Decision	Analysis
Homework Completion vs Reading Comprehension	165	0.84	0.134	Reject null hypothesis	Significant

3.10 Mediating Effect: Path Analysis (Partial Mediation)

Table 12 presents the regression weights on the mediating effect of homework completion on the relationship between screentime, parental reading involvement and reading comprehension among

Grade 3 learners. The regression weight here quantifies how much reading comprehension increases (or decreases) with a one-unit increase in screentime and parental reading involvement. The study found that homework completion partially mediates the relationship between screentime, parental reading involvement and reading comprehension. While screentime and parental reading involvement directly influence reading comprehension, homework completion also plays a role in this relationship. However, it does not fully account for the effect; there are still direct influences from screentime and parental reading involvement on reading comprehension. Furthermore, homework completion is critical in enhancing reading comprehension through screentime and parental reading involvement that directly impact reading comprehension, underscoring the concept of partial mediation.

Table 12. Mediating Effect: Path Analysis (Partial Mediation)

PATH		ESTIMATES	ESTIMATES	SE	C.R.	P
PATH		Unstandardized	Standardized			
ST	RC	.976	.877	.023	26.201	***
PRI	RC	.091	.116	.038	2.400	.021
HT	SC	.761	.710	.048	14.536	***
PRI	HC	.822	.680	.042	12.834	***
HC	RC	.710	.622	.037	13.629	.024

Discussion

This chapter discussed the data on the mediating role of homework completion on the relationship between screentime, parental reading involvement and reading comprehension among Grade 3 learners.

4.1 The Level of Screentime

The study revealed a moderately high level of screen time among the respondents, indicating frequent engagement with digital devices for entertainment, communication, education, and work. At this level, screen use is considerable but not necessarily harmful, especially when used for productive purposes such as online learning, skill development, and communication, which can enhance knowledge and collaboration. However, when screen time is dominated by passive activities like prolonged gaming, social media scrolling, or binge-watching, it may contribute to negative outcomes such as eye strain, poor sleep quality, and reduced physical activity. Its effects may also vary depending on age and usage habits; for children and adolescents, it can influence attention span, academic performance, and emotional well-being, while for adults, it may lead to digital fatigue and sedentary lifestyles. This finding aligns with Vygotsky's Sociocultural Theory, which emphasizes that learning is mediated through cultural tools, including digital devices, which can support development within the Zone of Proximal Development when used meaningfully; however, overreliance on screens may reduce real-world interaction and limit holistic development.

Supporting literature highlights both the benefits and risks of increased screen exposure. Screen time has become a major part of children's lives due to widespread access to digital devices, raising concerns about its impact on cognitive, emotional, and social development, particularly in literacy and reading comprehension (Alferez et al., 2025; Caswell, 2023; Sundqvist et al., 2025). Excessive screen use, especially passive viewing, has been linked to delayed language development, reduced verbal



reasoning, and attention difficulties, which negatively affect reading comprehension (Altun, 2022; Macabangon & Magulod Jr, 2024; Parker, 2025). Furthermore, high screen exposure has been associated with shorter attention spans, making it harder for learners to sustain focus during reading tasks (Bonifacci et al., 2024; Gong & Tao, 2024; Kim et al., 2021). It also contributes to disrupted sleep patterns, which impair memory and cognitive functioning, thereby reducing academic performance (Buno & Callo, 2022; Salman, 2024; Turco et al., 2023). In addition, emotional and social effects such as loneliness, anxiety, and depression may further hinder learning engagement and collaboration, ultimately affecting reading comprehension and overall academic success (Caparroso, 2024; Merino et al., 2023; Tabullo et al., 2022).

4.2 Level of Parental Reading Involvement

The results indicate a moderately high level of parental reading involvement, suggesting that parents are generally engaged in supporting their children's literacy development through activities such as shared reading, discussing stories, encouraging reading habits, assisting with schoolwork, and providing access to learning materials. Although this involvement is not always consistent due to factors such as work demands and time constraints, it remains sufficient to positively influence children's reading comprehension, motivation, and overall literacy development.

Theoretically, this finding aligns with Vygotsky's Sociocultural Theory, which emphasizes that learning occurs through social interaction and the use of cultural tools. Parents serve as more knowledgeable others (MKOs) who guide children's reading experiences within their Zone of Proximal Development (ZPD), enabling them to develop higher-level literacy skills through scaffolding such as reading aloud, questioning, and discussing texts. Even moderate involvement provides meaningful support that helps children gradually become more independent readers. Related studies further support these findings, showing that parental engagement in reading activities enhances vocabulary, comprehension, and critical thinking skills (Coulanges, 2022; Kennewell et al., 2022; Xie et al., 2025). Shared reading practices such as discussing stories and asking questions improve comprehension and metacognitive skills (Froiland, 2021; Meoded Karabanov & Aram, 2024), while ongoing parental discussions and support strengthen memory and understanding of texts (Albataineh et al., 2024; Holland, 2024; Rai et al., 2023). Additionally, parental expectations and encouragement further reinforce positive reading attitudes and academic achievement, ultimately contributing to stronger reading comprehension outcomes (Alharbi, 2024; McIver, 2025; Toth et al., 2025).

