
| RESEARCH ARTICLE

Assessing The Effect of Early Literacy Growth with Parental Involvement in the Kindergarten Learners

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| ABSTRACT

This study assessed the effect of parental involvement on early literacy development of kindergarten in Bantayan Central Elementary School, Tacad, Bantayan, Cebu, during the SY 2024-2025 using a descriptive-correlational design. A total of 112 respondents, comprising 105 parent-respondents and 7 kindergarten teachers. The data gathered were the demographic profiles of the respondents, the level of parents' involvement in the school activities of the learners, and the level of early literacy development of the learners in terms of language development, attitudes towards reading, and voluntary reading. These were analyzed using percentage frequency, weighted mean, and Pearson's r correlation. Results showed a very high level of parental involvement in the different school activities of the learners, as indicated in the different indicators mentioned. This indicates that parental involvement in school activities has a positive and significant impact on the student performance. The study recommends that parents should be involved in the early literacy development of the kindergarten learners.

| KEYWORDS

Parental involvement, Early literacy development, Kindergarten learners, Language development

| ARTICLE INFORMATION

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Introduction

Early literacy development is a cornerstone of educational success, especially during the kindergarten years, when foundational skills in speaking, listening, reading, and writing are first introduced. During this critical stage, children begin to acquire the language and cognitive competencies necessary for lifelong learning. According to Pae, Kim, and Shin (2021), early literacy skills predict later reading achievement and overall academic outcomes. Lim and Jung (2022) emphasize that structured classroom activities during kindergarten foster essential skills like phonemic awareness and oral language development. Similarly, Kim and Lee (2020) highlight that the quality of early literacy experiences significantly influences reading readiness and comprehension. Gubbins and Otero (2021) also affirm that children's early interactions with print and storytelling prepare them for formal instruction. Thus, early literacy is a developmental priority that requires deliberate attention from educators, families, and communities alike.

Parental involvement has been consistently linked to improved literacy outcomes among young learners. When parents engage in both school-based activities (e.g., attending school programs) and home-based support (e.g., reading aloud or discussing books), children show higher levels of literacy achievement (Choi & Kim, 2020; Kim & Lee, 2020). Torres and Serafica (2023) further explain that when parents participate actively in school-related matters, their children develop stronger motivation to learn and exhibit more positive behaviors in class. In a study by Gubbins and Otero (2021), the presence of a language-rich home environment and active parental modeling significantly correlated with children's vocabulary development and reading interest. Pae, Kim, and Shin

(2021) reinforce this view by emphasizing that literacy support at home boosts emergent reading behaviors, particularly among kindergarteners. Therefore, a strong home-school partnership lays a foundation for academic growth and long-term literacy success.

Understanding both teacher and parent perspectives is essential for a complete assessment of a child's early literacy development. Teachers observe structured classroom behaviors and assess reading progress using academic standards, while parents witness learning habits and informal literacy interactions at home (Lim & Jung, 2022; Reyes & Ocampo, 2022). According to Kim and Lee (2020), when both groups communicate regularly and understand their complementary roles, learners benefit from consistent support and reinforced learning. Choi and Kim (2020) argue that shared perceptions between educators and families promote more effective interventions and targeted support for struggling learners. Gubbins and Otero (2021) also emphasize the importance of reciprocal feedback between home and school in shaping student literacy habits. When parent and teacher observations are aligned, interventions can be designed more effectively to address specific literacy challenges and reinforce reading development both at home and in school settings.

A child's attitude toward reading and willingness to read voluntarily are central to developing lifelong literacy habits. Choi and Kim (2020) found that early positive attitudes toward reading are strong predictors of reading comprehension and fluency in later years. Similarly, Torres and Serafica (2023) report that learners who engage in voluntary reading demonstrate better vocabulary acquisition and narrative understanding. Gubbins and Otero (2021) add that reading motivation is shaped not only by classroom instruction but also by the reading culture at home. According to Reyes and Ocampo (2022), children whose parents encourage book exploration and storytelling activities tend to show greater engagement during classroom reading sessions. Pae, Kim, and Shin (2021) also underscore that sustained interest in reading during early childhood correlates with stronger academic performance in primary school. Therefore, nurturing both cognitive and emotional engagement with reading is a shared task between parents and educators.

