

Parental Involvement and Reading Readiness of Kindergarten Learners: Teachers' Perspectives

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Abstract. *This research evaluated on the significant relationship between parental involvement and reading readiness of kindergarten learners at Lahug Elementary School located in Cebu City Division for School Year 2025-2026. A descriptive-correlational research design was used to examine if the degree of parent involvement in supporting early literacy instruction correlated to the learning readiness of learners. Twelve Kindergarten teachers assessed the reading readiness levels of 120 randomly selected Kindergarten pupils. This study utilized from a standardized, expert-validated survey which used a fifteen-item Likert scale to measure reading readiness and parental involvement. The data were analyzed applying frequency count, percentage, weighted mean, standard deviation, and Pearson Product Moment Correlation Coefficient methodology. Findings indicated the level of parental involvement was very high with respect to home and literacy strategies including supporting reading tasks, reading materials, and communicating with the teacher on a regular basis, while identified levels of involvement in literacy community and school-based activities were lower. Reading readiness levels were also very high; foundational skills such as letter-sound identification and print awareness were strong, but performance on the higher-level phonological skills such as blending and segmenting levels indicated advanced reading readiness attitudes. Statistical analysis revealed a strong, positive, significant relationship between parental involvement and kindergarten's reading readiness. The study concludes that parental involvement is essential in developing children's reading preparedness, and it makes recommendations to strengthen home-school collaboration, to provide parent literacy training, and to offer targeted interventions developing advanced phonological awareness skills.*

Key words: *Early Childhood Education, parental involvement, reading readiness, descriptive-correlational design, Cebu City, Philippines.*

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Developing skills in reading began with reading, which influenced all of the learning that took place as a child matures. Reading readiness in children, especially for young learners, provided children with the ability to learn letter recognition, letter sounds, curiosity, and confidence in completing

literacy related work. Worldwide, early literacy was viewed as the foundation for becoming successful learners, which was reflected in UNESCO's Sustainable Development Goal 4, where there was a recognition that inclusive and equitable access to quality education began during the early years. Despite the acknowledgement of the importance of early literacy and its importance in assembling successful pupils, too many young children entered school without having developed sufficient pre-reading skills. Therefore, the worldwide challenge of developing an adequate level of literacy development in children remained, and the responsibility for this lay with families, schools and communities.

Kindergarten in the Philippines was considered the foundation of the K to 12 curriculum, and there was a big emphasis on preparing children even before actual reading instruction began. Though there were initiatives to prepare children in literacy skills, it was noted in the actual classroom settings that children's readiness levels varied widely. Some children came to school knowing letters, sounds, and storybooks, while some knew very little about print. It was anticipated that it was the responsibility of the children's parents to prepare them by initiating basic literacy skills at home, but it was observed that most families were unable to do this because of a lack of time, lack of resources or equipment, or because of inadequate understanding of how to develop literacy skills in children early on. This was reflected in national assessment tests of literacy skills of Filipino children, who continued to struggle in literacy skills.

In Lahug Elementary School, teachers have seen the same thing. For some kindergarten pupils, the school year started with them feeling secure having been able to identify letters and read simple words, but for others it was a struggle even at the level of recognizing sounds. These variations commonly reflected parents' degrees of engagement in the transmission of literacy practices in the domestic sphere. This situation pointed out to the urgency of our understanding why and how parent involvement was linked to children's reading readiness, and on schools' part, how more expansively access to literacy-rich home environments can be fostered before formal education.

In response to these circumstances, there was a call to necessarily conduct this study. The recent situation on the difficulties of kindergarten learners' reading readiness remained a critical concern. At the school, teachers expressed the need to use effective research-based approaches in improving learners' reading readiness. The study was important for responding to the increased need to involve families in children's early literacy experiences, to help address learning gaps before a child even entered formal schooling. It addressed the pressing issue of teachers working with learners within a range of reading levels, and allowed educators to reflect on practices in the classroom, and home engagement. This study addressed the significance of the relationship between parental involvement, and a child's reading readiness it supports ideas of strong partnerships with home and school, where strong relationships benefited a child's learning. Ultimately it conveyed that regardless of the education environment school or home, the success of every child's reading was based on the love, support, and guidance received at home.

The purpose of this research is to examine how parent involvement contributed to the readiness of kindergartens in Lahug Elementary School in being able to read. The outcome of this research enabled professionals in education to develop programs in literacy that ensured a partnership between home and school, helped parents recognize the significance of their involvement in helping a child read, and gave pupils a chance to establish a beginning literacy skill set. In effect, this research helped nurture a nurturing environment in which children felt confident and eager to read and start their educational lives strong and ready.

Theoretical Background

This study assumed that parental involvement influenced kindergarten learners' reading readiness. This relationship was anchored by the four principles of the following theorists: Bronfenbrenner's Ecological Systems Theory (1979), Epstein's Overlapping Spheres of Influence (1995), and Vygotsky's Social Development Theory (1978). Furthermore, this was supported by national policies and legal basis, which included: The 1987 Philippine Constitution Article

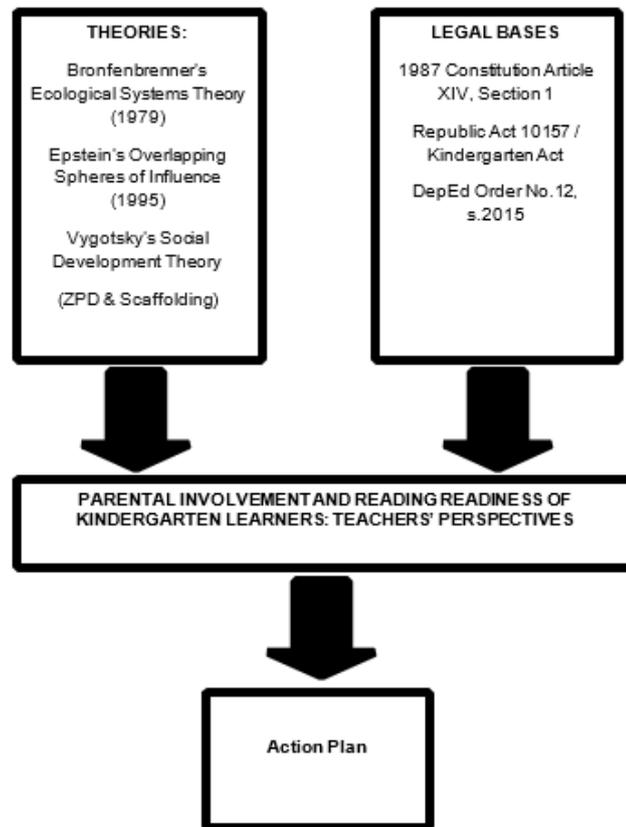


Figure 1: Theoretical Framework of the Study

XIV, Section 1 that entitled every child to an education of quality, making literacy readiness a matter of constitutional responsibility; Republic Act 10157 declared kindergarten to be a formal entry point to basic education as part of children’s readiness as a foundation for lifelong learning, and DepEd Order No. 12, s. 2015 explicated parental involvement as central to the successful implementation of the K to 12 curriculum, which encouraged localized research in responding to the needs of learners, including how parents helped their kids learn to read. These theoretical lenses and policies collectively establish that reading readiness develops through interaction among environments that influence the learner, and parental involvement becomes a critical variable affecting this process.

Bronfenbrenner's Ecological Systems Theory (1979)

Bronfenbrenner's Ecological Systems Theory (1979) offered a comprehensive framework for analyzing the influence of several environmental layers on children's development. This model placed a child in a hierarchical structure of systems: the microsystem (e.g., family, school, peers), the mesosystem (the interactions between microsystems, such as parent-teacher relationships), the exosystem (contexts that indirectly affected the child, such as parents' jobs or community services), the macrosystem (cultural beliefs, policies, and societal norms), and the chronosystem (the effects of time, life transitions, and historical or developmental changes).

In the realm of early literacy, the microsystem was essential: children's direct engagement with language, print, and literacy practices within their immediate surroundings (e.g., family, preschool) correlated with enhanced emergent reading abilities. For example, children whose parents engaged them in storytelling, alphabet games, dialogic reading, and frequent discussions about print generally exhibited greater readiness for formal reading instruction (Sengonul, 2022). Additionally, programs that educated parents on home literacy practices, such as shared reading and print awareness exercises, led to significant improvements in children's vocabulary and print knowledge, especially in underprivileged areas (Sheridan et al., 2011).

The mesosystem highlighted the connection between home and school that could assist a child's ability to read and write. When parents and teachers had common goals and utilized the same approaches for reading and writing, children understood how vital these skills were. This kind of

alignment helped them read better at home. The study emphasized that programs for preschool that included parental training and promoted connections between home and school were more effective in enhancing literacy development than those provided just at school (e.g., Kim & Riley, 2011). The mesosystem connected smaller settings, which helped children learn how to read and write.

Though not totally involved, ecosystems were still very essential. The home literacy environment (HLE) could be affected by the family's socioeconomic status (SES) such as parents' work schedules, whether they had access to libraries or other literacy resources, and community literacy programs. For instance, parents could have found it tougher to perform literacy activities if they worked long hours or did not have enough books. Wheat (2021) claimed that socioeconomic status (SES), functioning through the exosystem, altered the resources and structure of the home learning environment (HLE), thereby influencing literacy development. Library outreach and parent seminars were two important community literacy activities that were part of the exosystem, which could enhance parents' participation.