4.5 Level Reading Comprehension

The findings indicate that learners are at the frustrational level of reading comprehension, meaning they experience significant difficulty in understanding texts even with assistance. At this stage, students often struggle with frequent reading errors, slow reading speed, limited vocabulary, and poor grasp of main ideas, which may lead to frustration, low motivation, and disengagement from reading activities. This level of difficulty suggests that the reading materials may be too advanced for their current abilities, highlighting the need for targeted interventions such as guided reading, phonics instruction, vocabulary enrichment, and scaffolding strategies to gradually improve comprehension skills and build reading confidence. With appropriate support, learners can progressively move toward the instructional level, where learning becomes more manageable and meaningful.

This finding aligns with Vygotsky's Sociocultural Theory, particularly the Zone of Proximal Development (ZPD), which explains that learning occurs most effectively when learners are guided



within the gap between what they can do independently and what they can achieve with support. When reading tasks exceed a learner's ZPD, frustration occurs, limiting comprehension and progress; however, with scaffolding from teachers, parents, or peers, students can develop essential reading skills and gradually transition toward independent reading. Supporting literature further emphasizes that reading comprehension is a foundational academic skill influenced by cognitive abilities, vocabulary knowledge, reading fluency, and metacognitive strategies (Bal et al., 2024; Macias, 2024; Pelonio et al., 2025). Stronger cognitive processing and prior knowledge improve understanding (Budhrani et al., 2021; Liu, 2021; Veraksa et al., 2021), while vocabulary development enhances the ability to interpret texts effectively (Çaliskan, 2022; Nguyen et al., 2023; Hillier, 2021). Likewise, reading fluency allows learners to focus on meaning rather than decoding (Carlson, 2025; Horowitz-Kraus et al., 2024; Qu et al., 2025), and metacognitive strategies such as predicting and summarizing further support comprehension by helping learners monitor and regulate their understanding (Cerniglia et al., 2021; Tak & Catsambis, 2023).

4.6 Level of Homework Completion

The results indicate a very high level of homework completion among students, suggesting that they consistently accomplish their assignments with effort, responsibility, and strong academic commitment. This level of completion reflects effective time management, discipline, and the ability to utilize available learning resources, which help reinforce classroom learning and improve independent study skills. The high rate of completion may also be influenced by supportive factors such as structured routines, parental guidance, teacher expectations, and peer collaboration.

This finding aligns with Bandura's Social Cognitive Theory, which emphasizes the interaction of personal, behavioral, and environmental factors in learning. Students who consistently complete homework demonstrate strong self-efficacy, reinforced by encouragement from teachers, parents, and peers, as well as by observing positive academic behaviors in others through vicarious learning. Self-regulation also plays a key role, as learners develop goal-setting skills, time management, and persistence in completing tasks. Moreover, parental involvement and teacher support further strengthen motivation and accountability by providing guidance and feedback that enhance confidence and performance. Supporting literature shows that regular homework completion improves reading comprehension by reinforcing classroom learning and developing literacy skills such as decoding, comprehension, and text analysis (Feng et al., 2025; Li et al., 2024; Narsico & Flores, 2023). It is also linked to improved academic achievement and study habits (Gath et al., 2023; Mulyani, 2022; Xiao et al., 2025), while excessive screen time may negatively affect homework completion by reducing focus and increasing procrastination (Guo et al., 2024; Hare et al., 2024; John et al., 2021). Therefore, balanced screen use, structured routines, and strong parental involvement are essential in supporting effective homework completion (Harvey, 2021; Ramer et al., 2022; Wen et al., 2024; Ho et al., 2024; Krenca et al., 2024; Lau & Lee, 2021).

4.7 Significant Relationship between Screentime and Reading Comprehension

The findings indicate a significant relationship between screen time and reading comprehension, suggesting that the amount and nature of screen use can measurably influence learners' ability to understand and process written texts. This relationship may be either positive or negative depending on how screen time is utilized. Excessive engagement in passive activities such as gaming, social



media scrolling, or binge-watching may reduce time spent on reading and contribute to weaker comprehension skills, reduced focus, and shorter attention spans.

