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RESEARCH ARTICLE

Harmonizing Parental-School Initiatives to Enhance Pupils' Literacy Skills in Public Primary Schools: A Systematic Review

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ABSTRACT

Parental engagement plays an important role in supporting pupils' literacy development, particularly through learning activities that connect the home and school environments. This study examines how parental initiatives can be harmonized to enhance pupils' literacy skills in public primary schools. Specifically, the study aimed to identify the major parental initiatives used to enhance pupils' literacy skills and to synthesize the factors that facilitate the implementation of these initiatives. The study employed a systematic literature review approach, drawing on empirical studies from global, African, and Tanzanian contexts. Relevant literature was identified through academic sources using key terms related to parental engagement, home-based learning, literacy development, parent-teacher communication, learning materials, and parental training. The reviewed literature was analyzed thematically according to the study objectives. Findings indicate that major parental initiatives include home-based reading, storytelling, homework support, provision of learning materials, parent-teacher communication, and parental capacity building. The review further shows that the implementation of these initiatives is facilitated by parents' knowledge and skills, availability of learning resources, cooperation between parents and teachers, and school-based guidance and training. The findings suggest that parental initiatives can provide stronger and more consistent support for pupils' literacy when they are connected around common learning goals rather than implemented as separate activities. The study concludes that harmonizing home-based learning, learning materials, parent-teacher communication, and parental capacity building can strengthen collaboration between families and schools and create supportive learning environments for pupils' reading, writing, comprehension, and communication skills.

Keywords: Engagement, Initiatives, Literacy Skills, Home-Based Learning, Interaction.

INTRODUCTION

Literacy is a basic foundation for pupils' academic success and lifelong learning. It includes the ability to read with fluency and comprehension, communicate effectively, and develop writing and language skills. However, many children in low- and middle-income countries continue to experience difficulties in acquiring

foundational literacy skills. Recent evidence indicates that about 70% of children in low- and middle-income countries are unable to read and understand an age-appropriate text by the age of 10 (World Bank, 2025). Therefore, improving literacy requires support not only from schools but also from families and communities. Evidence from a recent meta-analysis shows that the

home learning environment is associated with children's language and literacy development in low- and middle-income countries (Nag et al., 2024).

International and national education policies provide a foundation for strengthening parental-school initiatives in promoting pupils' literacy development. At the international level, Sustainable Development Goal 4 emphasizes quality education and lifelong learning, while the Commitment to Action on Foundational Learning calls for coordinated efforts to ensure that children acquire basic literacy and other foundational skills (United Nations, 2015; UNICEF, 2022). UNICEF also emphasizes parental engagement as an important component of foundational learning and encourages parents and communities to support children through activities such as reading, storytelling, homework support, and learning at home (UNICEF, 2020). In Tanzania, the Education and Training Policy, 2014, 2023 Edition provides a national policy framework for improving the quality and relevance of education through the participation of education stakeholders, including parents and communities (Ministry of Education, Science and Technology [MoEST], 2023). These policy directions provide a basis for parental-school initiatives such as home-based learning, parent-teacher communication, provision of learning materials, and parental capacity building to support pupils' literacy development.

Parental engagement is increasingly recognized as an important part of children's learning. Parents can support literacy by reading with children at home, supervising homework, providing books and writing materials, communicating with teachers, and participating in learning activities. Evidence indicates that parental involvement is positively associated with pupils' academic achievement, although its contribution may vary depending on the type and quality of involvement (Kim, 2022). In particular, home learning activities and access to literacy resources have been associated with children's language and literacy development in low- and middle-income countries (Nag et al., 2024). Similarly, research in Ghana found that reading resources and literacy-related interactions within the home environment were associated with children's reading development (Wolf et al., 2024).

In Europe, challenges in children's literacy development continue to highlight the importance of parental-school initiatives. Evidence from Spain shows that an active home literacy environment involving parents, literacy resources, and reading-related activities can support children's reading performance and motivation (Romero-González et al., 2023). Similarly, research in Germany indicates that the home literacy environment and shared reading practices are associated with children's linguistic development, demonstrating the importance of learning experiences provided by parents beyond the classroom (Wirth et al., 2022). These findings show that strengthening connections between

families and schools can provide children with continuous opportunities to develop language and literacy skills.