Bronfenbrenner's model underscored that parental engagement in literacy was most efficacious when occurring within integrated and resource-rich contexts. The study analyzed not only parent-child literacy interactions (microsystem) but also the impact of parent-school partnerships (mesosystem) and exosystem constraints (e.g., resource accessibility). The role of the mesosystem indicated that solely training parents might have been insufficient unless schools and educators collaborated and reinforced parental efforts at home.

In the context of this study, limited parental participation in literacy-related community programs, such as library visits and school-based reading activities, reflects interactions within the exosystem and mesosystem that may weaken reading readiness if support is inconsistent. This helps explain why gaps in community engagement identified in findings align with Bronfenbrenner's view that children learn best when support systems reinforce each other.

Epstein's (1995) Overlapping Spheres of Influence Theory

Epstein's (1995) Overlapping Spheres of Influence Theory emphasized understanding parental involvement in children's education, particularly in relation to reading readiness. The theory claimed that children attained improved academic and developmental results when the three primary environments of their lives—home, school, and community—converged and collaborated. Parents, teachers, and community partners collaborated and guided the children to learn and accomplish common goals in these areas. Epstein identified six primary categories of parental involvement to facilitate collaboration: (1) parenting, (2) communication, (3) volunteering, (4) home-based learning, (5) decision-making, and (6) community engagement. All of these forms of involvement revealed diverse but helpful ways that families could assist their children in learning.

Teachers and families paid special attention to these six traits as they prepared children to read. Parenting, like making sure children had a lot of books and language around them at home, ensured children were exposed to language and books from a young age. Parents and teachers shared ideas on how to help children improve reading at home and at school by communicating with each other. Parents helped by attending school literacy events or classroom activities that illustrated how vital reading was. Reading to children, setting up daily reading times, or helping with academics were all ways that parents helped their children learn to read (Hakim, 2012; Wilder, 2019). Parents helped shape the school's reading culture by participating in school literacy programs or decisions. Finally, engaging with the community helped families access libraries, literacy programs, and other community resources that provided children more opportunities to read outside of school.

Empirical evidence supported Epstein's claim that overlapping spheres enhanced educational outcomes. Hornby and Blackwell (2019) found that better communication and cooperation between schools and parents made pupils more interested in school and improved reading and writing. Mapp and Kuttner (2020) also noted that shared responsibility and strong ties between schools and families made literacy practices more consistent across different settings. Studies highlighted that financial constraints, parental work obligations, and cultural differences could hinder involvement in some types of participation (Wildmon et al. 2024). Moreover, educators frequently identified home-based

literacy activities and efficient communication between parents and teachers as key factors affecting children's reading readiness (Kim & Riley, 2011).

In relation to the study, this theory provided a strong conceptual framework for understanding how a collaborative effort of parents, educators, and the community improved children's reading readiness. The theory emphasized that learning did not happen in isolation; it occurred in the interconnected settings of home, school, and community, which needed to work together to reach common educational goals. In the context of kindergarten education, these overlapping areas stressed how important it was for families to be involved in helping their children learn to read and write at an early age.

Furthermore, teachers' perspectives were essential, as they could observe parental involvement—such as helping children read at home, participating in literacy programs at school, or maintaining regular communication with the school—affected pupils' readiness to read. Teachers guided parents to understand how they could help their children learn to read by working together. This included reading books to children every day, doing activities that helped them grasp sounds better, and providing exposure to a lot of printed material. This collaborative effort by parents and teachers ensured that children learned the same things at home and at school, which improved their enthusiasm and confidence in reading.

In relation to the present study, Epstein's theory explains why low participation in community and school literacy activities may affect reading readiness. When home, school, and community spheres overlap strongly, children gain richer literacy experiences; when one sphere is weak, learning opportunities decrease—supporting the study's goal of examining teachers' perspectives on actual parental engagement.

Vygotsky's Social Development Theory

Vygotsky's Social Development Theory emphasized that children's learning was socially constructed through interactions with others, such as parents and teachers, within the Zone of Proximal Development (ZPD). This theory was predicated on the concept of scaffolding, where people assisted young children until they were capable of learning on their own. Furthermore, it emphasized that parental engagement in early literacy—through shared reading, storytelling, and dialogue to assist children with vocabulary, phonetic comprehension, and text analysis—could help children become independent at an early age.

Recent studies consistently validated these assumptions. Studies with pre-kindergarten and kindergarten educators indicated that assisted learning during shared book reading markedly affected children's literacy development; however, particular strategies like predictions and modeling were inadequately employed, highlighting the need for a broader range of scaffolding techniques (e.g., Zucker et al., 2022). Likewise, initiatives that equipped parents with shared reading techniques showed improvements in children's storytelling skills, alphabet proficiency, and parental self-efficacy, even in resource-limited environments (Del Río et al., 2023).

Recent studies suggested that parental involvement was a reciprocal process rather than a unilateral one. An ongoing study in China showed that children's early reading abilities and interests greatly impacted parents' literacy instruction methods, rather than the opposite, highlighting a dynamic relationship between child and parent (Zhou et al., 2024). Moreover, studies underscored the impact of parental beliefs and attitudes: families with robust positive notions of literacy and confidence in their capacity to assist their children significantly improved reading readiness (LeFevre et al., 2025). A global study indicated that responsive early childhood parenting, together with preschool enrollment, produced better reading outcomes than either component alone, supporting Vygotsky's theory that diverse social contexts enhanced learning (Choi & Park, 2025).

Vygotsky's theory emphasized the interactive aspect of parental participation in this study. Educators' perspectives on parental involvement in children's literacy development—through reading aloud, posing inquiries, and providing encouragement—underscored the significance of collaborative and active learning. Programs that instructed parents on facilitating their children's reading development

enhanced readiness to read, particularly in families with limited learning opportunities. This theory reinforces that reading readiness is strengthened as children learn through guided assistance, and parents who scaffold literacy tasks at home help children progress beyond what they can do independently.

Article XIV, Section 1 of the Philippine Constitution of 1987

Reading readiness was a crucial aspect of early childhood education; however, it affirmed that the state, educational institutions, and families all had a responsibility in ensuring that children attained literacy skills. Article XIV, Section 1 of the Constitution indicated clearly that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all" (Philippine Constitution, 1987). This clause made it plain that every Filipino child had a right to proper education, not merely a privilege. Thus, getting children ready for formal school was a responsibility shared by families, teachers, and the government. In early childhood education, reading readiness was the fundamental starting step in protecting this right, as it laid the groundwork for children's ability to acquire knowledge in diverse subjects throughout their educational experience.

Parental involvement exemplified the practical realization of this constitutional mandate. Parents directly enhanced reading readiness by fostering a literacy-rich home environment, participating in shared reading and storytelling, and facilitating their children's language development. Empirical evidence supported the efficacy of such engagement. Research of Deitcher et al. (2024) revealed that parents' literacy beliefs and home literacy practices are positively associated with children's early literacy skills, including vocabulary and reading development, confirming that parents play a crucial role in shaping reading readiness. Singh et al. (2023) similarly emphasized that a robust home literacy environment (HLE) could alleviate the adverse impacts of low socioeconomic status on children's vocabulary development, demonstrating that proactive parental engagement facilitated equitable access to education, in accordance with constitutional mandates.

In this context, parental involvement exemplified the fundamental principle that education was a shared obligation. Parents were crucial for helping their children develop good reading habits and for making their home a place where they could learn to read and write. Telling stories, reading together, and providing children with the necessary tools to learn helped them prepare for school. Empirical evidence supported the efficacy of such engagement. According to a study conducted by Deitcher et al. (2024), parents' beliefs regarding literacy and their home literacy practices can significantly influence the early literacy skills of their children, such as vocabulary and reading acquisition, confirming that parents are essential towards a child's preparation for reading. Singh et al. (2023) similarly emphasized that a robust home literacy environment (HLE) could alleviate the adverse impacts of low socioeconomic status on children's vocabulary development, demonstrating that proactive parental engagement facilitated equitable access to education. This theory reinforces that reading readiness is strengthened as children learn through guided assistance, and parents who scaffold literacy tasks at home help children progress beyond what they can do independently.

The Kindergarten Education Act of 2012, or Republic Act 10157

The Kindergarten Education Act of 2012 stipulated that kindergarten was the first step in required formal education and provided the foundation for lifelong learning and growth (RA 10157, 2012). The law indicated that kindergarten was part of the fundamental education system, illustrating that children needed to learn pre-reading, spoken language, and early math skills to do well in later grades. This law made it clear that schools alone could not ensure that pupils developed in all areas. Families also needed to be involved to help reinforce the literacy and developmental skills taught in school. Parents were therefore seen as partners who helped their children study at home by creating a stable and caring environment for their literacy development.

Empirical evidence supported the correlation between parental engagement and the goals of RA 10157. Lacbay (2023) indicated that active parental involvement in literacy activities, such as letter-sound recognition, word recognition, and shared reading, substantially improved kindergarten pupils' reading readiness. This underscored that parental involvement at home was an essential supplement

to classroom education. Hamilton (2016) similarly discovered that the home literacy environment (HLE), encompassing access to books, shared reading practices, and parental support, enhanced early literacy skills. These findings emphasized that establishing a literacy-rich home environment had a significant impact on fulfilling the law's objective of preparing children for formal schooling. This law emphasizes readiness as a prerequisite for successful learning; hence, understanding how parents contribute to literacy preparation is necessary to meet the intent of RA 10157.

