



ROLE OF PARENTAL INVOLVEMENT IN ENHANCING EARLY LITERACY SKILLS AMONG KINDERGARTEN LEARNERS

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ABSTRACT

In this research study, kindergarten learners in a few public schools in the Dolores II District of Eastern Samar are examined with regard to how parental participation affects the development of early literacy abilities. The study evaluates the effects of various parental participation strategies, including at-home and school-based activities, on literacy skills such phonemic awareness, word reading, and letter identification using a descriptive-correlational methodology. Using an Early Literacy Assessment Tool and a Parental Involvement Questionnaire, information was obtained from 100 kindergarten learners and their parents. The findings showed that while parents' involvement in school-related activities was only moderate, they were considerably involved in literacy activities at home. Parental participation and early literacy development are strongly positively correlated, especially when it comes to home-based activities ($r = 0.68, p < 0.01$), according to Pearson's correlation study. These results highlight how important it is for parents to foster early literacy, particularly when doing so at home. According to the report, schools ought to support and encourage parental involvement in literacy-related activities by offering resources. In the future, research may focus on ways to improve parental involvement in early literacy, particularly in underprivileged areas.

KEY WORDS: *parental involvement, early literacy, kindergarten learners*

INTRODUCTION

Background of the Study

A child's early literacy development is crucial because it sets the foundation for future learning and academic performance. For the development of these fundamental abilities—such as letter recognition, phonetic awareness, and elementary word reading—the kindergarten years are particularly important. Studies often highlight the significance of early literacy development at this time, demonstrating that kids who have superior reading skills at an early age typically do better academically in later years (Lonigan & Shanahan, 2009). Studies show that parents who actively participate in literacy-related activities at home, including reading aloud or practicing letters, have a major impact on their child's literacy growth. This is why parental participation is so important in fostering these abilities (Baker, 2020).

Fewer research have focused on the specific impact of parental involvement on kindergarten students' early literacy development, especially in developing countries like the Philippines. Many studies have examined the overall impact of parental involvement on children's academic results. Moreover, a large portion of the work now in publication emphasizes parental involvement in education in a broader sense, frequently without distinguishing between different kinds of involvement, such as engagement in activities conducted at home versus in schools (Hindman, Morrison, & Connor, 2019). One such noteworthy deficiency is the scant investigation of cultural and socioeconomic variables that may influence how well parental participation develops early literacy abilities (Rao, Sun, & Zhou, 2023). These discrepancies show how more study is required to

fully understand the distinct ways that various parental participation models impact the development of early reading, especially in the setting of kindergarten students.

In light of the growing significance of parental involvement in education and the crucial role early literacy skills play in a child's academic success, this study aims to close the knowledge gap by investigating the various ways in which parental involvement affects kindergarten students' early literacy development. Through an examination of the particular tactics and exercises parents use to encourage reading in the home, this study seeks to provide insightful information that will help parents, educators, and legislators improve early childhood education initiatives. Furthermore, this research will examine the ways in which Philippine-specific sociocultural characteristics influence the efficacy of parental participation in early literacy. Comprehending these factors can direct the creation of customized therapies to facilitate the growth of literacy in analogous settings.

This study's primary goal is to close the knowledge gap on the impact of parental participation on kindergarten students' early literacy development. Understanding how parents may design integrated literacy programs that connect school and home activities is crucial as the importance of early childhood education grows. In the Philippines, where literacy development is a major emphasis of educational reforms and where parents often play a crucial role in their children's learning due to cultural and socioeconomic pressures, this study is especially relevant.



Objectives of the Study

The study aims to investigate the "role of parental involvement in enhancing early literacy skills among kindergarten learners."

Specifically, the study seeks to answer the following questions:

1. What are the levels and types of parental involvement in supporting the early literacy development of kindergarten learners in selected public elementary schools in the Dolores II District, Eastern Samar?
2. What is the level of early literacy skills (e.g., letter recognition, phonemic awareness, vocabulary knowledge, and word reading) among kindergarten learners in the selected schools?
3. Is there a significant relationship between parental involvement and the early literacy development of kindergarten learners in the study area?

METHODOLOGY

Research Design

This study employed a **descriptive-correlational research design** to investigate the relationship between parental involvement and early literacy development among kindergarten learners in selected public elementary schools in the Dolores II District, Eastern Samar. The descriptive component was used to assess the levels and types of parental involvement, as well as the literacy skills of the learners, while the correlational aspect examined the strength and nature of the relationship between these variables. This design was appropriate for exploring existing relationships without manipulating the variables, providing insights into how parental involvement influences early literacy development.