Despite abundant global research linking parental involvement to early literacy success, there remains a noticeable lack of localized studies in rural or semi-rural Philippine contexts. Much of the recent literature still focuses on urban educational settings or broad national datasets that often miss the nuances of community-specific practices (Reyes & Ocampo, 2022; Torres & Serafica, 2023). Choi and Kim (2020) point out that regional disparities in parental engagement are often underreported, leading to ineffective policy implementation in low-resource schools. Additionally, few studies between 2020 and 2025 have simultaneously captured both teacher and parent perceptions on early literacy, especially in terms of language development and voluntary reading habits. Lim and Jung (2022) call for more inclusive methodologies that consider cultural, geographic, and socio-economic contexts. Without localized data, schools in rural areas remain underserved, and their specific challenges in literacy development go unaddressed.

To address the research gap, this study will focus on Bantayan Central Elementary School, a public institution located in a semi-rural community in the Philippines. The study aims to explore the level of parental involvement in learners' school activities based on parent responses, and the level of early literacy development among kindergarten students as perceived by teachers. Specifically, the research will investigate two critical domains: language development and attitudes toward voluntary reading. By incorporating both parental and teacher perspectives, the study seeks to provide a well-rounded analysis of the factors influencing literacy development in this context. Findings will inform school leaders and policymakers on how to improve home-school collaboration tailored to the needs of Bantayan Central Elementary School. Moreover, the study aims to develop practical strategies that strengthen parental engagement and promote positive literacy habits in early learners.

Literature Review

The role of parental involvement in early childhood education continues to be a significant factor in shaping children's academic outcomes, particularly in literacy development. According to Yang and McMullen (2020), early parental engagement is associated with improved reading comprehension, vocabulary, and oral language proficiency during the preschool and kindergarten years. Moreover, Silinskas et al. (2020) emphasize that home literacy activities, such as shared book reading and storytelling, help children develop positive reading habits and foster emotional connections to learning. In contexts where parents maintain consistent communication with teachers and actively participate in school events, children tend to demonstrate greater language growth and reading fluency (Lerkkanen et al., 2021). Additionally, He et al. (2021) found that parents' literacy expectations and the value they place on education significantly influence children's motivation to read and write. These findings suggest that a collaborative approach between school and home environments enhances early literacy acquisition and reinforces the development of positive academic behaviors.

While parental involvement has been extensively studied in various global contexts, the perspectives of teachers regarding early literacy development also offer important insights. Teachers play a key role in observing and assessing emergent literacy skills such as phonological awareness, print knowledge, and expressive language abilities. A study by Rimm-Kaufman et al. (2021) found that

kindergarten teachers who implemented child-centered literacy strategies observed significant growth in their students' reading confidence and engagement. Meanwhile, Baroody and Diamond (2020) highlighted that teacher perceptions of family support influence how educators design and deliver literacy instruction, particularly in under-resourced schools. Research by Chen et al. (2022) further indicates that early reading attitudes and voluntary reading habits are closely tied to classroom climate and teacher encouragement. Finally, Lau and Yuen (2021) emphasize the importance of teacher-parent collaboration, especially in identifying learners who may need early interventions in language development. Together, these studies underscore the importance of integrating both teacher and parent perspectives in examining early literacy development.

Methodology

The study utilized a descriptive correlational research design to examine the significant relationship of parental involvement and the early literacy development of kindergarten learners in the Division of Cebu Province particularly in Bantayan District 1. According to Creswell (2018), a descriptive correlational design is a research design used to describe and measure the degree of relationship between two or more variables as cited by Mekonnen (2020). This design was appropriate to use in this study as it aligned to the study's objectives of describing the extent of parental involvement and early literacy development of learners and assessing the significance of their relationship through quantitative approach without any variable being manipulated or controlled. The descriptive correlational research design gave statistical result that help in the formulation of developmental plan that maximize parental involvement in the development of learners' early literacy skills. The study followed an Input-Process-Output (IPO) system model in gathering the essential data needed in assessing the significance of parental involvement in early literacy of kindergarten learners. The respondents for this research are the parents of the kindergarten learners whose involvement and activities done at home are crucial in the development of their children, and the kindergarten teachers who serve as the second parents and can directly assess the development of the learners inside the school setting. In terms of statistical treatment, Pearson's *r* Correlation test was used to assess the strength and direction of the linear relationship between two variables. In this case, Pearson's *r* correlation test is used to determine the strength or degree of relationship between parental involvement and early literacy development of children.