DepEd Order No. 12, s. 2015

The 2015 policy guidelines for the K to 12 curriculum stressed the importance of schools and families working together to facilitate successful learning. The order indicated that parents needed to be involved in early childhood education, particularly in helping children learn to read and write. The order encouraged parents to enhance literacy in their homes by providing age-appropriate reading materials, monitoring their children's study habits, and participating in school-based literacy activities and workshops. This collaborative approach demonstrated that the Department of Education recognized that learning did not occur solely in the classroom but also at home with regular parental support. It highlights parental involvement as a required mechanism for K–12 success, which supports the study's intent to assess how parental participation influences reading readiness in a real school context.

Recent studies supported this perspective. Santiago L. (2025) discovered a correlation between parents being involved in their child's education and the child's progress in kindergarten. This demonstrated the necessity for parents and schools to work together. Angligen P. (2023) showed that parental involvement in activities, such as reading at home and participating in school literacy programs, significantly enhanced children's reading readiness. Additionally, Albarida R. (2025) demonstrated a strong positive association between parental involvement and children's developmental readiness for formal schooling, emphasizing the intricate impact of family engagement on early literacy. These findings collectively validated the aims of DepEd Order No. 12, illustrating that effective collaboration between parents and educators was essential for fostering reading readiness and securing the continuous academic achievement of early learners.

Collectively, the study was anchored on both theoretical and legal foundations to elucidate the influence of parental involvement on reading readiness in kindergarten pupils. Theories such as Bronfenbrenner's Ecological Systems, Epstein's Overlapping Spheres, and Vygotsky's Social Development demonstrated that children's emerging literacy grew through interactions with their environment, collaborative efforts, social support, and cognitive growth. Parental involvement was the primary mechanism through which these processes occurred, and educators' perspectives provided concrete illustrations of how these relationships manifested both in the classroom and at home. Furthermore, the 1987 Philippine Constitution, the Kindergarten Education Act of 2012 (RA 10157), and DepEd Orders No. 12 (2015) emphasized that parents, teachers, and the Department of Education had roles in promoting early literacy. These theories and legal foundations validated the study's focus and practical relevance, demonstrating that reading readiness arose from the collective efforts of families, educators, and the educational system, while also highlighting the study's contribution to academic knowledge and evidence-based educational practice.

Early childhood education highlighted the significance of parental participation for cultivating reading skills. Studies indicated that children who experienced significant parental involvement in reading and language activities exhibited enhanced foundational literacy skills, encompassing vocabulary acquisition, letter-sound recognition, and comprehension. The quality of the home literacy environment (HLE), coupled with collaboration between educators and parents, significantly influenced children's reading preparedness. The study highlighted the importance of parental involvement alongside educational interventions in early reading outcomes, emphasizing the critical roles of both home and school as fundamental learning contexts.

Parental involvement had long been acknowledged as a vital factor in promoting early literacy and reading preparedness in young learners. Ando, E. et al. (2024) conducted a study in the local context examining the influence of parental involvement on reading readiness, comprehension, and academic

performance of Grade Three pupils. Their findings demonstrated a significant correlation between active parental involvement and pupils' literacy outcomes, emphasizing that children attained academic advantages when families actively participated in their educational processes. Thus, it was relevant to study of parental involvement through illustrating how structured family support could improve essential reading skills, alongside the objective of exploring teachers' perspectives on parental involvement in kindergarten pupils reading readiness.

Redeja et al. (2024) investigated the role of parents in enhancing their children's reading abilities using digital games and found that communication and learning at home significantly enhanced children's reading capabilities. The utilization of digital resources facilitated interactive literacy experiences, demonstrating that parental support and innovative teaching methods enhanced children's reading abilities. This conclusion highlighted the study's objective by illustrating that parental participation transcended traditional methods to include directed technological tools that enhanced reading readiness.

Pada (2024) emphasized the significance of parental involvement in early literacy through activities such as reading and sharing stories together. The study illustrated that active participation facilitated the development of fundamental reading skills, including vocabulary, phonemic awareness, and initial comprehension. This was particularly relevant to the current study as it provided actual data on how direct interactions between parents and children at home enhanced the literacy skills necessary for kindergarten pupils' reading preparedness.

Cruz (2023) investigated the effectiveness of parent-teacher partnerships in improving reading preparedness in Grade 2 pupils. The results indicated that prolonged collaboration between parents and teachers significantly enhanced pupils' reading ability. The study highlighted the importance of teacher-led guidance in directing family involvement, stressing the need to investigate teachers' perspectives in the current study to understand the execution and perception of parental participation in early literacy settings to the reading readiness of the child.

Bhutoria, Kumar, and Lee (2025) investigated the cumulative impact of responsive parenting and preschool enrollment on literacy results, revealing that both factors, independently and collectively, enhanced children's reading and writing skills. This study highlighted the importance of early and continuous parental involvement alongside formal schooling, directly supporting the notion that parental engagement was crucial for kindergarten youngsters' reading readiness.

Global studies substantiated these findings. Çalışkan and Ulaş (2022) examined the impact of parental involvement in reading activities on fourth graders' motivation and comprehension of texts. The findings indicated that parental involvement enhanced both literacy skills and attitudes toward reading. They also indicated that parental support improved not only academic development but also enthusiasm and motivation for reading.

Deitcher et al. (2024) investigated the relationship between parental literacy beliefs, home literacy practices, and children's early literacy outcomes. Their study demonstrated that positive parental attitudes and consistent involvement in home reading activities were substantially associated with improved literacy skills. This study highlighted the importance of the home literacy environment (HLE) as a crucial context for promoting reading readiness, which directly supported the study's focus on parental impact on kindergarten pupils' literacy development.

Stutzel (2019) investigated many methods to enhance parental involvement in early childhood education, concentrating on programs that encouraged active reading practices in the home setting. The study indicated that this type of engagement resulted in enhanced language acquisition, letter recognition, and comprehension abilities. Fatonah, N. (2020) similarly found that parental engagement through reading aloud and literacy discussions significantly improved children's language and literacy development. All of these results substantiated the notion that early literacy development was enhanced when parents engaged in structured reading activities.

Cipollette et al. (2025) examined shared book reading interventions conducted by parents and caregivers. The study indicated that structured, guided reading sessions significantly enhanced children's vocabulary and comprehension abilities in relation to the reading readiness of the children.

Finally, Zulauf-McCurdy et al. (2024) demonstrated that frequent communication between parents and teachers enhanced the learning environment, thereby improving children's reading abilities. This study emphasized the importance of collaboration between home and school, reiterating the aim of examining teachers' perspectives on parental involvement in the reading readiness and development.

These related literature and studies emphasized the significance of parental involvement through home reading, storytelling, interactive literacy activities, or collaboration with educators as crucial in the reading readiness of kindergarten pupils. They affirmed the importance of assessing educators' perspectives, as teachers were the principal assessors of the influence of parental involvement on reading outcomes. Thus, this body of literature supported and strengthened the justification of the study by demonstrating that kindergarten pupils' reading readiness was influenced by both organized educational programs and ongoing, significant parental engagement, thereby highlighting the interrelated roles of home and school in early literacy development.

In summary, these theories and legal bases converge in recognizing that reading readiness is shaped by children's interactions with home, school, and community environments. Parental involvement stands as a key mechanism linking these environments, making it essential to explore how parents support literacy and how teachers perceive its influence on kindergarten reading readiness.

The Problem

Statement of the Problem

This research will assess the parental involvement and reading readiness of the kindergarten learners at Lahug Elementary School in Cebu City Division for school year 2025-2026 as basis for Literacy Enhancement through Active Parental involvement (LEAP): a proposed action plan.

Specifically, it seeks answers to the following questions:

1. What is the extent of parental involvement in supporting the literacy development of kindergarten as perceived by the teachers?
2. What is the level of reading readiness of kindergarten learners based on teachers' assessment?
3. Is there a significant relationship between the parental involvement and reading readiness of kindergarten learners?
4. Based on the findings, what action plan can be proposed?

Statement of the Null Hypothesis

At the 0.05 level of significance the null hypothesis was tested.

Ho. There was no significant relationship between the extent of parental involvement and reading readiness of kindergarten learners.

Significance of the Study

The significance of the study could provide specific skill in literacy to address, close achievement gaps, and ensure children's confidence and motivation as readers. It is essential to know how the following individual could benefit in the reading literacy of kindergarten learners.

For DepEd officials, the findings of the study were useful to the officials of DepEd as it presented important data about the actual status of parental involvement and kindergarten learners' reading readiness. The findings helped them create and realize policies and programs that could enhance home-school collaboration. The study also supported DepEd's ongoing efforts to advance inclusive and quality basic education by providing a clearer understanding of the early literacy challenges learners faced in their respective locality.

For curriculum planner, the study benefited them by taking evidence that could support and update learning programs that could integrate home-based literacy support and parental involvement. It allowed them to identify parts of the children's kindergarten curriculum that needed to be strengthened, specifically with respect to connecting school-based literacy lessons to home learning activities. The study findings also helped facilitate the design of interventions based on children's readiness levels and families' ability to support children's reading development.

For school heads and administrators, this research could provide data driven information to support policy and program development. Data could support an intervention design, if needed that maintains home-school partnerships, increases literacy resources, and maintains long-term reading initiatives that includes families and children.

For teachers, this research could provide evidence to help educators (and their programs) examine the role of parental involvement in a child's reading readiness and the lack of parental involvement. Educators could leverage the evidence to examine their learning and teaching practices, to modify communication pupil patterns with parents, and to structure learning tasks that could support learning at home and in school. All of these tasks could support educators more effectively planned towards literacy solutions while curbing the viability of literacy gaps that existed in their learners at school readiness.