In North America, evidence from Canada also demonstrates the continuing importance of the home learning environment for children's literacy development. A study of Canadian Grade 3 pupils found that parents' knowledge of children's books and positive attitudes toward literacy were associated with children's vocabulary development, while parents continued to provide literacy activities and homework support at home (Huntsinger et al., 2022). More recent research in Canada further shows that parents support children's literacy through shared reading and by drawing children's attention to print and meaning when reading books and digital texts at home (Nastasiuk et al., 2024). These findings suggest that parental-school initiatives can help extend literacy learning beyond the classroom and provide children with additional opportunities to practise reading and language skills.

In Asia, parental engagement and the home literacy environment are also important for children's language and literacy development. A review of evidence from different Asian countries found that parents support children's literacy through shared reading, literacy resources, parent-child interactions, and other home-based learning activities, although the nature of these practices differs across cultural and socioeconomic contexts (Cheung et al., 2021). Similarly, an experimental study in China found that structured home-based literacy activities increased parents' engagement in their children's English learning and supported children's motivation to participate in English literacy activities (Tong et al., 2021). More recent evidence from Singapore also shows that different aspects of the home literacy environment, including parent involvement and shared reading, are related to language and literacy outcomes among bilingual children (O'Brien et al., 2024). These findings emphasize the value of coordinating parental support with school learning to provide children with consistent literacy experiences.

In Sub-Saharan Africa, parental participation is influenced by social, economic, educational, and cultural conditions. A recent systematic review found that parents support children's education through academic activities, provision of school needs, and participation in school meetings, although barriers such as low parental education, limited economic resources, and cultural constraints can affect their involvement (Kambona, 2025). These findings suggest that parents need practical support and opportunities to participate meaningfully in their children's learning. Therefore, strengthening cooperation between parents and schools can help create supportive learning environments that promote pupils' literacy development.

In East Africa, studies from Uganda and Kenya provide further evidence of the importance of parental–school initiatives in children’s learning. In Uganda, Sakaue et al. (2023) found that children from households with greater parental engagement were more likely to participate in home-based learning, including those in rural areas and government primary schools. Similarly, Lutale et al. (2024) found that home-based factors, including parental involvement, parental education, socioeconomic conditions, and access to educational resources, were associated with literacy competencies among Primary Three and Four learners in Uganda. In Kenya, a study in Vihiga County found that parents supported learners through take-home assignments, although inadequate resources, limited time, insufficient knowledge, and weak communication could affect their participation (Wanyama et al., 2023). These findings from East African countries demonstrate the importance of strengthening parental–school initiatives through home-based learning, learning resources, effective communication, and practical support for parents.

Evidence from Tanzania demonstrates the contribution of parental–school initiatives to pupils’ literacy development. A cluster randomized trial in Dar es Salaam found that an intervention involving parent training, teacher–parent communication, homework support, and reading activities improved pupils’ decoding, reading fluency, and reading comprehension (Ghesquière et al., 2021). Similarly, Mujtaba et al. (2024) found that teacher training strengthened teachers’ efforts to involve parents in homework and reading activities. Kigobe and Ogondiek (2020) also reported that parental reading support was associated with children’s reading achievement, while Mbogo (2021) found that interactive homework promoted parental involvement in children’s learning.

Despite these efforts, parental–school initiatives may be implemented separately rather than as coordinated activities. Home reading, homework support, provision of learning materials, parent–teacher communication, and parental training need to be connected around common literacy goals. Recent Tanzanian evidence emphasizes the importance of strengthening parental knowledge, resources, communication, and school support to promote meaningful participation in children’s learning (Nyang’anyi & Bhalalusesa, 2023; Shukia & Marobo, 2024). Harmonizing these initiatives can therefore create more consistent learning opportunities for pupils and support the development of reading, writing, comprehension, and communication skills.

Therefore, this study examines how parental initiatives can enhance pupils’ literacy skills in public primary schools. Particular attention is given to home-based learning, parent-teacher communication, provision of learning materials, and parental capacity building. The study is expected to provide useful evidence for

parents, teachers, school leaders, and education stakeholders in strengthening home-school collaboration and improving pupils’ literacy outcomes. Despite the importance of literacy for pupils’ academic development, many children continue to experience difficulties in reading, comprehension, writing, and communication. Parental support can help address these challenges, but limited resources, inadequate parental knowledge, and weak communication between parents and schools may reduce effective involvement. Moreover, initiatives such as home-based learning, provision of learning materials, parent-teacher communication, and parental training are often implemented separately. Limited attention has been given to how these initiatives can be harmonized to provide consistent support for pupils’ literacy development. Therefore, this study examines how parental initiatives can be harmonized to enhance pupils’ literacy skills in public primary schools. It will be guided by two key questions (i) What are the major parental initiatives used to enhance pupils’ literacy skills in public primary school? and (ii) What factors facilitate the implementation of parental initiatives for enhancing pupils’ literacy skills in public primary schools?

