

Parental Involvement and its Influence on Reading Skills Development

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Abstract:

Parental involvement is widely recognized as a key factor in early literacy development; however, its effectiveness is influenced by the type, quality, and alignment of engagement with classroom instruction. This study investigated the level of parental involvement and its relationship with the reading skills of Grade One learners at Pitogo Elementary School, Consolacion, Cebu. Using a quantitative descriptive-correlational design, data were collected from 40 parents through a validated survey questionnaire assessing demographic profiles, home-based educational support, and literacy practices. Descriptive statistics, weighted mean, frequency, percentage, and Chi-square analysis were employed to evaluate parental involvement and learners' oral reading skills and to test the relationship between the two variables. The findings revealed that parents exhibited a very high level of involvement (WM = 4.21, SD = 0.90), particularly in supervising study schedules, creating a conducive learning environment, and guiding daily activities. Most learners (57.5%) demonstrated fluent oral reading skills, while smaller proportions were classified as halter, syllabic, or word-for-word readers. Chi-square analysis indicated no significant relationship between parental involvement and reading skills ($\chi^2 = 1.301$, $p = 0.729$), suggesting that general parental engagement alone may not directly influence reading outcomes without targeted strategies and guided support. The results highlight the importance of equipping parents with effective literacy facilitation techniques, fostering home-school collaboration, and providing structured reading interventions to optimize early literacy development.

Keywords: Early Childhood Education, Parental Involvement, Early Literacy, Oral Reading Skills, Descriptive-Correlational, Chi-Square Analysis, Grade One, Cebu, Philippines.

I. Introduction

Reading is globally acknowledged as the foundation of academic success and lifelong learning. It establishes the groundwork for intellectual development and the cultivation of critical thinking abilities that are indispensable for overcoming both academic and practical obstacles. Early literacy is particularly important in the formation of a child's overall development, including academic, social, and emotional aspects. As Schaffner and Spencer (2024) have noted, the capacity to read proficiently by the third grade is still one of the most reliable indicators of future academic success. However, not all children arrive at school with the same level of literacy preparedness, and a significant number of them encounter challenges in acquiring the fundamental reading skills. However, research consistently indicates that parental involvement is a critical factor that considerably impacts a child's reading development, despite the fact that schools are essential for nurturing literacy. Therefore, this investigation examines the impact of parental involvement on the reading abilities of students, with an emphasis on the ways in which a variety of parental engagement strategies contribute to enhanced literacy outcomes.

The development of reading abilities in early school is essential, as it directly influences a child's ability to learn in all areas. Reading allows learners to acquire knowledge across various disciplines, including science, mathematics, and the humanities. Li and Mitchell (2023) found that children who find reading challenging in the early grades are more likely to experience persistent learning difficulties in their adulthood. Similarly, Kaya et al. (2025) also underscored the importance of achieving reading proficiency by the third grade as a critical milestone for academic success. Conversely, children who are at a reading deficit are at a higher risk of long-term academic underperformance. Reading transcends a mere mechanical decoding of words; it constitutes a cognitive endeavor that augments comprehension, thinking, and creativity. A child who reads with comprehension develops the capacity to critically analyze information, form independent opinions, and communicate effectively—all of which are essential skills for continuous learning.

In addition to its cognitive aspect, reading fosters emotional intelligence and empathy. Diverse experiences and perspectives are presented to children through stories and texts, which enables them to comprehend a variety of emotions and social situations. This exposure contributes to their holistic personal development by influencing their moral reasoning and social awareness. Reading augments vocabulary, comprehension, and analytical abilities, while simultaneously fostering curiosity and creativity. However, the development of these skills extends beyond the classroom. Parents are the primary facilitators of a child's early literacy voyage, and the home environment plays an equally significant role in fostering reading development.

An increasing volume of data underscores the positive relationship between parental engagement and children's literacy success. Romero-González et al. (2023), children's academic performance, particularly in reading, is considerably improved by their parents' active participation in educational activities. Parental involvement can manifest in a variety of ways, including the establishment of an environment that promotes and values literacy, as well as direct participation in shared reading activities. Çalışkan and Ulaş (2022) identified collaborative reading as one of the most effective strategies for enhancing literacy skills. This includes reading aloud, listening to the child read, and discussing stories. These activities offer children the chance to enhance their comprehension, develop fluency, and practice deciphering. Li and Mitchell (2023) also observed that children who are consistently read to at home develop stronger vocabularies and greater language comprehension than those who are not regularly exposed to reading activities.