For parents, this study is meant to inform them about the value of their involvement in the ongoing process of their child's education. Perhaps the most significant aspect of this research was that even when working within limited means, there were still simple things parents could do (i.e. read a little bit more frequently, orally tell stories, or share thoughts with their child's teacher) that factors positively into a child's literacy growth. The findings could help support a much richer understanding of a parent's role in education, with aspirations of moving parents away from the passive observer role towards an engaged role in their child's education.

For the learners, the research supported the learners by shining a spotlight on their various needs in terms of reading readiness and by fostering even more collaborative partnerships between teachers and parents. The findings led to an action plan that enhanced the literacy experience for the learners at school and home. Therefore, the learners had more consistent and trustworthy support and encouragement from their parents and teachers which helped advance the learners' motivation, confidence in their reading, and essential literacy skills.

For the researcher, the study increased the researcher's understanding of the connection between home and school learning and parental involvement in reading readiness. The experience of conducting research enabled hands-on and professional learning about effective strategies to connect home and school learning. Furthermore, the researcher increased their knowledge of early childhood education research, which provided useful knowledge for other research and their future classroom instruction with respect to family involvement in early literacy.

For academic community and future researchers, this study could offer them to develop existing knowledge about early childhood education, parental involvement, and reading readiness of preschool learners. This opens and additional factors of learners' reading readiness, like, socio economic status, teaching strategies, and community support.

Research Methodology

This section presented the research design, study flow, environment, respondents, instruments, data gathering procedure, and statistical treatment to be used in the study.

Research Design

The study used a descriptive-correlational research design to determine the relationship between parents' involvement and reading readiness among kindergarten learners as perceived by their teachers. Wubante (2020) defined correlational research as a non-experimental design employed to evaluate the statistical association among two or more variables without any manipulation.

In this study, the independent variable was the level of parental participation in facilitating children's literacy development, whereas the dependent variable was the reading readiness of kindergarten pupils. The research utilized standardized survey questions to collect and analyze numerical data,

determining the correlation between elevated parental engagement and enhanced reading ready skills in young learners.

The descriptive-correlational design fits this research because it allowed the researcher to collect factual, objective information and create a meaningful relationship between the two variables in their natural school environment without imposing external control or intervention. Also, this method yielded empirical evidence that can be used to inform teachers and administrators in coming up with strategies that can promote home and school engagement in literacy acquisition.

Flow of the Study

Figure 2 showed the overall flow of the study, highlighting each stage of the research process. The flow of the study follows the Input-Process-Output IPO framework.

The inputs of the study have three primary components: the degree of parental engagement in facilitating the literacy acquisition of kindergarten pupils as seen by the educators, the degree of reading readiness of the pupils according to teachers' assessment, and the difference between parental engagement and reading readiness. These inputs are the baseline data for the study.

The process entailed the implementation of a descriptive correlational quantitative research design. The process started with the acquiring of permission through transmittal letters from the division office and school head. Upon permission, data collection is done by giving survey questionnaires to the teacher-respondents to assess the learners. Data collected will then be computed, analyzed, and interpreted using the right statistical procedures in order to establish the relationship between parental involvement and reading readiness of kindergarten pupils.

The output of the research is an action plan that responds to the findings. The plan shall be crafted to enhance parental involvement and reading readiness among kindergarten pupils. The output gives concrete suggestions for schools and teachers on how to support early literacy further through better coordination with parent

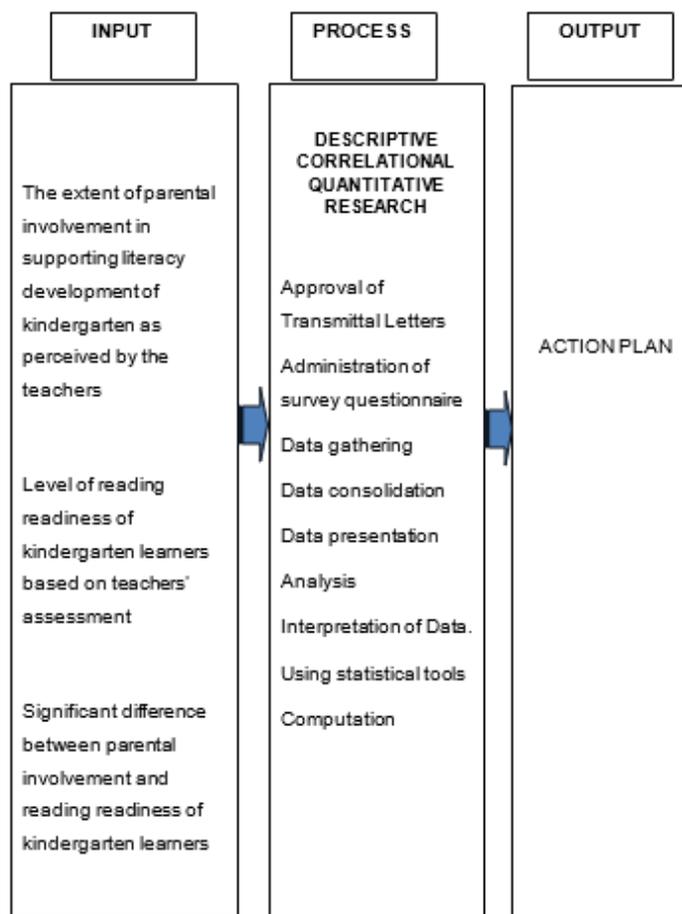


Figure 2: The Flow of the Study

Environment

The research was held at Lahug Elementary School on Gorordo Avenue in Cebu City. Lahug Elementary School is a big public school with a learner population diversifying from several ethnicities and with high parental involvement and support of teachers.

Despite collaborative efforts, there are still issues on the level and uniformity of the parental activities in the development of learners' literacy. Teachers reported that many parents show limited participation in school literacy activities or at-home reading support, often due to socioeconomic constraints, lack of time, or limited awareness of their role in early literacy acquisition.

Consequently, the range of reading skills that kindergarten children have is quite large. There are children who presented themselves to school with skills such as recognizing letters and being able to hear phonemes, whereas there are also children who were in difficulties because they are not given continuous support at home.

Because of these different problems and the school's commitment to improving educational performance through cooperative initiatives, Lahug Elementary School was selected as the research location. The establishment's location is uniquely prepared to delve into relationship between parent involvement and readiness to read as well as to create ways which can effectively lessen the disparities in the literacy of the learners.



Figure 3: Location Map of the Research Environment

Respondents

The participants of this research were the kindergarten teachers of Lahug Elementary School in Cebu City Division. Twelve teachers were included, each responsible for a class of approximately 20 learners. These teachers were most involved with literacy instruction and evaluation. Thus, they were the best respondents to assess reading readiness and parental engagement in literacy activities.

The participants of the study consisted of one hundred twenty (120) kindergarten pupils from Lahug Elementary School in the Cebu City Division for the school year 2025–2026. The pupils were chosen using simple random sampling, with each learner in the kindergarten population having an equal probability of selection independent of academic performance, behavior, or background. Only learners whose parents provided written consent participated in the study in compliance with ethical research protocols.

All teachers carried out a random selection of pupils from their classes in a fair and unbiased manner. They used a simple random sampling method, picking learners by drawing lots or using a random number generator. This ensured that each pupil in the class had equal opportunities to be selected irrespective of their academic record, conduct, or home background. Only learners whose parents had given consent were part of the final sample.

Table 1 presented the distribution of respondents for this study

Table 1. Distribution of the Learners

| TEACHERS | N | n | % |
|-----------------|------------|------------|-------------|
| Teacher 1 | 18 | 10 | 8.33 |
| Teacher 2 | 18 | 10 | 8.33 |
| Teacher 3 | 18 | 10 | 8.33 |
| Teacher 4 | 18 | 10 | 8.33 |
| Teacher 5 | 18 | 10 | 8.33 |
| Teacher 6 | 18 | 10 | 8.33 |
| Teacher 7 | 18 | 10 | 8.33 |
| Teacher 8 | 18 | 10 | 8.33 |
| Teacher 9 | 18 | 10 | 8.33 |
| Teacher 10 | 18 | 10 | 8.33 |
| Teacher 11 | 20 | 10 | 8.33 |
| Teacher 12 | 20 | 10 | 8.33 |
| TOTAL | 220 | 120 | 100 |

The teachers acted as both evaluators and selectors, which made the study more credible. Because they knew their pupils' reading progress well, they could judge reading readiness accurately. Their classroom experience also helped them understand how parents influenced literacy development. By involving these teachers, the research gathered data that truly represented what happens in classrooms.

Research Instrument

The primary instrument employed in this study was the standardized survey questionnaire that aimed to measure two principal variables: the level of parental participation in facilitating children's literacy acquisition and the degree of reading readiness among kindergarten pupils. The questionnaire was constructed from the instruments of Andalajao (2024), whose research focuses on parental engagement and literacy acquisition among Filipino pupils. The modification preserved contextual applicability to the present study while preserving the validity and reliability of the original measures.

Part I: Extent of Parental Involvement

This consists of fifteen (15) indicators that examined how parents facilitate their children's literacy development based on what teachers observe of the learners' home-related practices and performance in school. Some of the practices include:

- Parents participating in literacy-related school events
- Having storybooks and reading materials available at home
- Helping children with reading activities
- Encouraging children to read aloud or retell stories

- Keeping in touch with teachers about reading progress

Teachers evaluated the extent to which these practices are reflected in the learners' progress and participation in classroom literacy activities.