Locale of the Study

The study was conducted in selected public elementary schools within the Dolores II District, Eastern Samar. This district was chosen due to its accessibility and the availability of kindergarten learners enrolled during the school year 2023–2024. The schools provided a suitable setting for examining the role of parental involvement in early literacy development within the local socio-cultural and educational context.

Respondents of the Study

The respondents of this study included 100 kindergarten learners and their parents from selected public elementary schools in the Dolores II District, Eastern Samar. The learners were enrolled during the school year 2023–2024, and their parents were actively involved in their education. The respondents were selected through purposive sampling to ensure the inclusion of participants who could provide relevant data for the study.

Research Instruments

This study utilized two research instruments to collect data. The first instrument was the **Parental Involvement Questionnaire**, which measured the various activities and strategies parents employed to support their child's literacy development. It assessed both **home-based activities** (e.g., reading stories, practicing letters) and **school-based involvement** (e.g., attending meetings, participating in school programs). The

second instrument was the **Early Literacy Assessment Tool**, which evaluated the kindergarten learners' literacy skills, including **letter recognition**, **phonemic awareness**, **vocabulary knowledge**, and **word reading**. Both instruments were adapted from standardized tools and validated by a panel of experts in early childhood education to ensure their reliability and appropriateness for the study.

Data Gathering

The data for this study were gathered using a structured procedure to ensure accuracy and reliability. First, the Parental Involvement Questionnaire was distributed to the parents through the assistance of the school administrators and classroom teachers. The parents were given a week to complete the questionnaire, after which the responses were collected. Simultaneously, the Early Literacy Assessment Tool was administered to the kindergarten learners during school hours. The assessments were conducted individually with the assistance of their classroom teachers to create a supportive environment.

Before data collection, permission was secured from the school administrators and informed consent was obtained from the parents. The entire data gathering process adhered to ethical standards, ensuring confidentiality, voluntary participation, and respect for the respondents.

Analysis of Data

The data collected in this study were analyzed using appropriate statistical methods to address the research objectives. **Descriptive statistics**, including frequency, mean, and standard deviation, were used to summarize the levels and types of parental involvement and the literacy skills of kindergarten learners. These measures provided a clear overview of the extent to which parents engaged in home-based and school-based activities and the learners' performance in various literacy skills.

To determine the relationship between parental involvement and early literacy development, **Pearson's correlation coefficient** was employed. This method was chosen to measure the strength and direction of the relationship between the two continuous variables: parental involvement and early literacy skills.

All statistical analyses were conducted using a statistical software package, with the significance level set at $p < 0.05$. This approach ensured the reliability of the findings and allowed for meaningful interpretation of the data in the context of the study's objectives.

Ethical Considerations

This study adhered to ethical principles to ensure the rights, privacy, and well-being of all participants were respected throughout the research process.

Prior to data collection, written consent was obtained from the parents of the kindergarten learners. The purpose, scope, and procedures of the study were clearly explained to the participants, ensuring they fully understood their involvement. Parents were also informed of their right to withdraw from the study at any time without any negative consequences.



All data collected from participants were treated with the utmost confidentiality. Respondents' identities were anonymized using unique codes, and the data were securely stored to prevent unauthorized access. This protected the privacy of the participants and ensured that the information remained confidential.

Participation in the study was entirely voluntary. Participants were informed that their involvement was not mandatory, and they were free to withdraw from the study at any stage without facing any repercussions. This ensured that all participants were willing contributors to the research process.

The study was designed to ensure that no harm, discomfort, or inconvenience was caused to the participants during the data collection process. All assessments were conducted in a manner that was respectful of the participants' needs and time.

Ethical clearance was obtained from the relevant school authorities and educational stakeholders in the Dolores II District, Eastern Samar, before commencing the research. This ensured that the study complied with the district's regulations and ethical standards.

By following these ethical guidelines, the study ensured that all participants were treated with respect, fairness, and integrity throughout the research process.

RESULTS

Parental Involvement and Early Literacy Development

Table 1 provides a distribution of respondents based on Parental Involvement and Early Literacy Development.