Results

Table 1. Level of Parents' Involvement in the School Activities of the Learners

S/N	Indicators	WM	SD	Verbal Description
1	I make sure that my child acts in accordance with his/her study schedule and study at home.	4.78	0.54	Very High
2	I make sure that my child has a comfortable space for learning.	4.73	0.68	Very High
3	I always talk to my child about his/her daily activities.	4.74	0.52	Very High
4	I guide my child when performing household chores.	4.59	0.74	Very High
5	I examined my child's homework.	4.52	0.75	Very High
6	I make sure that my child has enough reference books, stationery, and other educational necessities.	4.62	0.64	Very High
7	I make sure that a learning environment with less noise from the television/radio is maintained when my child studies his/her lessons.	4.58	0.77	Very High
8	I send my children to extra classes held at school.	4.41	0.87	Very High
9	I send my son to paid tuition.	2.01	1.30	Low
10	I always talk with my child about his/her problems.	4.69	0.70	Very High

The data presented in Table 1 reveals a generally very high level of parental involvement in the school activities of kindergarten learners, as perceived by parent-respondents. The majority of the indicators received weighted means (WM) ranging from 4.41 to 4.78, falling within the "Very High" category based on the provided scale. The highest rated item was "I make sure that my child acts in accordance with his/her study schedule and study at home" (WM = 4.78, SD = 0.54), indicating that parents prioritize structured learning at home. This is closely followed by regular communication with their children, such as discussing daily activities (WM = 4.74) and personal concerns (WM = 4.69), which suggests strong emotional and academic support. Parents also reported consistently ensuring conducive study environments and adequate learning materials (Items 2, 6, and 7), all scoring above 4.50. However, one notable outlier is the indicator "I send my son to paid tuition," which received a significantly lower WM of 2.01 with a high standard deviation (SD = 1.30), categorized as "Low." This suggests that most parents do not rely on external paid tutorials, possibly due to financial limitations or a belief in their own support and school resources being sufficient. Overall, with an aggregate

weighted mean of 4.37, the findings indicate that parents are actively involved in supporting their children's learning both at home and in school-related activities.

Table 2. Level of Early Literacy Development of the Learners in Terms of Language Development

S/N	Indicators	WM	SD	Verbal Description
1	Identifies familiar sounds	4.37	0.97	Very High
2	Understands the language of others when spoken to	4.39	0.99	Very High
3	Follows verbal directions	4.45	0.76	Very High
4	Speaks to others freely	4.56	0.72	Very High
5	Pronounces words correctly	4.42	0.72	Very High
6	Has appropriate vocabulary for level of maturity	4.24	0.89	Very High
7	Speaks in complete sentences	4.59	0.66	Very High
8	Uses varied syntactic structures	4.18	0.94	High
9	Can be understood by others	4.65	0.52	Very High

The data in Table 2 indicates that the kindergarten learners demonstrate a very high level of early literacy development in terms of language development, as assessed by their teachers. Most indicators fall within the "Very High" range, with weighted means (WM) from 4.24 to 4.65, and only one item "Uses varied syntactic structures" receiving a slightly lower WM of 4.18, categorized as "High." The highest-rated indicator is "Can be understood by others" (WM = 4.65, SD = 0.52), suggesting that learners communicate clearly and effectively, which is a strong sign of linguistic competence at the kindergarten level. Other areas such as "Speaks in complete sentences" (WM = 4.59) and "Speaks to others freely" (WM = 4.56) further reflect the children's confidence and expressive language skills. Learners also show strong receptive language abilities, as seen in "Follows verbal directions" (WM = 4.45) and "Understands the language of others when spoken to" (WM = 4.39). While the use of complex sentence structures is slightly less developed, all indicators still suggest that learners are progressing well in language acquisition. Overall, with an aggregate weighted mean of 4.43, the findings reveal that the learners' language development is at a very high level, indicating effective support from both home and school environments in fostering early communication and literacy skills.