Part II: Level of Learners' Reading Readiness

This section also had fifteen (15) indicators which assessed the learners' initial literacy abilities as reflected by their teachers. These indicators are letter sound recognition, phoneme blending to form words, identification of rhyming words, sight word recognition, retelling of easy stories, and expressing interest in books and printed texts. Through these indicators, the learners' readiness to receive formal reading instruction can be established.

The learners were examined by their respective kindergarten teachers, who acted as assessors throughout the data collection. The teachers observed and tested each pupil's reading readiness and home literacy support through actual classroom performance and behavioral measures. This method ensured that the data represented true learner development and genuine home-school literacy interaction.

The questionnaire was accomplished individually by the learners in a familiar and friendly classroom setting. The instructors guided them throughout the process to ensure that the questions were suited to their level of comprehension and that their responses accurately reflected their intended meanings. Printed questionnaires were used, and all data collected were processed under strict confidentiality to protect the learners' privacy.

All items in Parts II and III of the questionnaires employed a five-point Likert scale to assess the frequency of every behavior or observation, respondents were required to respond to the research questionnaire using a five-point Likert scale to establish the level of involvement of parents as well as the level of reading readiness of kindergarten children. For each of the research questions, the respondent was asked to establish how often the described behavior or condition existed. For the research questions, the five-point Likert scale utilized was as follows: 5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, and 1 – Never. Using the responses generated from the five-point Likert scale, the researcher was able to establish the perceptions and observations on the level of involvement of parents and the level of reading readiness of kindergarten children.

Higher scores represented more frequent or stronger evidence of parent involvement and reading readiness, whereas lower scores indicated rare.

To ensure the accuracy and dependability of the data, the questionnaire was content validated by experts in early childhood education. The experts assessed the clarity, applicability, and congruence of each indicator with the research goals. Thus, the validated instrument was considered a credible tool for collecting data on how parental involvement promoted reading readiness among kindergarten pupils.

Data Gathering Procedure

Participants answered a questionnaire and shared their responses, while ensuring that their information remained confidential.

Preliminary Stage. The study began with obtaining official permission from the principals of the participating schools through a transmittal letter. Upon their approval, the research commenced.

Data Gathering Stage. The kindergarten teachers selected as participants were asked to complete a questionnaire. This printed survey questionnaire was distributed through the assistance of the school principals. Teachers were encouraged to respond honestly and accurately based on their own experiences and perspectives regarding parental involvement and reading readiness.

Post Data Gathering Stage. After all responses were collected, they were compiled, reviewed for completeness, and then analyzed using the appropriate statistical methods. The confidentiality and privacy of all participants' responses were strictly maintained, and all data were used solely for research purposes in compliance with data protection regulations.

Ethical Considerations

The study complied with ethical principles to uphold accountability, fairness, and trustworthiness. In addition to institutional requirements, the research was guided by honesty, respect for participants' rights, and the assurance that its outcomes served educational advancement.

Before taking part in the study, informed consent was obtained. The objectives, scope, and procedures of the research were clearly disclosed, emphasizing that participation was voluntary. A signed consent form signified full awareness and willingness to participate.

Confidentiality and anonymity were strictly observed. All gathered data were stored securely, and any information that could identify individuals was excluded. Findings were reported only in aggregated form to ensure that no participant could be personally identified. Respondents were assured that their answers remained private and could not be linked back to them.

Respect for participants' time and professional responsibilities was also prioritized. The survey was administered at appropriate times to avoid disrupting work obligations. Questions were framed respectfully and appropriately, and necessary precautions were taken to safeguard the well-being and comfort of participants throughout the research process.

Statistical Treatment

Data collected in this research were processed using various statistical measures, which included the frequency count, percentage, weighted mean, standard deviation, and the Pearson Product-Moment Correlation Coefficient. These were utilized to aid in describing, summarizing, and interpreting the findings based on the study's objectives.

Frequency count was utilized to demonstrate how many of the respondents provided a specific response to every survey question. It assisted the researcher in viewing which reading skills or practice were most typically seen among the learners. Counting how many times each response was given made it simpler to organize and understand the data.

The percentage was utilized to report the ratio of answers in comparison to the total number of respondents. It indicated the relative breakdown of answers and enabled the researcher to compare groups. For instance, it enabled one to determine what percentage of pupils exhibited high or low reading readiness according to their teachers' observations.

Weighted mean was applied to calculate the average response for every indicator on the questionnaire. Every item on the survey had a five-point Likert scale with the following numerical measures: 5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, and 1 – Never. Weighted mean reflected the general level of reading readiness and parental involvement by indicating the frequency of certain skills or behaviors observed.

The standard deviation indicated how close or distant the answers were to the mean. A low standard deviation meant that the majority of respondents answered similarly, whereas a high standard deviation meant that their responses deviated from each other widely. This informed the researcher about the consistency of observations across respondents.

Lastly, the Pearson Product-Moment Correlation Coefficient (r) was employed to find out if there was a significant correlation between parental involvement and reading readiness among kindergarten pupils. The statistical test revealed the direction and strength of the relationship between the variables. A positive correlation indicated that greater parental involvement was related to greater reading readiness, but a negative correlation indicated otherwise. The calculated r value was also matched against the critical value at the 0.05 level of significance to establish whether the connection was significant statistically.

In combination, these statistical measures enabled the researcher to examine the data effectively and precisely, both summarizing the findings and an explanation of parental involvement and how it is connected to kindergarten learners' reading readiness.

Scoring Procedure

The answers obtained from the questionnaire were rated on a five-point Likert scale, making it easy for the researcher to objectify and quantify the data. The items in the questionnaire were graded based on the frequency of occurrence of the skill or behavior. The scale utilized the following values:

For Parental Involvement, a higher mean score reflected that parents were actively and regularly involved in facilitating their child's literacy growth. A lower mean score, on the other hand, reflected limited or lack of involvement in literacy-related activities.

Scoring Procedure on Levels of Parental Involvement

| Scale | Numerical Rating | Descriptive Rating | Verbal Interpretation |
|-------|------------------|--------------------|--|
| 5 | 4.21 - 5.00 | Very High | Parents are consistently engaged in supporting literacy development of their children. |
| 4 | 3.41 - 4.20 | High | Parents are often engaged and frequently support literacy-related activities. |
| 3 | 2.61 - 3.40 | Moderate | Parents are sometimes engaged, showing average support for their child's literacy needs. |
| 2 | 1.81 - 2.60 | Low | Parents are rarely engaged and seldom provide literacy-related support. |
| 1 | 1.00 - 1.80 | Very Low | Parents are not engaged or show no effort in supporting literacy development. |

In the Reading Readiness area, a greater mean score showed that pupils tended to show good literacy abilities like being able to read letters, recognize sounds, and being interested in reading. A lower mean score would mean that pupils hardly showed these abilities.

Scoring Procedure on Levels of Reading Readiness

| Scale | Numerical Rating | Descriptive Rating | Verbal Interpretation |
|-------|------------------|--------------------|---|
| 5 | 4.21 - 5.00 | Very High | Learners consistently demonstrate strong literacy readiness skills. |
| 4 | 3.41 - 4.20 | High | Learners often demonstrate literacy readiness skills. |
| 3 | 2.61 - 3.40 | Moderate | Learners sometimes demonstrate literacy readiness skills at an average level. |
| 2 | 1.81 - 2.60 | Low | Learners rarely demonstrate literacy readiness skills. |
| 1 | 1.00 - 1.80 | Very Low | Learners do not demonstrate literacy readiness skills. |

The weighted average of all the responses was calculated to find out the overall extent of parental involvement and readership readiness among learners. These descriptive results were subsequently employed to identify trends, compare the levels, and assist in the interpretation of the relationship between the two variables.

Definition of Terms

In order to have clearer insights and to guide interpretation of this study, following terms are defined conceptually and operationally to guide the study.

Kindergarten learners were defined as those who were usually aged between 5–6 and were participating in the first stages of education. For the purposes of this research, kindergarten pupils were those who were included in the research project and were assessed by the teachers to determine their literacy and readiness for reading development.

Literacy development was a gradual process that occurred as the child developed the foundational skills required to read and write and began to use language. The purpose of this aspect of the study was to examine the development of literacy (reading and writing) skills and the activities associated with them, such as identifying letters, sounds, and words, and participating in pre-reading tasks, from a teacher's perspective.

Parental involvement was defined as the active engagement of the child's parents in supporting their child's education and growth. In this research study, parental participation was defined as parents being involved in activities such as communicating with teachers, participating in school events, providing reading materials for the child at home, assisting with homework, and developing a habit of storytelling and reading at home.

Reading readiness referred to the level of the child when he or she exhibited the potential or abilities to learn how to read. Reading readiness was evaluated by the teachers using the learners' capabilities in letter and sound recognition, blending, rhyming, vocabulary building, and understanding concepts of print.

Teacher assessment entailed the process by which teachers were able to gather information on the knowledge, skills, and ability of the learners to learn through observation. Teacher assessment in this study was concerned with how teachers had assessed the reading readiness of kindergarten children.

Task assistance at home pertained to the support provided by parents to enable their children to acquire learning beyond the classroom environment. The study encompassed aspects such as the level and nature of support provided by parents to their children in activities such as doing homework and engaging in literacy activities at home.

Teachers' perspective referred to the opinions and expert views of teachers accrued from their experiences with learners and their interactions with parents. In the current study, it denoted how kindergarten teachers viewed the role and contributions of parents to the reading readiness of their learners.