Moreover, the learning environment and study habits play an important role in strengthening or weakening this relationship. A quiet, structured, and distraction-free environment supports better focus during both screen-based learning and reading tasks, while distractions from excessive screen use can negatively affect attention and homework quality (Alferez et al., 2025; Caswell, 2023; Sundqvist et al., 2025). Collaborative learning activities integrated into homework, such as group reading or peer discussions, can also improve comprehension by allowing students to exchange ideas and clarify understanding, thereby deepening engagement with the text (Altun, 2022; Macabangon & Magulod Jr, 2024; Parker, 2025). Additionally, consistent homework completion helps develop self-regulation skills such as time management and organization, which further enhance reading comprehension by enabling students to approach reading tasks with greater focus and independence (Bonifacci et al., 2024; Gong & Tao, 2024; Kim et al., 2021).

4.8 Significant Relationship between Parental Reading Involvement and Reading Comprehension

The study reveals a significant relationship between parental reading involvement and reading comprehension, indicating that the level of parental engagement in children's literacy activities has a direct influence on their ability to understand and interpret texts. When parents actively participate in reading by reading aloud, discussing stories, and encouraging literacy-related activities, children are more likely to develop stronger vocabulary, improved comprehension skills, and a deeper appreciation for reading. This involvement provides essential scaffolding that helps learners process information more effectively and enhances their critical thinking skills. In this way, parental support serves as a key foundation in strengthening reading development and academic performance.

In addition, related findings suggest that time spent on homework also plays an important role in reading comprehension, although its effect is not purely linear. Moderate and purposeful homework engagement supports the development of comprehension skills, while excessive time without balance may lead to cognitive fatigue and reduced understanding (Buno & Callo, 2022; Salman, 2024; Turco et al., 2023). Consistent homework completion further strengthens reading comprehension by allowing students to regularly practice essential skills such as identifying main ideas, making inferences, and summarizing texts (Caparroso, 2024; Merino et al., 2023; Tabullo et al., 2022). Conversely, incomplete or irregular homework completion may hinder progress, as students miss opportunities to reinforce learning and may develop gaps in understanding that affect their ability to handle more complex reading materials (Coulanges, 2022; Kennewell et al., 2022; Xie et al., 2025).

4.9 Significant Relationship between Homework Completion and Reading Comprehension

The findings suggest a significant relationship between homework completion and reading comprehension, indicating that students who consistently complete their homework tend to demonstrate better understanding and interpretation of texts. Homework assignments, especially those involving reading activities, help reinforce essential literacy skills by providing repeated practice in comprehension strategies, vocabulary development, and critical thinking. Tasks such as summarizing texts, analyzing passages, and answering comprehension questions strengthen students'



ability to process, organize, and retain information. In addition, regular homework completion fosters independent learning habits, which further support the development of strong reading comprehension skills over time.

Moreover, homework plays an important role in shaping academic discipline and long-term learning success. Research shows that students who consistently complete homework perform better academically because they are able to reinforce classroom learning and apply comprehension strategies more effectively (Froiland, 2021; Meoded Karabanov & Aram, 2024). The effectiveness of homework also depends on its quality and relevance; tasks that require active engagement with texts, such as summarizing, analyzing themes, and responding to comprehension questions, are more effective in improving reading skills than passive or repetitive assignments. Such meaningful tasks encourage deeper engagement with reading materials, leading to better understanding and retention (Albataineh et al., 2024; Holland, 2024; Rai et al., 2023).

4.10 Significant Relationship between Parental Reading Involvement and Homework Completion

The findings show a significant relationship between parental reading involvement and homework completion, indicating that when parents actively participate in their children's reading activities, students are more likely to consistently complete their homework. Parental engagement in literacy tasks helps strengthen reading skills while also fostering discipline, responsibility, and positive study habits. This supportive involvement creates a structured home learning environment that encourages learners to stay focused on their academic tasks and complete assignments on time. As a result, students benefit not only in terms of improved literacy but also in developing consistency and accountability in their schoolwork.

This finding aligns with Vygotsky's Social Development Theory, which emphasizes that learning is socially mediated and shaped through interaction with more knowledgeable others. In this context, parents serve as scaffolds within the child's Zone of Proximal Development, guiding them in tasks such as homework completion that may be difficult to accomplish independently. Through consistent support and engagement, children gradually internalize effective learning behaviors, build confidence, and develop independence in completing academic tasks. Over time, this guidance strengthens cognitive development and promotes long-term academic success. Supporting literature further confirms that parental involvement in reading activities contributes not only to literacy development but also to improved homework completion by establishing a structured and supportive learning environment at home (Alharbi, 2024; McIver, 2025; Toth et al., 2025).