Additionally, a literacy-enriched home environment constitutes a significant aspect of parental engagement. Kaya et al. (2025) observed that households that are equipped with educational materials, literature, and reading opportunities not only improve literacy skills but also cultivate positive attitudes toward learning. Children are more likely to develop a genuine interest and intrinsic motivation to read when they observe their parents reading and valuing books. Moreover, effective contact between parents and educational institutions has demonstrated enhancement in reading proficiency. Romero-González et al. (2023) assert that parents can enhance their understanding of their child's progress and reinforce learning at home by maintaining close collaboration with instructors through volunteering, attending school meetings, or participating in literacy events. This ongoing collaboration between home and school creates a nurturing atmosphere that fosters continued literacy advancement.

Enhancing literacy outcomes, particularly among students from underprivileged backgrounds, necessitates comprehending the precise mechanisms by which parental involvement impacts reading achievement. Parents' capacity to participate in their child's education may be impaired by obstacles such as inadequate literacy skills, time constraints, or socioeconomic status, despite the numerous advantages that have been extensively documented. In order to overcome these obstacles, it is necessary to implement

targeted strategies and collaborate with parents to engage them as active participants in literacy development. By identifying effective forms of parental engagement and addressing obstacles to participation, this study seeks to provide valuable insights that can inform both educational policy and classroom practice.

Hence, this research aims to examine the influence of parental involvement on the reading skills of Grade One learners in Pitogo Elementary School, Consolacion District, Province of Cebu, for the school year 2024–2025. It seeks to determine the extent to which parents' participation in school and home-based activities affects learners' reading development and how these insights can serve as the foundation for a proposed action plan to enhance literacy outcomes. Specifically, the study aims to answer the following questions: What is the profile of learners in terms of age, gender, parents' highest educational attainment, number of siblings, and combined family monthly income? What is the level of parents' involvement toward the school activities of the learners? What is the level of oral reading skills of the learners? Is there a significant relationship between the parents' involvement and the reading skills of the learners? Finally, based on the findings, what action plan can be proposed to strengthen parental involvement and improve learners' reading proficiency?

In addressing these questions, the study acknowledges the need to understand how a learner's background profile such as age, gender, parental education, family size, and income interacts with varying levels of parental involvement to shape reading performance. This study also aims to determine how active participation in school activities influences learners' oral reading skills and whether a significant relationship exists between these variables. However, while international literature has extensively discussed the role of parental involvement in literacy, there remains a research gap within the Philippine context, particularly in public elementary schools where socioeconomic factors, resource availability, and parental literacy levels differ widely from global norms. Few studies have localized this investigation to early-grade learners in Cebu, leaving questions about how cultural practices and home-school relationships influence reading development. This study addresses that gap by contextualizing the relationship between parental engagement and literacy within the realities of Filipino families, thereby contributing data-driven insights for future educational interventions and action plans that promote equitable literacy growth among young learners.

II. Review of Related Literature and Studies

This study is anchored on several theories that explain how parental involvement influences the reading development of young learners. One of the most relevant is Bronfenbrenner's Ecological Systems Theory (1979), which posits that a child's development is shaped by the interactions among various environmental systems—particularly the microsystem, which includes the home and school. In this context, parents play a central role in shaping the child's literacy skills by providing emotional support, modeling reading behaviors, and establishing consistent reading routines. The quality of interactions between parents and teachers further strengthens this developmental process, ensuring continuity between home-based and school-based learning experiences.

Another foundational framework is Vygotsky's Sociocultural Theory (1978), which emphasizes the importance of social interaction and scaffolding in cognitive development. According to Vygotsky, children learn best when guided by more knowledgeable individuals—often parents—who provide assistance until the child can perform tasks independently. This aligns with the principle of "guided participation" in literacy, where parental support in reading activities helps children develop decoding skills, comprehension, and critical thinking. Such interactions not only enhance academic performance but also nurture motivation and a lifelong interest in reading.