CHAPTER 2

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

This chapter was presented, analyzed, and interpreted the data, with the goal of providing a clear and systematic examination of the evidence derived from the study's sub-problems. Each data set was presented as a way to showcase current levels of engagement with parents and kindergarten learners' reading readiness as assessed by their teachers. In addition to describing the current levels of engagement as well as learners' literacy skills, the statistical results began to point out patterns, gaps, and relationships that were critical when constructing and designing practical, evidence-based interventions. Observations made from the analyses also provided insight into the operating context of variables within the school setting. All of these support the development of evidence-based recommendations for improving early literacy development.

Extent of Parental Involvement in Supporting the Literacy Development of Kindergarten as Perceived by the Teachers

The first variable investigated in this analysis was the level of parental involvement, which continued to have a significant influence over early literacy results. The variable was included because parental involvement has regularly been cited in literature as a significant facet relating to children's motivation, exposure to print, and literacy behaviors at home. The indicators under this variable captured the level of supportive behavior the parent provided in the form of communication, participating in reading, or helping with school-based programs. Understanding its level was

important to establish whether parental behavior met early learners' needs, and to identify any gaps that characterized a need for specific school-based intervention.

Table 2. Extent of parental involvement in supporting the literacy development of kindergarten as perceived by the teachers

| S/N | Indicators | WM | SD | Verbal Description |
|--|---|-------------|-------------|--------------------|
| 1 | Parents attend school activities related to literacy. | 4.46 | 0.89 | Always |
| 2 | Parents communicate regularly with teachers about their child's progress. | 4.50 | 0.81 | Always |
| 3 | Parents provide storybooks or other reading materials at home. | 4.18 | 0.93 | Often |
| 4 | Parents assist children with homework related to reading. | 4.65 | 0.66 | Always |
| 5 | Parents encourage children to retell or share stories. | 4.38 | 0.85 | Always |
| 6 | Parents read aloud to their children at home. | 4.27 | 0.90 | Always |
| 7 | Parents monitor their child's daily reading habits. | 4.42 | 0.79 | Always |
| 8 | Parents visit the library with their children. | 2.73 | 1.48 | Sometimes |
| 9 | Parents show interest in their child's schoolwork. | 4.57 | 0.84 | Always |
| 10 | Parents join school-organized literacy workshops. | 3.77 | 1.22 | Often |
| 11 | Parents motivate children by praising reading efforts. | 4.42 | 0.83 | Always |
| 12 | Parents support school literacy campaigns or programs. | 4.22 | 1.05 | Always |
| 13 | Parents ensure a reading-friendly environment at home. | 4.36 | 0.88 | Always |
| 14 | Parents encourage discussions about stories or books. | 4.29 | 0.91 | Always |
| 15 | Parents collaborate with teachers regarding reading challenges. | 4.21 | 1.07 | Always |
| Aggregate Weighted Mean | | 4.23 | | Always |
| Aggregate Standard Deviation | | | 0.94 | |
| Legend: 4.21-5.00-Always; 3.41-4.20-Often; 2.61-3.40-Sometimes; 1.81-2.60-Rarely; 1.00-1.80-Never | | | | |

According to the data in Table 2, across the various forms of parenting involvement, parenting involvement was rated as Always ($M = 4.23$), meaning that parents were often involved in enhancing children's literacy. Two of the highest rated indicators were the subcategories that provide support for reading homework ($M = 4.65$) and show interest in school work ($M = 4.57$) which implies many parents had some sense of willingness to help their child's literacy development. Conversely, some indicators were rated as low, and the lowest indicator, visit the library with children ($M = 2.73$), was rated in the Sometimes category. Parents were not consistently involved across forms of literacy supporting behavior. These rated indicators seem to suggest that while there is evidence documenting parent enthusiasm about home-based opportunities, parents do not consistently enact literacy support in community-based opportunities.

Closer observation of the data suggested that parents would rank home-based literacy engagements higher than others occurring via community, or school-organized, orchestrated enrichment activities. The consistently high means with respect to home-based tasks may relate to their availability and immediate need to read. In contrast, with respect to library visits, the mean score is uniformly low, which could suggest barriers, including time limits, work schedules, and availability of a library, noted by parents earlier (Wildmon et al., 2024). The large standard deviation on particular variables such as attendance at workshops, $SD = 1.22$, also provided evidence that there was inconsistency in terms of who attended, indicating variability in some combination of awareness, willingness, or opportunity to participate in school involvement program offerings. These inconsistencies documented a disconnect in parental involvement that perhaps may not be directly articulated or would benefit from additional types of support systems.

The implications of the research findings suggested that while parents showed high participation in important literacy practices, targeted interventions need to be made to improve wider engagement in parental literacy practices. Schools may need to enhance communication, improve accessibility of workshop events, as well as have family-centered events that address the challenges faced by parents. Increasing community partnerships in the shape of complementary library programs might also help to bridge those gaps. The results generally need to support a more defined and participatory parent involvement program in order to develop a shared comprehensive approach for the literacy environment of all learners.

Andalajao (2024) pointed to some important findings regarding parental involvement and how such encouragements affected the young reader's literacy development, given the child's reading exposure and motivation. In this aspect, the authors explained that parents who were committed to being facilitators, models, and motivators greatly enriched the depth of their children's interest and involvement with literacy events. Findings within the results reported that when parents engaged as homework completers, with reading, and school programming, learners demonstrated higher levels of foundational reading behaviors. The findings currently support an essential conclusion in which strong home-based literacy practices can result in more favorable reading performance and academic readiness skills.

As noted by McDonald (2019), strong engagement from parents in kindergarten increased children's early literacy development, with both reading comprehension and vocabulary enhancement experiencing positive, meaningful development. The systematic meta-synthesis also reported that children whose parents established strong communication with their teachers, regularly monitored their reading habits, and provided supported literacy structure at home, saw continual growth in their readiness to learn to read. The review also established home schooling partnerships as a strong vehicle that sustains literacy practices, particularly in the early childhood settings. The literature indeed closely aligned with the findings of the present study by showing that intentional and regular parental involvement positively influenced literacy in the early years of schooling.

As highlighted by Mohon et al. (2025), parental involvement is a robust predictor of reading comprehension performance for children in elementary grades. The results of this study found that children whose parents frequently encouraged them to read, provided some oversight of academic-related activities, and were themselves readers had significantly better reading scores than children with minimal to no parental involvement. Both emotional encouragement and support for academic activities were supportive of pupils' motivation to read. This study was inspired by these findings, as differences in parental support could account for some of the differences in children's literacy development, which may suggest a structured need for program-based literacy with parents.

Level of Reading Readiness of Kindergarten Learners Based on Teachers' Assessment

The first variable in this study was the extent of parental involvement, which remained significant to predict early literacy outcomes. This variable is included because studies have identified consistently that parental participation is an important factor in determining children's motivation and practices of exposing them to print materials and conducting literacy-related behaviors at home. The indicators under these variable depicted measures on the degree to which support was given by the parents through communication, reading activities, and engagement in school programs. Its level needed to be understood specifically to ascertain if the current parental behaviors also conformed to what the needs of early.

Table 3. Level of reading readiness of kindergarten learners based on teachers' assessment

| S/N | Indicators | WM | SD | Verbal Description |
|-----|--|------|------|--------------------|
| 1 | Recognizing letter sounds. | 4.39 | 0.90 | Very High |
| 2 | Blending sounds into words. | 4.20 | 0.91 | High |
| 3 | Identifying beginning sounds in words. | 4.35 | 0.83 | Very High |
| 4 | Segmenting words into syllables or phonemes. | 3.89 | 1.01 | High |
| 5 | Recognizing rhyming words. | 4.04 | 0.95 | High |

| | | | | |
|---|---|-------------|-------------|-------------|
| 6 | Recognizing familiar sight words. | 4.04 | 0.98 | High |
| 7 | Pointing to words while reading. | 4.22 | 0.97 | Very High |
| 8 | Identifying ending sounds in words. | 4.07 | 0.96 | High |
| 9 | Discriminating between similar sounds. | 3.76 | 0.99 | High |
| 10 | Clapping syllables in words. | 3.88 | 1.00 | High |
| 11 | Identifying the first letter of their names. | 4.43 | 0.89 | Very High |
| 12 | Matching spoken words with printed words. | 4.04 | 0.95 | High |
| 13 | Retelling a simple story. | 3.99 | 1.01 | High |
| 14 | Showing interest in books during story time. | 4.04 | 1.05 | High |
| 15 | Using informal observation to note phonemic awareness skills. | 3.87 | 1.03 | High |
| Aggregate Weighted Mean | | 4.08 | | High |
| Aggregate Standard Deviation | | | 0.96 | |
| Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low | | | | |

Table 3 showed that the learners' overall reading readiness was rated as High, with an AWM of 4.08, which means that majority of the kindergarten pupils frequently manifested the essential pre-reading skills. The indicators for identifying first letters of their names (WM = 4.43) and recognizing letter sounds (WM = 4.39) were classified as Very High level indicating that the learners starting-point phoneme awareness was solid. However, there were lesser ratings in the higher levels of cognition such as discriminating like sounds (WM = 3.76) and segmenting words into phonemes (WM = 3.89). While both were rated a high level, they were lower ratings in terms of consistency, indicating skills that still needed to be reinforced.

The findings suggest a developmentally appropriate pattern, whereby the more foundational skills of literacy demonstrated stronger performance (e.g., letter naming, phonemic identification), and phonological tasks at a higher level of sophistication took longer to practice. These findings also seemed to support the developmental progressions in early literacy in that the skills of discrimination, segmentation, and blending develop later, and may be especially reliant on some type of explicit, instructional support. The higher standard deviations in those measures indicated a lot of variation among learners, likely resulting from variations of exposure to literacy practices at home and varying scaffolding by parents. The marking of those variations also provided further evidence of the variable level of parental involvement (including home-based support) in that learners who had consistent support at home may have exhibited stronger skills in the area of readiness.