Table 3. Level of Early Literacy Development of the Learners in Terms of Attitudes Towards Reading and Voluntary Reading

S/N	Indicators	WM	SD	Verbal Description
1	Voluntarily looks at or reads books	4.14	0.86	High
2	Asks to be read to	3.85	0.84	High
3	Listens attentively while being read to	4.29	0.85	Very High
4	Responds with questions and comments to stories read	4.29	0.88	Very High
5	Takes books home to read	3.75	0.86	High
6	Reads voluntarily at home	3.71	0.94	High

The data presented in Table 3 reflects a generally high level of early literacy development among kindergarten learners in terms of their attitudes towards reading and voluntary reading, based on teacher assessments. Most indicators fall within the "High" category, with weighted means (WM) ranging from 3.71 to 4.29. The highest-rated indicators are "Listens attentively while being read to" and "Responds with questions and comments to stories read" (both WM = 4.29), which are categorized as "Very High." These suggest that learners are actively engaged during reading sessions and exhibit comprehension and curiosity critical factors in fostering a love for reading. However, other indicators such as "Reads voluntarily at home" (WM = 3.71), "Takes books home to read" (WM = 3.75), and "Asks to be read to" (WM = 3.85) fall into the "High" category, indicating slightly lower enthusiasm for initiating reading activities independently. The indicator "Voluntarily looks at or reads books" (WM = 4.14) nearly reaches the "Very High" threshold, reflecting a relatively strong interest in reading. The aggregate weighted mean of 4.00 confirms that while learners generally show positive attitudes toward reading, there is room to further encourage voluntary and home-based reading practices, possibly through enhanced parental engagement or more accessible reading materials at home.

Table 4. Test of the Relationship Between Parents' Involvement and Early Literacy Development of the Learners

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Parents' Involvement and Early Literacy Development	0.248*	Weak Positive	0.011	Reject Ho	Significant

Table 4 presents the statistical analysis examining the relationship between parents' involvement and early literacy development of kindergarten learners. The results show an r-value of 0.248, which indicates a weak positive correlation between the two variables. Although the strength of the relationship is weak, the p-value of 0.011 is less than the significance level of 0.05, leading to the decision to reject the null hypothesis (Ho). This result implies that the relationship is statistically significant there is a meaningful connection between the level of parental involvement in school-related activities and the early literacy development of learners. The finding supports existing literature that even modest levels of parental engagement can positively influence children's literacy outcomes. It also highlights the importance of sustaining and improving parent-school collaboration, especially in the early stages of education where foundational literacy skills are being formed.

Discussion

Based on the results from Tables 1 to 4, the study reveals that parents demonstrate a very high level of involvement in their children's school-related activities, particularly in monitoring study schedules, providing a conducive learning environment, and communicating regularly with their children. These findings indicate strong parental commitment to their children's academic growth at home, with most indicators rated "Very High." However, the notably low rating for sending children to paid tuition suggests that parents may rely more on personal support and school resources rather than external academic help, possibly due to financial constraints or confidence in their own engagement. Correspondingly, the learners exhibit very high levels of early literacy development in language skills, especially in speaking, listening, and comprehension abilities. These outcomes suggest that consistent parental involvement and home support play a vital role in reinforcing the language-rich experiences children receive in school.

Furthermore, shows that learners hold positive attitudes toward reading, with a mix of "High" and "Very High" ratings. They are attentive, responsive, and engaged during reading activities, though slightly less inclined to read voluntarily at home, suggesting an area for growth in fostering independent reading habits. Moreover, data confirms a statistically significant, though weak positive correlation ($r = 0.248$, $p = 0.011$) between parental involvement and early literacy development. This implies that while the relationship is not strong, parental engagement still has a meaningful influence on children's literacy outcomes. The overall findings support the idea that strong home-school partnerships contribute positively to early literacy, and they also highlight the need to strengthen efforts in encouraging voluntary reading at home to complement structured school learning.

Conclusion

The study concludes that parental involvement significantly supports early literacy development among kindergarten learners. Results showed very high parental engagement and strong learner performance in language development, with positive attitudes toward reading. Although the correlation between the two was weak, it was statistically significant, emphasizing the value of parental support. Strengthening home-school partnerships and encouraging voluntary reading at home can further enhance literacy outcomes. Schools should continue guiding parents to actively participate in their children's early learning experiences for long-term academic success.

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