

Extent of Home Promotion on the Early Literacy Skills of Emergent Learners in Iba District in the Schools Division of Zambales

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ABSTRACT: Early literacy development is strongly influenced by the home environment and parental involvement. This study examined the extent of parents' home promotion of early literacy and their family involvement activities among kindergarten learners in the Iba District, Division of Zambales, using a descriptive–correlational research design. Data were gathered from 266 parents through a reliable questionnaire and analyzed using descriptive statistics, ANOVA, and Pearson correlation. Findings revealed that most respondents were mothers in early adulthood, high school graduates, from low-income households, and with small families. Parents generally promoted early literacy at home, particularly through moral and emotional support and a supportive home environment, although access to literacy materials and financial resources was relatively limited. Parents frequently engaged their children in language, writing, and reading activities, with language activities being the most common. A high positive and significant relationship ($r = .788$, $p < .01$) was found between home promotion of early literacy and family involvement activities. The results emphasize the importance of strengthening home literacy environments and parental participation in literacy-related activities to support children's early learning.

KEYWORDS : *Early Literacy Skills, Emergent Learners, Family Involvement Activities, Home Environment, Kindergarten Parents*

I. INTRODUCTION

Early literacy skills—such as vocabulary development, phonological awareness, print awareness, and letter recognition—serve as the foundation for children's later reading and writing abilities. These competencies begin to develop during early childhood and play a critical role in preparing children for formal schooling. Research consistently shows that children who have developed the needed literacy skills in the early years tend to perform better, excel academically and succeed in school. These skills support learners to children who acquire strong early literacy skills are more likely to demonstrate academic success in later years because these competencies support comprehension, communication, and cognitive development (Lonigan & Shanahan, 2021). Consequently, strengthening early literacy during the formative years has become a major priority in both global and local education systems.

In a global context, foundational literacy still remains a major concern. An estimate of 70% of children from low-and middle-income countries is experiencing “learning poverty”, meaning they have problem in reading and understanding simple texts by age 10.

Globally, concerns about foundational literacy remain significant. According to the World Bank (2022), an estimated 70% of children in low- and middle-income countries experience “learning poverty,” meaning they cannot read and understand a simple text by age 10. One key factor influencing early literacy development is the home literacy environment, which includes the availability of reading materials, parental attitudes toward reading, and the frequency of literacy-related interactions between parents and children. Studies indicate that home-based literacy practices such as shared reading, storytelling, and language-rich conversations significantly contribute to the development of emergent literacy skills (Inoue et al., 2020; Sénéchal & Young, 2021). However, researchers emphasize that not all elements of the home literacy environment exert the same level of influence, highlighting the need to examine multiple dimensions of parental support and engagement.

In the Philippine context, literacy challenges remain evident despite relatively high national literacy

rates. The Philippine Statistics Authority (2023) reported a literacy rate of 97% among individuals aged five years and older. While this figure suggests widespread literacy, it does not necessarily reflect the level of foundational reading proficiency among young learners. In fact, recent education assessments reveal that many Filipino children struggle with basic reading comprehension and foundational skills during the early years of schooling. A report by UNICEF (2022) indicated that only about 10% of Grade 5 students in the Philippines achieved the minimum proficiency level in reading, signaling persistent gaps in foundational literacy development.

Local studies also emphasize the importance of parental involvement in early literacy development. Magtalas, Quemado, and De Guzman (2017) examined the home promotion of early literacy among emergent learners in a Philippine day care center and found that parental engagement in activities such as storytelling, reading aloud, and alphabet drills varied considerably across households. The study highlighted that inconsistent literacy practices at home contributed to differences in children's readiness for formal schooling. More recent Philippine studies further affirm that family engagement, access to literacy materials, and supportive home environments significantly influence children's early literacy outcomes (Cabigao & Avila, 2021; Dela Cruz & Torres, 2023).

Despite these insights, gaps remain in understanding how parental demographic characteristics, such as sex, age, educational attainment, income level, and family size, influence the extent of home promotion of early literacy. Moreover, many studies focus primarily on reading activities and book availability, while fewer investigations explore broader dimensions of home literacy support, including writing activities, language interactions, financial resources, and moral or emotional encouragement provided by parents.

Given these gaps, the study examined the extent of parents' home promotion of early literacy and their family involvement activities in promoting early literacy among kindergarten learners in the Iba District, Division of Zambales. By analyzing the home literacy practices of parents and identifying factors that influence these practices, the study aims to generate evidence-based insights that can inform programs and interventions designed to strengthen early literacy development among Filipino children. Understanding how families support literacy learning at home is essential in developing strategies that enhance children's readiness for school and promote long-term academic success.