This study is expected to provide useful information on how parental initiatives can be coordinated to support pupils’ literacy development. The findings may help parents understand practical ways of supporting reading, writing, comprehension, and communication at home. The study may also help teachers and school leaders strengthen parent-teacher communication and develop activities that connect learning at school with learning at home. The findings may further assist education officers and policymakers’ engagement and literacy development and provide a useful reference for researchers and scholars conducting related studies in Tanzania and other similar contexts. In developing strategies and programmes that strengthen parental engagement in primary education. Finally, the study may contribute to the existing body of knowledge on parental.

LITERATURE REVIEW

This study is guided by Social Cognitive Theory (SCT) developed by Bandura (1986). The theory explains learning as a continuous interaction between individual behaviour and the surrounding environment. In education, children develop knowledge and skills through direct participation, observation, encouragement, and interaction with significant people such as parents and teachers. The theory emphasizes reciprocal determinism, observational learning, and self-efficacy, which are useful in explaining how parental support can influence pupils’ literacy development. In the context of this study, parents create learning opportunities by reading with children, supervising homework, telling stories, encouraging writing, providing learning materials, and

communicating with teachers. These activities provide children with opportunities to observe, practise, and develop confidence in reading, writing, comprehension, and communication. The theory therefore provides a suitable basis for understanding how parental initiatives and the home learning environment can contribute to pupils' literacy skills.

Empirical Review

Empirical studies provide evidence that parental-school initiatives can support children's literacy development. Nag et al. (2024), in a meta-analysis of studies from 43 low- and middle-income countries, found a significant association between the home learning environment and children's language and literacy skills. Adult literacy practices and the availability of books at home showed stronger associations with literacy outcomes than home tutoring. Similarly, a meta-analysis by Zhang et al. (2021) found that home literacy environment factors were positively associated with children's English language learning, with parental literacy teaching practices showing an important contribution to children's learning outcomes. These findings indicate that reading activities, parent-child interactions, and access to literacy materials at home provide children with additional opportunities to practise language and literacy skills.

In Ghana, Wolf et al. (2024) found that reading resources and literacy-related interactions within the home environment were associated with children's reading achievement. The study involved 2,886 children and showed that parents, siblings, and available reading materials can contribute to creating literacy-rich home environments. The findings demonstrate that literacy learning can be strengthened when children have opportunities to interact with books and engage in reading-related activities beyond the classroom.

Taken together, these empirical studies show that parental-school initiatives can support literacy development through home reading, parent-child communication, storytelling, provision of books and other learning materials, and parental support for learning activities. These activities provide opportunities for children to practise literacy skills in everyday settings and complement learning provided at school. From the perspective of Social Cognitive Theory, such activities create an environment in which children observe, interact, practise, and receive support from significant adults. Therefore, connecting parental activities with school-based literacy instruction can provide pupils with more consistent opportunities to develop reading, writing, comprehension, and communication skills.

In South Africa, Graham and Mtsweni (2025) found that parents who read books with their children, participated in reading activities outside school hours, and were included by schools in their children's education had

children with higher Grade 4 reading literacy achievement. In Ghana, Lee and Moussa (2024) found that parents' and siblings' reading activities, assisting children with studying, and the availability of reading materials at home were positively associated with children's reading skills.

Similarly, research in Tanzania found that home-based factors, including parental support and the availability of learning resources, influence the acquisition of reading and writing skills among early-grade learners (Lyimo, 2024). A recent systematic review of parental involvement in Sub-Saharan Africa also shows that parents participate in children's education through learning activities at home, provision of educational materials, and cooperation with schools (Kambona, 2025). Together, these studies demonstrate that parental participation contributes to literacy development through direct interaction with children, home reading activities, provision of learning resources, and cooperation with schools. Strengthening parental-school initiatives can therefore provide pupils with continued opportunities to practise literacy skills both at home and at school.