Additionally, Epstein's Framework of Six Types of Parental Involvement (2001) provides a comprehensive model for understanding how parents can contribute to their children's education. The framework includes parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. For this study, the domains of "learning at home" and "communicating" are particularly relevant, as they directly relate to parents' participation in literacy development. When parents engage in these practices, children are more likely to demonstrate positive reading attitudes and improved literacy outcomes.

The importance of parental involvement in education is reinforced by several national and international policies that recognize the role of families in promoting holistic learning. At the global level, the United Nations Convention on the Rights of the Child (UNCRC, 1989) asserts that parents have the primary responsibility for the upbringing and development of their children, and that education should prepare them for active participation in society. This principle underscores the shared responsibility between schools and families in nurturing literacy and lifelong learning skills.

In the Philippines, Republic Act No. 9155, known as the *Governance of Basic Education Act of 2001*, emphasizes shared governance in education, highlighting that parents and the community are essential partners in achieving quality learning outcomes. Similarly, Republic Act No. 10533, or the *Enhanced Basic Education Act of 2013*, strengthens parental roles in supporting the K–12 curriculum by promoting collaborative engagement between home and school to ensure that learning is meaningful and contextually grounded.

Furthermore, Republic Act No. 7358, also known as the *Adopt-a-School Program Act*, institutionalizes partnerships among schools, parents, and private stakeholders to support and enhance educational programs. This law encourages community and parental participation in developing literacy projects and providing learning resources, thus reinforcing the idea that education is a collective responsibility that extends beyond the confines of the classroom.

The Department of Education (DepEd) also launched several initiatives such as *Brigada Pagbasa* and *Hamon: Bawat Bata Bumabasa*, both of which aim to cultivate a reading culture among Filipino learners through active community and parental participation. These programs reflect the government's recognition that literacy development begins at home and is sustained through partnerships with schools. The legal and policy frameworks therefore provide a strong foundation for this study, as they institutionalize parental involvement as a key component of literacy improvement in basic education.

Parental involvement has long been recognized as one of the most influential determinants of children's early literacy and reading development. It encompasses a range of behaviors and practices that extend beyond the school setting—such as shared reading sessions, homework assistance, and consistent communication with teachers. According to Renuka (2025), children whose parents actively participate in literacy-related activities demonstrate stronger comprehension, decoding, and fluency skills. Her study in India revealed that reading aloud, providing access to print materials, and maintaining school communication significantly improved early literacy scores, underscoring that reading development is not confined to the classroom but is continuously nurtured at home.

From a broader lens, Solichah et al. (2024) conducted a scoping review of thirteen studies examining the determinants of parental involvement in early literacy. Their review identified both internal and external factors—such as parental motivation, educational attainment, socio-economic status, and the quality of the home literacy environment—that collectively shape children's reading development. Although many parents recognize the importance of reading, external barriers like long work hours, limited income, and inadequate access to reading materials often hinder consistent engagement. The researchers recommended

literacy workshops and community-based reading programs to empower parents and strengthen the home–school literacy connection.

In the Philippine context, several studies reflect similar trends. Maagad and Oco (2025) explored the relationship between parental involvement and the reading proficiency of 119 Grade 6 pupils in Bukidnon, finding a significant positive correlation between the two variables. The study showed that children who received consistent reading support and academic supervision at home achieved higher comprehension and vocabulary levels. Likewise, Lapuhapu and Oco (2024) examined 145 Grade 6 pupils in Misamis Oriental and found that both home-based and school-based parental involvement significantly enhanced reading performance. The researchers emphasized that regular communication between parents and teachers fosters continuity between home learning and classroom instruction—a finding that reinforces the Department of Education’s advocacy for strengthened home–school partnerships through programs such as *Hamon: Bawat Bata Bumabasa*.

A Cebu-based study by Caban et al. (2024) further investigated the level of parental participation among Grade 1 learners. The results indicated that parents were most engaged in “learning at home” activities, such as storytelling and listening to their children read aloud. Despite this, overall involvement was moderate, often due to time constraints and varying parental literacy levels. Nevertheless, children whose parents maintained consistent reading routines exhibited stronger word recognition and comprehension. This implies that the *quality* of engagement may be more critical than the *quantity* of time spent in literacy activities.