These results suggested that there was a need for longer in school and home instruction, with a bit more of an emphasis on phonological awareness practice involving sound discrimination and segmentation. And those phonemic tasks in such programs may need to be more varied, she said, teachers might need encouragement on how to incorporate creative activities in the curriculum, and parents might have to do more at home. The overall findings emphasized the importance of linking classroom instruction with home literacy support to ensure young children are able to develop a balanced set of reading readiness skills. What a literature needs drawn attention to the importance of differentiated teaching approaches that may serve pupils' diverse readiness.

Wood (2019) investigated the developmental precursors of kindergarten reading readiness and found that early literacy competencies differed significantly depending on children's exposure to systematic literacy environments. The findings specifically indicated that among the learners who participated in phonemic awareness activities, letter-sound identification, and early print concepts, their end of year reading readiness scores were generally higher. It was also noted that those children who did not participate in phonemic awareness activities, mostly demonstrated a delay with sound discrimination and phonological processing skills. The findings in the current study support the present study in that many of the foundational skills of reading readiness were, for the most part, high, but had holes that would require targeted instruction and practice.

Perena and Perez, in their 2019 work on the reading readiness skills of kindergarten learners, noticed that the pupils are able to show their proficiencies in varying skills such as letter recognition, phonemic awareness, and listening comprehension. Strong alphabet understanding demonstrated by the majority of the pupils contrasted with the more complex phonics skills of blending, segmenting, and differentiation of sounds, which the authors found needed reinforcement. This suggested that the lack of proficiency in the skills could have resulted from either a lack of consistency of literacy materials in the home or different methodologies of teaching in the classroom environment. Therefore, this review challenged the present study by affirming reading readiness has many aspects, and aspects to reading readiness take longer to develop and require consistent instructional support.

Subang and Asparin (2025) discovered a strong positive relationship not only between parental engagement but also children’s study habits with Grade 1 learners’ reading readiness. The researchers reported that parents provided multifaceted support in not only academic and motivational areas but also in social-emotional, technology support, and economic support, which developed the learners’ home literacy environment. The learners also demonstrated that they had developed strong study habits, such as time management, completing homework, preparing for exams, and reading for their literacy in their own time at home. All these factors together were strong predictors of better performing on the reading readiness, as measured by the Comprehensive Rapid Literacy Assessment (CRLA). The researchers clearly point out that parental involvement matters, but children having structured supportive study habits benefits early literacy foundations, and may warrant an intervention opportunity to improve parent-supported learning and learner study routines.

Test of Relationship Between the Parental Involvement and Reading Readiness of Kindergarten Learners

The third table provided the statistical test that examined the relationship between parental involvement and reading readiness. This analysis was warranted as determining the association between the two variables would provide implementation with an understanding of how closely the variables were associated and whether parental involvement had a significant impact on literacy outcomes. Recognizing the level and significance of their association allowed the research to uphold theoretical assumptions, identify existing limitations in collaboration between home and school, and validate for justification for increased support for literacy programming at school and community-based levels. The results were used to formulate suggestions for how teachers could involve parents in promoting reading readiness.

Table 4. Test of relationship between the parental involvement and reading readiness of kindergarten learners

| Variables | r-value | Strength of Correlation | p-value | Decision | Remarks |
|--|----------------|--------------------------------|----------------|-----------------|----------------|
| Parental Involvement and Reading Readiness | 0.794* | Strong Positive | 0.000 | Reject Ho | Significant |
| *significant at $p < 0.05$ (two-tailed) | | | | | |

As reported in Table 4 the outcomes of correlation indicated that there was a highly significant and positive relationship ($r = 0.794$, $p = 0.000$) between the parental involvement and reading readiness implying that parent-reported involvement resulted into a better reading preparedness for pupils. The p-value indicated that this relationship was not the result of chance and null hypothesis was rejected. The results highlighted how important parental involvement in shaping early literacy outcomes for kindergarten learners.

The strong association indicated that children who are supported frequently in terms of literacy at home (for example, being read to, literacy practice and being helped with homework) were more likely to display stronger foundational literacy skills. This was also supported by the national and international literature which has emphasized parental engagement as a key predictor of early reading achievement or success. The results also demonstrated how levels of parental engagement, or variations in levels of parental engagement impacted learners’ performance, as represented by the

wide range of skill levels in Table 3. The analysis supported the theoretical frameworks employed in the research, specifically home-school connections and socio-environmental interact.

The strong association indicated that strengthening the involvement of parents should be an essential core of literacy programs in kindergarten schools. Schools need to create time for the parents to participate in literacy activities, train them on how to use home strategies, and develop communication systems to ensure sustained support. The results also identified institutional programs necessary to promote equality in parental involvement. It ensures that learners with diverse backgrounds are given equal literacy opportunities.

Marti et al. (2018) confirmed that the level of family involvement was associated with children's school readiness and early literacy skills. They learned that children demonstrated more skill growth in vocabulary, phonological awareness, and comprehension when families engaged in reading-related activities outside of school, used the home environment, and reached out to school personnel. Their findings upheld the observable correlation between parental participation and literacy development by supporting the current study that argued that parental involvement was associated with the level of reading readiness.

Öngören (2021) discovered that parents significantly impact children's school readiness through early literacy interactions including shared book reading, storytelling, and play with guidance. Children whose parents provided consistent cognitive and linguistic guidance had better readiness outcomes than children whose parents engaged minimally. Readiness included not only cognitive preparedness but emotional and social support from the home. This study supports the present findings by identifying that an increase in parental involvement correlates with an increase in early literacy readiness.

Çiğdemir (2024), in his study upon exploring how prepared parents were to support their children's early literacy teaching experiences, noted that the more prepared parents were to assist in this process, the more likely they were to provide their children with rich, meaningful readings at home. Based on this study, the researchers created and validated the Parental Readiness Scale. The study's subsequent efforts in development yield a valid scale that confirms parental preparedness as benefiting the children's reading and writing development and outcomes. The findings also suggested that when parents had acquired the right knowledge around confidence and engagement, learners' literacy outcomes improved significantly. These findings were directly supportive of the present study by confirming that parental readiness/involvement resulted in greater reading readiness outcomes among young learners.

CHAPTER 3

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presented a summary of the previous chapter by presenting an overview of the Summary, Findings and conclusions and recommendations. It integrated the key results of investigation with regards to (1) the level of involvement by parents in supporting literacy development among kindergarten children as perceived by teachers (2) Readiness for reading among kindergarten children on part of teachers' evaluation. The discussions focused on significant findings, non-significant findings, the implications of such findings, and future research to enhance parent involvement in literacy development and reading readiness.

Summary

The aim of the study was to identify the level of parental involvement and reading readiness of the kindergarten learners at Lahug Elementary School in Cebu City Division for school year 2025-2026. In essence, the study sought to determine the level of parental involvement, the reading readiness of its learners, and whether a relationship existed between the two variables as a basis for a proposed action plan.

The research employed a descriptive - correlational research design and was implemented at Lahug Elementary School in a manner involving the 12 kindergarten teachers along with 120 kindergarten

pupils and their parents. The sample size was determined through proper implementation of the sampling process in order to get an appropriate representation. The study utilized a constructed research tool based on Epstein's Framework of Parental Involvement and the Reading Readiness Checklist geared toward the literacy standards for children in the kindergarten. Both instruments were pre-tested for validity among field experts to ensure that the materials provide clarity for the subjects.

Mean and Standard Deviation: This was used to elaborate the extent of parental involvement and reading readiness, whereas the Pearson Product Moment Correlation was employed to see the association between the variables.

Findings

Parental involvement with kindergarten learners at Lahug Elementary School was reported as being generally high, especially with respect to supporting their children with reading materials and supervising their homework, as well as communing with their teachers about their child's learning development. Parents were found to have many opportunities to be involved within a home-based environment regarding literacy (example letter recognition, reading with their children and storytelling with their child). However, school-based and community-based literacy involvement from parents was found to occur at less frequent rates than home involvement.

The kindergarten pupils' reading readiness levels were found to be at very high levels concerning the development of print awareness, letter-sound recognition and basic comprehension in regards to early literacy. Most kindergarten learners showed early literacy behaviors that indicated the kindergarten learners were well prepared to participate in formal reading instruction; all however, required additional development of phonological awareness, and the blending and segmenting of sounds.

Finally, there was a relationship identified between the involvement of the parents within the literacy experiences of the child and the child's level of reading readiness. Those children who attended Kindergarten and whose involvement by the parents at home was high, were found to have more level of reading readiness than children who had involvement at home at a lower level. Hence, it could be concluded that the involvement of the parents within the literacy experiences of the child enhances the success of the reader within the early years itself.

Conclusion

The investigation's findings posited that parental engagement was vital in reinforcing literacy development at an early stage, particularly for assignments at home. Parents had the duties of reading with their children, providing them with reading materials, and managing routines related to learning, which all affected children's basic acquisitions of reading abilities positively. However, parents did not advocate the same level of engagement for school-based and community literacy involvement, hence reducing children's opportunities to participate in multiple literacy environments. This imbalance suggested widening parental involvement opportunity, specifically beyond home-based tasks, when it comes to maximizing multiple and meaningful literacy opportunities for children.