Tanzania provides further support for the contribution of parental-school initiatives to children's literacy development. Kigobe and Ogondiek (2020) found that parental reading support activities, including encouragement, reinforcement, modelling, and direct instruction, were significantly associated with children's word decoding, reading fluency, and reading comprehension. In a cluster randomized controlled trial, Kigobe et al. (2021) further found that an intervention involving teacher and parent training, teacher-parent communication, homework support, and reading at home significantly improved pupils' decoding, reading fluency, and reading comprehension. More recently, Mujtaba et al. (2024) found that teacher training increased teachers' beliefs about parental involvement and their efforts to invite parents to participate in homework and reading activities.

In addition, Machumu et al. (2024) reported that parents faced several barriers to supporting children's literacy, indicating the need for appropriate guidance and support to strengthen parental participation. Together, these studies demonstrate that parental-school initiatives can support literacy through direct parent-child interaction, home reading, homework support, teacher-parent communication, and parental capacity building. These activities are consistent with Social Cognitive Theory because children can learn through observing parents and teachers, practising literacy activities, receiving guidance, and gaining reinforcement within their learning environments.

Similarly, Kigobe et al. (2021) evaluated a parental involvement intervention involving parent and teacher training, parent-teacher communication, homework support, and reading at home among primary school pupils in Dar es Salaam. The intervention improved pupils' decoding, reading fluency, and reading

comprehension. More recent evidence from Tanzania supports the importance of connecting home and school learning. Mujtaba et al. (2024) found that teacher training strengthened teachers' practices for involving parents in children's homework and reading activities. Mbogo (2021) also found that interactive homework increased parental involvement in pupils' learning. Together, these findings indicate that structured cooperation between parents and teachers can create additional opportunities for pupils to practise literacy skills beyond the classroom.

Evidence from other contexts further supports the contribution of coordinated parental-school initiatives. Nag et al. (2024), in a meta-analysis covering low- and middle-income countries, found that the home learning environment was positively associated with children's language and literacy skills, particularly through adult literacy practices and access to books. In Ghana, Lee and Moussa (2024) found that parents' and siblings' reading activities, assistance with studying, and access to books were associated with children's literacy skills. Similarly, Graham and Mtsweni (2025) reported that parental involvement in reading activities, including reading with children and supporting reading outside school hours, was associated with Grade 4 reading literacy in South Africa. These studies demonstrate that literacy support can extend beyond classroom teaching through reading activities, parent-child interaction, and access to appropriate learning resources.

The reviewed empirical evidence indicates that parental-school initiatives for literacy development involve interconnected activities, including home-based reading, storytelling, homework support, provision of learning materials, parent-teacher communication, and parental capacity building. Evidence from Tanzania shows that parental reading support and structured parental involvement can contribute to pupils' reading achievement (Kigobe & Ogondiek, 2020; Kigobe et al., 2021), while teacher training can strengthen schools' capacity to engage parents in homework and reading activities (Mujtaba et al., 2024). Evidence from wider African and low- and middle-income contexts similarly emphasizes the contribution of home literacy practices, reading resources, and parent-child interactions to literacy development (Lee & Moussa, 2024; Nag et al., 2024). Taken together, these findings provide a basis for harmonizing parental-school initiatives around common literacy goals so that activities at home and school complement one another and provide pupils with consistent opportunities to develop reading, writing, comprehension, and communication skills.

However, the studies have largely examined individual forms of parental involvement or specific interventions. Less attention has been given to how different parental initiatives can be brought together or harmonized to support pupils' literacy development, particularly in public primary schools. This provides a basis for the present study to examine the major parental initiatives

and the factors that facilitate their implementation. This focus is consistent with your study objectives of identifying parental initiatives and synthesizing the factors that facilitate their implementation.

METHODOLOGY

The study employed a systematic literature review design to examine parental-school initiatives for enhancing pupils' literacy skills in public primary schools. The review was guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework, which provided a systematic process for identifying, screening, assessing, and synthesizing relevant studies (Page et al., 2021).

Relevant literature was searched from major academic databases and scholarly platforms, including Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, Taylor & Francis Online, Wiley Online Library, JSTOR, ResearchGate, and Google Scholar. The search covered studies published between 2020 and 2026. Keywords and Boolean operators were used, including *“parental engagement” AND literacy*, *“parental involvement” AND reading*, *“home-based learning” AND literacy*, *“parent-teacher communication” AND literacy*, *“learning materials” AND literacy*, and *“parent training” AND literacy*. The search considered evidence from global, African, East African, and Tanzanian contexts.