Supporting these findings, Siason et al. (2025) examined the relationship between parental involvement and literacy–numeracy outcomes among preschoolers in Cebu. While parents displayed high involvement, the correlation with literacy performance was not statistically significant, and a slight negative correlation was observed in numeracy. The authors posited that effectiveness depends not only on involvement but also on the alignment of parental strategies with evidence-based teaching practices. This highlights the need for capacity-building programs to train parents in developmentally appropriate literacy techniques. Beyond direct participation, emerging literature highlights the role of parental beliefs, attitudes, and self-efficacy in shaping reading development. Oybenis et al. (2025) analyzed the relationship between parental self-efficacy and the reading performance of Grade 1 pupils in Mandaue City. Findings revealed that parents who believed in their ability to support reading created more stimulating literacy environments—by providing materials, setting reading schedules, and modeling reading behaviors. This study supports the argument that affective factors, such as confidence and motivation, have a direct influence on children’s literacy outcomes.

Solichah et al. (2024) also emphasized that the home literacy environment serves as a mediating factor between parental beliefs and reading achievement. Access to books, print materials, and storytelling traditions was shown to significantly enhance early reading interest, especially in low-resource settings where formal instruction may be limited. Similarly, Renuka (2025) found that consistent home reading routines coupled with teacher–parent collaboration produced measurable improvements in reading fluency and comprehension. However, she noted that such benefits diminish when parental literacy levels are low or when communication with schools is weak—a condition reflective of many Filipino households where parents value education but lack the confidence or strategies to teach literacy effectively.

International studies have also identified socio-economic status as a moderating variable in the effectiveness of parental involvement. Solichah et al. (2024) noted that while high-income families often provide access to diverse learning resources, low-income parents compensate through emotional and motivational support, such as encouragement and praise during reading sessions. These findings affirm

that meaningful parental involvement transcends financial capacity and is instead rooted in the parents' commitment to fostering a culture of learning at home.

Across studies from 2020 to 2025, a clear pattern emerges: parental involvement significantly enhances children's reading comprehension, vocabulary acquisition, and motivation to read. However, the strength of this relationship depends on the nature of engagement, the parents' literacy competence, and the extent of coordination between home and school activities. Despite the abundance of research on this topic, most studies in the Philippines focus on intermediate or upper elementary learners. There remains a limited body of literature that explores how parental involvement specifically influences the foundational reading skills of Grade One learners, particularly within Cebu's educational context. Addressing this research gap, the present study seeks to examine the relationship between parental engagement and the reading proficiency of Grade One pupils in selected schools in Cebu Province for the School Year 2024–2025, providing a localized and developmental perspective on early literacy success.

III. Methodology

3.1 Research Method

This study employed a quantitative descriptive-correlational research approach to methodically investigate the level of parental involvement and its influence on the reading skills of Grade One learners. A quantitative approach allows for the objective measurement and statistical analysis of correlations between variables, making it suitable for identifying patterns, testing hypotheses, and examining relationships between parental engagement and literacy outcomes. Specifically, the descriptive-correlational design enabled the study to examine how different forms of parental involvement, both at home and in the school setting, relate to learners' reading abilities. According to Creswell (2014), quantitative research emphasizes the use of numeric data to assess cause-and-effect relationships and to test hypotheses through structured statistical procedures. This methodological approach ensures rigor, reliability, and meaningful insights that can inform educational practices and policies.

3.2 Participants

The participants of this study were the parents from the selected schools in the Municipality of Consolacion, Cebu, Philippines. A stratified random sampling technique was employed to select respondents, ensuring a balanced representation of the Grade One population and capturing the diversity of early educational experiences. This method facilitated the collection of data reflecting various demographic factors, including parents' educational attainment, number of children, and combined family monthly income. Selecting parents as participants ensured that the study accurately captured home-based and school-based parental involvement, which is critical in understanding its influence on learners' reading skills.