Table 1: Summary of Parental Involvement and Early Literacy Development

Variables	Mean	sd	correlation	p value	significance
Home-Based Parental Involvement	4.35	0.62	0.68	< 0.01	Significant
School-Based Parental Involvement	3.21	0.71	0.47	< 0.05	Significant
Letter Recognition	3.90	0.80	0.72	< 0.01	Significant
Phonemic Awareness	3.85	0.75	0.75	< 0.01	Significant
Word Reading	3.92	0.78	0.71	< 0.01	Significant

Based on the summary table of results, the discussion followed are anchored according to the SOP as follows:

SOP 1: level of parental involvement in home-based and school-based activities

The study revealed that **home-based parental involvement** had a higher mean score (4.35, SD = 0.62) compared to **school-based involvement** (mean = 3.21, SD = 0.71). This indicates that parents were more actively involved in supporting their child's literacy development at home, such as engaging in reading sessions, practicing letters, and creating a literacy-rich environment. The higher score for home-based involvement is consistent with previous research, which suggests that home-based activities have a significant positive impact on early literacy development (Baker, 2020).

SOP 2: Relationship between parental involvement and early literacy development in kindergarten learners

The study found a **significant positive correlation** between **home-based parental involvement** and **early literacy skills** ($r = 0.68$, $p < 0.01$), particularly in letter recognition, phonemic awareness, and word reading. The relationship between school-based involvement and literacy development was also positive, though weaker ($r = 0.47$, $p < 0.05$). These findings underscore the critical role that parental involvement plays in fostering early literacy skills. The significant correlation between home-based activities and early literacy supports the assertion that parental engagement in literacy-related activities can significantly enhance a child's literacy abilities (Lonigan & Shanahan, 2009).

SOP 3: Difference in the early literacy development of children based on the types of parental involvement?

The results indicated that **home-based activities** were more strongly associated with the development of **letter recognition** ($r = 0.72$), **phonemic awareness** ($r = 0.75$), and **word reading** ($r = 0.71$) than school-based activities. The mean scores for literacy skills were consistently higher when parents engaged in home-based literacy activities. This finding suggests that parents' direct involvement at home has a more substantial impact on early literacy development than participation in school-based activities, which may be less frequent and less personalized.

CONCLUSIONS

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

1. Home-based parental involvement is the most influential factor in enhancing early literacy skills among kindergarten learners, particularly in letter recognition and phonemic awareness. Parents who engage actively in literacy-related activities at home have a greater positive impact on their children's literacy development.
2. School-based parental involvement also plays a significant role in early literacy development, although its impact is not as strong as that of home-based activities. School-based activities such as attending parent-teacher meetings and participating in literacy workshops contribute positively to students' literacy development.
3. There is a strong relationship between parental involvement and early literacy skills. The positive



correlation between the two highlights the importance of integrating parental engagement into early childhood education programs as a critical component for improving literacy outcomes.

4. Cultural and socio-economic factors may influence the level and type of parental involvement, particularly in the context of underserved communities, which may face challenges in fully supporting their children's literacy development. This study suggests that parental involvement strategies should consider these factors to maximize effectiveness.

RECOMMENDATIONS

In light of the conclusions, the following recommendations are proposed:

1. Based on the results of the study, the following conclusions can be drawn:
2. Home-based parental involvement is the most influential factor in enhancing early literacy skills among kindergarten learners, particularly in letter recognition and phonemic awareness. Parents who engage actively in literacy-related activities at home have a greater positive impact on their children's literacy development.
3. School-based parental involvement also plays a significant role in early literacy development, although its impact is not as strong as that of home-based activities. School-based activities such as attending parent-teacher meetings and participating in literacy workshops contribute positively to students' literacy development.
4. There is a strong relationship between parental involvement and early literacy skills. The positive correlation between the two highlights the importance of integrating parental engagement into early childhood education programs as a critical component for improving literacy outcomes.
5. Cultural and socio-economic factors may influence the level and type of parental involvement, particularly in the context of underserved communities, which may face challenges in fully supporting their children's literacy development. This study suggests that parental involvement strategies should consider these factors to maximize effectiveness.

Conflict of Interest

The authors of this study have declared no conflicts of interest related to its conduct. Every effort was made to uphold the integrity of the research process, ensuring that the findings were derived independently and objectively. There has been no external funding, sponsorship, or affiliations that have influenced the impartiality of the research or its outcomes. The authors affirm complete transparency in the development,

execution, and reporting of this study, ensuring that the conclusions are solely based on the data collected and analyzed, free from bias. This declaration reflects the authors' commitment to ethical research practices and the preservation of academic integrity.

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