Studies were included when they were published between 2020 and 2026, examined parental engagement, parental involvement, or parental-school initiatives, and reported outcomes related to pupils' literacy development, including reading, writing, comprehension, fluency, decoding, vocabulary, or communication. Peer-reviewed empirical studies, intervention studies, systematic reviews, and meta-analyses were considered. Studies involving primary school pupils and closely related early-grade learners and published in English were included. Studies were excluded if they fell outside the specified period, focused on secondary or higher education, did not address parental-school initiatives or literacy outcomes, or lacked sufficient information relevant to the review objectives. Duplicate publications, editorials, opinion articles, news reports, and unrelated publications were also excluded. The selection process followed the PRISMA 2020 stages of identification, screening, eligibility assessment, and inclusion (Page et al., 2021).

Data were extracted using a structured review framework covering the author and year, geographical context, research design, population, parental-school initiative, literacy outcomes, and major findings. Information on factors facilitating parental participation, including parental knowledge and skills, learning resources, parent-teacher cooperation, school support, and training, was also recorded. The extracted evidence was analyzed through thematic synthesis

according to the study objectives. The first theme focused on parental–school initiatives, including home-based reading and storytelling, homework support, learning materials, parent–teacher communication, and parental capacity building. The second theme focused on factors facilitating implementation, particularly parental knowledge and skills, availability of learning resources, parent–teacher cooperation, and school-based guidance and training. Findings were compared across geographical contexts, with particular attention to Tanzania and East Africa because of their relevance to public primary schools in Shinyanga Region.

Quality and transparency were enhanced through the use of predetermined eligibility criteria, searches across multiple academic databases, systematic screening of identified studies, and structured data extraction. The PRISMA 2020 framework guided the reporting of the identification and selection process (Page et al., 2021). This procedure provided a systematic basis for synthesizing recent evidence on parental–school initiatives and pupils' literacy development.

RESULTS AND DISCUSSION

The systematic review examined parental–school initiatives for enhancing pupils' literacy skills and the factors facilitating their implementation. The findings were organized according to two objectives: identifying major parental–school initiatives and synthesizing factors that facilitate their implementation. Evidence was drawn from studies conducted in different contexts, with particular attention to Sub-Saharan Africa, East Africa, and Tanzania.

Parental–School Initiatives for Enhancing Pupils' Literacy Skills

The review identified five major initiatives: home-based reading and storytelling, homework support, provision of learning materials, parent–teacher communication, and parental capacity building. These initiatives extend literacy learning beyond the classroom and strengthen the connection between home and school learning. Home-based reading and storytelling were frequently associated with pupils' literacy development. Reading with children, storytelling, discussing texts, and encouraging reading provide opportunities to develop reading fluency, vocabulary, comprehension, and communication skills. Nag et al. (2024), based on evidence from 43 low- and middle-income countries, found that adult literacy practices and availability of books at home were associated with children's language and literacy skills.

Similarly, Lee and Moussa (2024) reported that parental and sibling reading activities and availability of reading resources were positively associated with children's reading skills in Ghana. In Tanzania, Kigobe and Ogondiek (2020) found that parental reading support was associated with children's reading achievement, while Kigobe et al. (2021) reported improvements in

decoding, reading fluency, and comprehension following a parental involvement intervention involving reading, homework, training, and teacher–parent communication.

Homework support was also identified as an important initiative. Parents support literacy by supervising homework, encouraging completion of learning tasks, discussing schoolwork, and providing opportunities for reading and writing practice. Mbogo (2021) found that interactive homework increased parental involvement in pupils' homework and English learning in Tanzanian public primary schools. Kigobe et al. (2021) similarly reported improvements in pupils' decoding, reading fluency, and comprehension when homework support formed part of a wider parental involvement intervention. Evidence from South Africa also associated parental involvement in reading outside school with reading literacy achievement (Graham & Mtsweni, 2025).

Provision of learning materials was another important initiative. Books, storybooks, exercise books, and writing materials increase pupils' opportunities to practise literacy at home. Nag et al. (2024) identified home book resources as an important component of the home learning environment, while Lee and Moussa (2024) found that access to reading resources was positively associated with children's reading skills. The findings further indicate that the value of learning materials is strengthened when parents guide children in reading, discussion, and writing activities.