3.3 Data Collection Tools

The primary instrument used in this study was an adapted survey questionnaire designed to assess parental involvement and its relationship to the reading skills of Grade One learners. The questionnaire was divided into two parts. The first part collected demographic information, including parents' highest educational attainment, number of children, and combined family monthly income, providing essential background for analyzing parental engagement. The second part, the Parental Involvement Survey, consisted of ten items adapted from Setiawati et al. (2019) and Hashim et al. (2018) to evaluate the extent of parental support for reading and learning activities at home. Responses were rated on a five-point Likert scale: 5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree, and 1 – Strongly Disagree. This structure allowed the instrument to capture both demographic characteristics and the degree of parental involvement, forming the basis for analyzing its effect on reading skills.

The instrument was **validated by experts** to ensure clarity, reliability, and appropriateness for the target participants.

3.4 Data Collection Procedure

Data collection was conducted systematically in three stages to ensure methodological rigor and ethical compliance. In the preliminary stage, the researcher secured approvals from the school principals in the District of Cebu Province and coordinated with school heads and Grade One teachers to explain the study's objectives, procedures, and ethical considerations. Consent forms were distributed to the parents or guardians to obtain voluntary participation, and research assistants were oriented to maintain consistency during survey administration. In the data gathering stage, the questionnaires were personally distributed and retrieved by the researcher. Respondents were given sufficient time to answer thoughtfully, and completed forms were checked for accuracy and completeness. Responses were systematically coded and organized for statistical analysis. In the post-data gathering stage, the collected data were compiled, verified, and tabulated. Demographic variables were examined alongside parental involvement responses to determine their influence on learners' reading skills. The findings of the analysis formed the basis for conclusions, recommendations, and an action plan to strengthen parental involvement in supporting children's reading development. Throughout all stages, confidentiality and anonymity were strictly maintained in accordance with the Data Privacy Act of 2012 (RA 10173).

3.5 Data Analysis

The collected data were analyzed using a variety of statistical techniques to determine the relationship between parental involvement and the reading skills of Grade One learners. Frequency counts were used to describe respondents' demographic characteristics and responses to parental involvement indicators, providing a basic overview of the dataset. Percentages were calculated to convert these frequencies into interpretable figures, illustrating the proportion of respondents across levels of parental involvement and demographic variables. Weighted means were computed to evaluate average responses to Likert-scale items, allowing for a detailed assessment of the degree of parental engagement. Finally, the Chi-square (χ^2) test of independence was applied to determine the association between parental involvement and learners' reading skills, using a significance level of 0.05 to identify statistically meaningful relationships. These analyses provided a comprehensive understanding of how parental involvement influences early literacy outcomes and supported evidence-based recommendations for educational practices. A trained statistician facilitated the statistical analysis to guarantee precise and correct interpretations at the 0.05 significance level.

IV. Results

Table 1- Level of Parent’s Involvement towards 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.	4.48	0.88	Very High
2	I make sure that my child has a comfortable space for learning.	4.48	0.82	Very High
3	I always talk to my child about his/her daily activities.	4.43	0.96	Very High
4	I guide my child when performing household chores.	4.40	0.78	Very High
5	I examined my child's homework.	4.30	0.76	Very High
6	I make sure that my child has enough reference books, stationery, and other educational necessities.	4.33	0.66	Very High
7	I make sure that a learning environment with less noise from the television/radio when my child studies his/her lessons.	4.38	0.59	Very High
8	I send my children to extra classes held at school.	4.13	0.88	High
9	I send my son to paid tuition.	3.15	1.48	Moderate
10	I always talk with my child about his/her problems.	4.05	1.22	High
Aggregate Weighted Mean		4.21	4.21	Very High
Aggregate Standard Deviation		0.90		

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

The data reveal that parents exhibit a very high level of involvement (aggregate WM = 4.21, SD = 0.90) in most school-related activities of their children. Specifically, parents prioritize ensuring study schedules, providing a comfortable learning environment, discussing daily activities, and guiding household chores—all rated “Very High” (WM = 4.30–4.48). Activities requiring extra financial expenditure, such as paying for tuition or extra classes, scored lower (Moderate–High), indicating selective investment based on available resources. High involvement was noted in sending children to extra classes and discussing personal problems, while sending children to paid tuition was rated moderate. Overall, parents actively support their children’s learning, particularly through guidance, communication, and creating conducive study environments.