4.11 Significant Relationship between Homework Completion and Reading Comprehension

The findings reveal a significant relationship between homework completion and reading comprehension, indicating that students who consistently complete their homework tend to demonstrate higher levels of reading comprehension. Homework serves as an important reinforcement tool that allows learners to practice, apply, and internalize reading skills learned in class. Through regular engagement with tasks such as summarizing texts, answering comprehension questions, and analyzing passages, students strengthen their comprehension strategies, expand vocabulary, and develop critical thinking skills. In this way, homework is not merely a routine



requirement but a vital component in developing reading proficiency, academic discipline, and long-term learning habits that support overall educational success.

Recent literature further supports this relationship, emphasizing that consistent homework completion enhances metacognitive reading strategies, which are essential for effective comprehension. Regular practice provides learners with opportunities for feedback and self-monitoring, enabling them to better understand and apply reading strategies independently (Bal et al., 2024; Macias, 2024; Pelonio et al., 2025). At the same time, the findings also highlight a significant relationship between screen time and homework completion, where increased non-educational screen use is associated with lower levels of homework completion. Excessive engagement in activities such as social media, gaming, and streaming can reduce time and focus for academic tasks, especially when students lack self-regulation skills to balance both (Budhrani et al., 2021; Liu, 2021; Veraksa et al., 2021). This relationship aligns with Bandura's Social Cognitive Theory, which explains that environmental factors like screen exposure influence behavior, study habits, and time management. Supporting studies also show that non-educational screen use can impair executive functions such as attention and task persistence, further affecting homework performance (Çaliskan, 2022; Nguyen et al., 2023; Hillier, 2021). Moreover, research highlights that the quality of screen use and parental monitoring are crucial in determining its impact on academic outcomes, with structured screen time rules linked to better homework completion rates (Carlson, 2025; Horowitz-Kraus et al., 2024; Qu et al., 2025; Cerniglia et al., 2021; Tak & Catsambis, 2023).

4.12 Mediating Effect: Path Analysis (Partial Mediation)

The findings indicate that homework completion has a partial mediating effect on the relationship between screen time, parental reading involvement, and reading comprehension. This suggests that both screen time and parental reading involvement directly influence reading comprehension, but they also exert an indirect effect through students' homework completion. Specifically, learners who engage in more productive or educational screen time and receive strong parental support in reading are more likely to consistently complete their homework, which in turn enhances their reading comprehension. This highlights the importance of homework as a key mechanism that strengthens the influence of both digital engagement and parental support on literacy outcomes.

Supporting literature shows that screen time can either hinder or enhance academic performance depending on its nature, with educational use contributing positively while excessive recreational use may reduce focus and academic engagement (Feng et al., 2025; Li et al., 2024; Narsico & Flores, 2023). Similarly, parental involvement in reading activities fosters stronger literacy skills, motivation, and academic support, especially when combined with structured homework routines (Gath et al., 2023; Mulyani, 2022; Xiao et al., 2025). Homework completion itself plays a crucial role in reinforcing learning, improving retention, and mitigating the negative effects of excessive screen time by encouraging task focus and discipline. Research further emphasizes that students with reduced distractions and better-managed screen use are more likely to complete homework effectively and achieve higher reading comprehension levels (Guo et al., 2024; Hare et al., 2024; John et al., 2021; Harvey, 2021; Ramer et al., 2022; Wen et al., 2024).



4. Conclusion and Recommendations

5.1 Conclusion

The study concluded that Grade 3 learners generally had moderate screentime, which moderately affected their behavior, coping, and health, but had a strong impact on language development. Parental reading involvement was also moderate overall, with strong engagement in parenting and decision-making but only moderate participation in communication, volunteering, and learning at home. Most learners (68%) were at the frustrational level in reading comprehension, indicating significant difficulty and the need for targeted interventions. Homework completion was strongly practiced with peer and family support, while independent learning and technology use were moderate. It significantly related to screentime, parental reading involvement, and reading comprehension, with homework partially mediating these effects to enhance literacy outcomes.

5.2 Recommendations

Based on the findings, it is recommended that DepEd promote balanced screen time policies that integrate educational technology while limiting excessive non-academic use, and strengthen parental engagement through workshops on effective home reading strategies. Targeted instructional interventions should be provided for learners at the frustration level, with support from stakeholders through funded reading programs and literacy initiatives. Teachers are encouraged to use differentiated instruction and meaningful homework tasks, while parents and learners should foster responsible screen use and consistent reading practices. Community support and future research on screen time, parental involvement, and digital reading strategies are also suggested to further enhance literacy development.

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