Parent–teacher communication also emerged as an important initiative. Communication enables teachers and parents to share information about pupils' progress, learning difficulties, homework, and areas requiring additional support. Kigobe et al. (2021) found improvements in decoding, reading fluency, and comprehension where parent–teacher communication was included in a parental involvement intervention. Mujtaba et al. (2024) further found that teacher training increased teachers' reported efforts to involve parents in homework and reading activities. Graham and Mtsweni (2025) similarly associated school inclusion of parents with reading literacy achievement.

Parental capacity building was identified as the fifth initiative. Training and guidance help parents acquire practical knowledge for supporting reading, writing, homework, and comprehension activities. Kigobe et al. (2021) demonstrated the value of combining parent and teacher training with reading, homework, and communication activities, while Mujtaba et al. (2024) found that teacher capacity building strengthened efforts to involve parents in literacy activities. Thus, parental capacity building helps establish continuity between classroom instruction and learning at home.

Factors Facilitating the Implementation of Parental–School Initiatives

Four major factors facilitated implementation: parental knowledge and skills, availability of learning resources, parent–teacher cooperation, and school-based guidance and training. Parental knowledge enables parents to support reading, storytelling, discussion, writing, and homework more effectively. Nag et al. (2024) found that adult literacy practices were associated with children's literacy outcomes, while Graham and Mtsweni (2025) highlighted the importance of parental skills and practical support for home reading. Availability of learning resources also facilitates literacy support. Books, storybooks, and writing materials provide opportunities for pupils to practise literacy beyond school hours. Evidence from Ghana and low- and middle-income countries indicates that home reading resources and books are associated with children's literacy outcomes (Lee & Moussa, 2024; Nag et al., 2024). Parent–teacher cooperation further supports implementation by enabling teachers and parents to exchange information about pupils' learning needs and coordinate support between home and school. Mujtaba et al. (2024) and Graham and Mtsweni (2025) provide evidence of the importance of school involvement and teacher engagement in strengthening parental participation.

School-based guidance and training also facilitate implementation. Parents need clear guidance on how to support literacy, while teachers require appropriate approaches for working with families. Mujtaba et al. (2024) found that teacher capacity building strengthened teachers' beliefs about parental involvement and increased their efforts to involve parents in homework and reading activities.

Synthesis of Findings

Overall, the findings show that parental–school initiatives are most effective when implemented as connected forms of learning support. Home-based reading provides opportunities for practice, homework connects classroom learning with home activities, learning materials support literacy practice, communication links parents and teachers, and capacity building strengthens the knowledge and skills required for participation. Evidence from Tanzania, Ghana, South Africa, and other low- and middle-income countries supports the relevance of these initiatives to pupils' literacy development. The findings are consistent with Social Cognitive Theory, particularly the interaction between personal, behavioural, and environmental factors. Parents and teachers provide social models, while home and school environments create opportunities for pupils to observe, practise, and reinforce literacy behaviours. Therefore, harmonizing parental–school initiatives can strengthen continuity between home and school and support pupils' reading, writing, comprehension, and communication skills.

CONCLUSION AND RECOMMENDATIONS

The study concludes that parental initiatives make an important contribution to pupils' literacy development. The reviewed evidence shows that home-based reading, storytelling, homework support, provision of learning materials, parent–teacher communication, and parental capacity building provide pupils with additional opportunities to practise reading, writing, comprehension, and communication skills. The findings further show that these initiatives are more meaningful when parents and teachers work together and when parents receive practical guidance on supporting children's learning at home. The study therefore concludes that harmonizing parental initiatives can strengthen the connection between home and school literacy support. Coordinated efforts among parents, teachers, schools, and other education stakeholders can provide pupils with continuous and consistent opportunities to develop their literacy skills.

Based on the findings, schools should strengthen parent–teacher communication by providing regular opportunities to discuss pupils' literacy progress and learning needs. Parents should be encouraged to establish regular literacy activities at home, including reading, storytelling, homework supervision, and writing practice. Schools should also provide practical guidance and training to parents on effective ways of supporting literacy development using locally available resources. Finally, schools and parents should coordinate their literacy activities around common goals so that support provided at home complements classroom learning and contributes to improved pupils' literacy skills.

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