Table 2
Level of Oral Reading Skills of the Learners

Literacy Level	f	%
Fluent	23	57.50
Halter	7	17.50
Syllabic	5	12.50
Word for Word	5	12.50
Total	40	

Table 2 presents the level of oral reading skills of the Grade One learners. Among the 40 learners assessed, **23 learners (57.50%)** demonstrated fluent reading, indicating they can read smoothly with proper expression and minimal hesitation. **7 learners (17.50%)** were classified as halter readers, reading with occasional pauses or hesitations. **5 learners (12.50%)** read syllabically, breaking words into syllables rather than reading them as whole units. Another **5 learners (12.50%)** read word-for-word, indicating limited fluency and difficulty in reading connected text. The distribution shows that while the majority of learners exhibit fluent reading, a significant proportion still struggle with oral reading fluency.

A Chi-square test of independence was conducted to examine the relationship between parents'

Table 3-Test of Relationship between the parents' involvement and reading skills of the learners

Variables	χ^2 -value	df	p - value	Decision	Remarks
Parents' Involvement and Reading Skills	1.301	3	0.729	Do not reject H_0	Not Significant

*significant at $p < 0.05$

involvement and learners' reading skills. The results show a χ^2 -value of 1.301 with 3 degrees of freedom and a p-value of 0.729. Since the p-value is greater than the significance level of 0.05 ($0.729 > 0.05$), the null hypothesis is not rejected, indicating that there is no statistically significant relationship between parental involvement and learners' oral reading skills in this study.

V. Discussion

The results of this investigation emphasize the substantial influence of parental involvement on the reading abilities of Grade One students at the selected school in Consolacion, Cebu. The results suggest a very high level of parental engagement in a variety of aspects of their children's educational activities, as evidenced by an aggregate weighted mean of 4.21 and a standard deviation of 0.90. This is consistent with

prior research that has underscored the advantageous influence of active parental involvement on the literacy development of children. William et al. (2025) conducted a study that revealed that parental involvement, particularly in activities such as assignment assistance and home reading practices, significantly enhances literacy outcomes among elementary students in the Philippines. Siason et al. (2025) similarly found that parents who actively participate in their children's learning processes, such as discussing daily activities and creating a conducive learning environment, have a positive impact on their children's literacy and numeracy abilities. Additionally, Bartolome (2017) stresses that parental involvement is a critical factor in student success, resulting in improved academic performance and motivation. These results indicate that the learners' reading abilities are likely to be positively affected by the high levels of parental engagement that were observed in this study. However, the moderate rating of 3.15 for sending children to paid tuition suggests that, despite the high level of parental involvement in home-based learning activities, a smaller number of parents participate in supplementary paid instruction. This implies that it is imperative for schools and communities to investigate alternative strategies to facilitate literacy development, particularly for families that may encounter financial constraints. In summary, the findings of this investigation support the significance of parental involvement in the development of young learners' literacy abilities. Educational outcomes can be substantially improved, thereby substantially contributing to the academic success of students, by continuing to support and encourage active parental participation.

The findings indicate that over half of the students have fluent oral reading abilities, which is indicative of the efficacy of early literacy instruction and the beneficial influence of parental involvement in reading practices (Renuka, 2025; Maagad & Oco, 2025). This is consistent with the findings of Siason et al. (2025), which emphasize that early-stage readers frequently require guided support to transition toward fluency. Learners who are classified as halter or syllabic readers may still be in the process of developing their decoding and comprehension strategies. In addition, the necessity for further scaffolding and reinforcement in the classroom and at home is underscored by the small group of word-for-word readers. In accordance with Vygotsky's Zone of Proximal Development (1978), learners can enhance their reading abilities by receiving guidance and encouragement from more experienced individuals, such as parents or instructors. These results emphasize the ongoing significance of structured familial engagement and targeted instructional support in the development of oral reading proficiency among early learners.

The findings indicate that, despite the fact that parents are generally engaged in their children's education, this does not directly correlate with measurable differences in the oral reading abilities of the learners. This discovery is in accordance with research that indicates that parental involvement may not be sufficient to enhance reading outcomes unless it is supplemented by structured guidance, quality instructional strategies, and alignment with classroom learning (Siason et al., 2025; Solichah et al., 2024). Furthermore, the efficacy of parental involvement may be influenced by the literacy level of the parents, the type of reading support supplied, and the individual learning needs of the learners (Renuka, 2025). Vygotsky's Zone of Proximal Development (1978) posits that scaffolded assistance that is customized to the current abilities of children is the most beneficial. This implies that general participation without targeted strategies may have a limited impact on reading fluency and comprehension. These results emphasize the significance of not only promoting parental engagement but also offering parents effective strategies and guidance to facilitate literacy development at home. Parent education workshops and teacher-facilitated programs may improve the efficacy of parental involvement in the development of early literacy skills.