The reading readiness levels of the learners illustrated that while many children had high foundational literacy levels, there remained a large gap in higher-order phonological awareness. The gaps existed in sound discrimination, blending, segmentation, and retelling a story, each of which aid in fluency and comprehension of the reading process. Such uneven progress demonstrated that both home and school literacy practices required increased emphasis on practicing more complex phonological tasks which are essential components of successful early reading.

The significant relationship between parental engagement and reading readiness noted that home support impacted children's literacy development in significant ways. Nevertheless, the findings indicated that the type of support parents provided was not always in tandem with learner struggle areas. This suggested that, although parents were very engaged, they may not have had access to the needed supports for promoting advanced literacy skills successfully. To remedy this, parents needed to be directed by teachers to ensure that parents' efforts on tasks at home were targeting the competencies most necessary for children's reading success.

Recommendations

Based on the results of this study, it is recommended that the proposed Intervention Plan for Strengthening Parental Involvement in Early Literacy be implemented by Lahug Elementary School. The proposed intervention plan can be used as an additional approach by schools to enable parents to prepare their children to read. There is therefore a great need for parents to work together with schools to improve literacy capabilities of kindergarten learners.

CHAPTER 4

OUTPUT OF THE STUDY

Action Plan

This chapter discussed the proposed Action Plan to Enhance Parental Involvement and Reading Readiness of Kindergarten Pupils at Lahug Elementary School. Based on the research finding, that is about the problem of parental involvement and reading readiness, the program was derived directly. The findings showed that there was strong evidence of parents providing home support for children's literacy, but engagement in school-led and community-based literacy activities was less common. Likewise, kindergarten children showed a lot of readiness to read; however, they had gaps in higher-order phonological skills, including sound discrimination, segmentation and blending. These issues prompted the need for specific action planning to enhance home-school literacy practices and ultimately strengthen children's higher-order reading readiness skills.

Rationale

The current situation of the students of Lahug Elementary School identified that the kindergarten students go to school not equally aligned in terms of reading readiness. Indeed, there were students already able to identify some letters and some were able to read some words, while there were still struggling in simple tasks of Phonological Awareness, including recognizing sounds, blending, or segmenting, showing how different the level of parental support is at home, verifying the national condition wherein students are not well-prepared cognitively before entering school.

To address this concern, the researcher carried out an investigation to ascertain the effect that involvement by the parents had on the reading readiness skills of the kindergarten children. Data collection and observations were done to establish the literacy strengths and weaknesses of the learners. The outcome indicated that the parents played an effective role in delivering literacy experiences for the children outside the classroom but were less engaged in school and community events. While the early literacy skills such as print awareness and letter/sound association were demonstrated, the higher-order phonological skills were not yet there.

The findings in this study developed an Action Plan to Increase Parent Involvement and Reading Readiness. This intervention plan was created to support a Better Home-School Partnership that includes Parent Training, Phonological Awareness Activities, and Structured Literacy Engagement. The teachers developed methods for implementing the strategies identified to be missing from the school environment, and parents were trained to assist their child more effectively in the home environment. In summary, this chapter described a Program developed in response to the ongoing issues related to Literacy; this Program design ensured Learners received continual support from Home and School.

Objectives

This action research aimed to create a focused and practical plan that directly responds to the needs found in the study, especially the gaps in parental involvement and reading readiness. Guided by the results, the action plan was designed to support both parents and learners by strengthening home-school partnership and improving early literacy skills. With this purpose in mind, the following objectives were developed:

1. to strengthen parental involvement by increasing participation in literacy programs and school-led/home-based activities reflected in the action plan;

2. to qualify parents through literacy training workshops that developed their confidence and skills in supporting reading readiness at home;
3. to improve pupils' reading readiness, particularly in phonological awareness skills such as blending, segmentation, and sound discrimination through structured intervention activities;
4. to establish a sustained home-school literacy partnership, ensuring continuous monitoring, communication, and collaboration between parents and teachers throughout the school year.

To ensure that all interventions and activities are linked directly to the empirical findings of the study and the needs identified in supporting parental involvement in reading readiness.

Scheme of Implementation

The preparatory phase of the proposed action plan aimed to establish a clear structure, unified direction, and shared understanding by all concerned. The orientation included teachers, school administrators, and parent leaders on the objectives, identified areas of concern, and expected outcomes based on findings of the study. A Literacy Core Team was established to oversee the activities, coordinate schedules, and make sure interventions were properly aligned with the needs of the learners in terms of reading readiness and parents regarding involvement. Resources such as phonological awareness materials, reading kits, and parent training modules were prepared to ensure smooth execution.

The second phase focused on the capacity building for both teachers and parents. Teachers participated in professional development in differentiated phonological awareness strategies, small group instruction, and assessment tools for monitoring early reading skills. Parents were offered workshops and coaching conversations on building their confidence and skills in reading at home. Parents received strategies to support their child's developmental needs, address deficits discovered in their child's phonological awareness, and increase their engagement in both school-based and community-based literacy initiatives.

The third phase involved putting the action plan into practice, with occurring monitoring and evaluation. The class implemented phonological awareness practices weekly at school, along with reading kits and activities for home practice that were facilitated by parents. The school effort in family communication was heightened through the use of reading logs, messaging, and quarterly parent-teacher conferences for discussing progress for learners. To document attendance and progress of participants, a number of monitoring tools were employed - an attendance sheet, progress notebook, and the academic frameworks of summary prompt checklists. The evaluation at the middle of the year and year-end allowed us to examine levels of reading readiness and overall parental engagement. Experiences and effective practices were then melded into an institution within school practice, and partnerships with barangay libraries and community leaders were formed to allow for permanence of independent reading after phase of implementation.

Literacy Enhancement through Active Parental involvement (LEAP): A Proposed Action Plan for SY: 2025-2026

| Specific Issues/Concern | Objectives | Strategies | Persons Involved | Budget | Source of Budget | Time Frame | Expected Outcome | Accomplishment | Remarks |
|--|--|--|--|-----------------|--|------------|---|----------------|---------|
| 1. Inconsistent parental participation in school-based literacy activities | To increase parents' attendance and involvement in school literacy activities. | *Parent Literacy Engagement Program *Quarterly Parent Literacy Workshops *Provide flexible schedules for working | School Head, Teachers, Parents, Learners, PTA Officers | ₱5,000 – ₱8,000 | School MOOE, NGU / LGU Stakeholders, School, PTA | Quarterly | Parents show increased and consistent attendance, with at least 75% involvement in literacy sessions. | | |

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|---|--|---|--|------------------------|---|----------------|--|--|--|
| | | <p>parents</p> <p>*Parent Attendance Motivation Board</p> <p>*Distribute Literacy Tips Newsletter</p> | | | | | | | |
| <p>2.Low utilization of community-based literacy opportunities</p> | <p>To strengthen family engagement in community literacy spaces.</p> | <p>*Community Reading Partnership Program</p> <p>*Encourage parents to schedule regular library visits with their children</p> <p>* Family Reading Passport initiative</p> <p>* Coordinate literacy outreach with the barangay and SK</p> <p>*Barangay Reading Corner with SK</p> | <p>School Head, Teachers, Librarian, Parents, Learners, Barangay Officials, SK Leaders</p> | <p>₱2,500 – ₱4,000</p> | <p>School MOOE, NGU / LGU Stakeholders, PTA</p> | <p>Monthly</p> | <p>More families accessing community reading resources.</p> | | |
| <p>3.Learners show gaps in advanced phonological awareness (blending, segmentation, discrimination)</p> | <p>To improve children's higher-order phonological skills.</p> | <p>*Phonological Awareness Enhancement Program</p> <p>* Daily 5-minute phonological warm-up</p> <p>*Small-group intervention sessions</p> <p>* Use of structured phonics tools (sound boxes, blending mats</p> <p>*Weekly phonological awareness games</p> | <p>Teachers, Reading Coordinator, Parents, Learners</p> | <p>₱2,500 – ₱4,000</p> | <p>School MOOE, NGU / LGU Stakeholders</p> | <p>Weekly</p> | <p>Increased scores in phonological awareness assessments.</p> | | |

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|--|--|--|--|-----------------|--|------------|--|--|--|
| 4. Parents lack confidence in supporting reading tasks at home | To develop parents' skills in guiding reading readiness. | Parent Literacy Coaching Program * Demonstration teaching for parents * Hands-on practice sessions with teacher guidance * Home Reading Kit Distribution * Step-by-step parental reading guides | Teachers, Parents, Learners, Parent Leaders, Reading Coordinator | ₱1,500 – ₱2,500 | School MOOE, PTA Funds | Bi-monthly | Parents able to model reading strategies correctly. | | |
| 5. Irregular home-school communication on reading progress | To establish steady and systematic communication between parents and teachers. | Home-School Literacy Communication System * Color-coded Weekly Reading Log * Send monthly updates on learner performance * Conduct quarterly parent-teacher literacy conferences * GC announcements of weekly phonological tasks | Teachers, Parents, Learners, Grade Leader | ₱4,000 – ₱6,000 | School MOOE | Continuous | Parents consistently monitor learner progress and return updated reading logs | | |
| 6. Need for sustained, school-wide literacy culture | To promote and institutionalize literacy awareness across the school. | School Literacy Development Program * Annual Literacy Week Celebration * Reading Buddies Program (older learners) | School Head, Teachers, PTA, Parents, Learners | ₱1,000 – ₱2,000 | School MOOE, NGU / LGU Stakeholders, PTA Funds | Annual | School-wide enthusiasm for reading increases; literacy activities become consistent and visible. | | |

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| | | assisting beginners) * Wall of Little Readers display Recognition of Active Readers and Parents * | | | | | | | |
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