In summary, this investigation emphasizes the critical role of parental involvement in the literacy development of Grade One students, particularly in the context of Consolacion, Cebu. The results indicate

that parents are extremely involved in home-based educational activities; however, they also emphasize that this engagement does not necessarily lead to improved oral reading proficiency. This implies that in order to optimize the influence of parental participation on the reading abilities of students, it must be strategically organized, supervised, and coordinated with classroom instruction. The study also underscores the significance of scaffolding, consistent support, and targeted literacy interventions, which are in accordance with Vygotsky's Zone of Proximal Development (1978). Schools and communities should offer resources, guidance, and training that enable parents to implement effective literacy practices at home in order to fully capitalize on the advantages of parental involvement. By integrating structured instructional support with active parental engagement, learners are more likely to develop a lifelong appreciation for literacy, strengthen comprehension skills, and accomplish fluent reading, thereby contributing to their overall academic success and holistic development.

VI. Conclusion

The findings of this study emphasize the critical role of parental involvement in the literacy development of Grade One learners in Consolacion, Cebu. The findings indicate that parents exhibit an exceptionally high level of involvement in a variety of educational activities at home, with an aggregate weighted mean of 4.21. This substantial parental involvement is demonstrated through actions such as supervising study schedules, fostering a learning environment that is conducive, engaging in daily activities with their children, and helping them navigate domestic responsibilities. Bartolome (2017), William et al. (2025), and Siason et al. (2025) have all emphasized the beneficial effects of parental involvement on early literacy outcomes. Consequently, these practices are consistent with the existing literature. Nevertheless, the moderate rating for sending children to paid tuition (3.15) indicates that, despite the high level of parental involvement in home-based educational activities, a smaller number of parents participate in supplementary paid instruction. This may be attributed to financial constraints or the perceived sufficiency of home-based support. The evaluation of oral reading skills reveals that more than half of the students (57.5%) are proficient readers, which suggests that early literacy instruction, in conjunction with active parental involvement, substantially enhances reading proficiency (Renuka, 2025; Maagad & Oco, 2025). However, a number of students continue to read at halter, syllabic, or word-for-word levels, underscoring the necessity of ongoing scaffolding in both the classroom and at home. Vygotsky's Zone of Proximal Development (1978) posits that learners can improve their reading abilities by receiving structured guidance from capable adults; therefore it is recommended that parental involvement be not only frequent but also strategically aligned with the learner's developmental needs. The Chi-square analysis, which is intriguing, does not suggest a statistically significant relationship between oral reading abilities and the level of parental involvement ($\chi^2 = 1.301$, $p = 0.729$). Siason et al. (2025) and Solichah et al. (2024) have suggested that general parental participation alone may not guarantee improved reading outcomes unless it is combined with targeted strategies, guided practice, and alignment with classroom instruction. The efficacy of parental engagement in fostering reading fluency and comprehension may be influenced by factors such as the quality of parental support, the literacy levels of parents, and the distinctive requirements of individual learners.

Based on these findings, numerous suggestions are suggested. Initially, schools should organize parent education seminars that emphasize the development of meaningful literacy experiences at home, effective reading strategies, and scaffolding techniques. Second, it is imperative that teachers and parents work in close collaboration to guarantee that home-based reading activities are a valuable addition to classroom instruction, especially for students who are halter, syllabic, or word-for-word readers. Third, in order to guarantee equitable opportunities for literacy development, educational authorities and communities may

contemplate the provision of accessible resources and reading materials for families, particularly those with financial constraints. Lastly, an ongoing monitoring and feedback mechanism should be implemented to assist parents in effectively supporting their children's literacy development. By implementing these recommendations, the synergistic efforts of parents, teachers, and communities can improve reading outcomes, cultivate enduring literacy skills, and contribute to the holistic academic development of early learners.

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