II. METHODS

The study employed a descriptive-correlational design to examine the extent of home promotion in developing the early literacy skills of emergent learners in the Iba District, Division of Zambales. The 266 parents of kindergarten learners were identified using stratified random sampling. Prior to participation, all respondents were provided with an informed consent form clearly stating the study's purpose, procedures, potential risks, benefits, and their right to withdraw at any time without penalty. Participation was strictly voluntary. To ensure data confidentiality, all responses were treated with the utmost privacy, and data were stored in password-protected files accessible only to the researchers. Results were presented in aggregate form to prevent identification of individual participants.

To develop the survey questionnaire, the researchers reviewed relevant literature to identify appropriate items and indicators. The questionnaire consisted of three (3) parts: (1) respondents' profile in terms of sex, age, educational attainment, monthly income, and the number of children; (2) extent of home promotion of early literacy covering dimensions such as home environment, literacy materials, financial resources, and moral/emotional support; and (3) explored family involvement in literacy promotion, particularly reading, writing, and language activities;

The research instrument used in the study was adapted from the work of Magtalas, Quemado, and De Guzman (2017) and was further enhanced through the integration of concepts and indicators drawn from the studies of Evans, Shaw, and Bell (2014), Inoue, Georgiou, Parrila, and Kirby (2020), Snow, Burns, and Griffin (1998), and Sulzby and Teale (1991). These sources provided additional dimensions related to the home literacy environment, parental involvement in literacy activities, and early language development, which helped strengthen the comprehensiveness and relevance of the questionnaire for assessing parents' promotion of early literacy among kindergarten learners.

To ensure its validity and reliability, the instrument underwent expert validation and was pilot tested on a separate group of respondents not involved in the main study. The developed instrument was also subjected to Cronbach's Alpha analysis, and the results confirmed its reliability for administration to the target participants. Data collected from the respondents were tallied and analyzed using statistical tools such as percentage, weighted mean, ranking, ANOVA, Pearson-r, and Likert Scale.

III. DISCUSSION

1. Parents' Extent of Home Promotion of Early Literacy to Kindergarten Learners

The following tables present the respondents' assessment of the extent to which they promote early

literacy at home, specifically in terms of home environment, literacy learning materials, financial resources, and moral/emotional support.

1.1 Home Environment

Table 1 presents the assessment of the parents' extent of home promotion of early literacy among kindergarten learners in terms of home environment. The domain includes ten key practices that reflect how frequently parents create and support conditions conducive to literacy development at home. The results show an overall weighted mean of 3.29, interpreted as "Always," indicating that parents generally maintain a supportive home environment that encourages early literacy development. This suggests that parents recognize the importance of providing guidance and opportunities for their children to engage in literacy-related activities within the home setting.

Table 1. Mean and Descriptive Equivalent of the Parents' Extent of Home Promotion of Early Literacy to Kindergarten Learners in Terms of Home Environment

Statement	Mean	Descriptive Equivalent	Rank
1. We initiate literacy activity for our child.	3.42	Always	3
2. We provide opportunities for our child to develop his/her ability and desire to read naturally.	3.33	Always	5.5
3. We read, collect, and share books regularly.	3.11	Often	9
4. We help our child with his/her reading and writing.	3.47	Always	1
5. We provide literacy materials and nurture our child's interests and skills.	3.39	Always	4
6. We engage in storytelling and discussion to enhance comprehension skills.	3.29	Always	7
7. We encourage our child to ask questions and express thoughts freely.	3.43	Always	2
8. We establish a daily routine that includes reading and writing activities.	3.14	Often	8
9. We create a quiet and comfortable space for reading and studying.	3.33	Always	5.5
10. We involve our family members in shared literacy activities such as storytelling, word games, and discussions.	3.00	Often	10
Weighted Mean	3.29	Always	

The three highest-rated practices reflect strong parental involvement in their children's learning experiences. The statement "We help our child with his/her reading and writing" obtained the highest mean score ($M = 3.47$), followed by "We encourage our child to ask questions and express thoughts freely" ($M = 3.43$) and "We initiate literacy activity for our child" ($M = 3.42$). These results indicate that parents actively participate in supporting their children's literacy development by guiding academic tasks, encouraging communication, and initiating learning opportunities. Such practices contribute to the development of foundational literacy skills, including vocabulary growth, comprehension, and critical thinking. Research by Wasik and Hindman (2020) emphasized that parental engagement through guided learning interactions and open communication significantly supports children's language development and early reading skills. Similarly, Mol and Bus (2022) noted that parent-child literacy interactions at home provide meaningful learning experiences that strengthen children's emergent literacy competencies and motivation to read.

In contrast, the three lowest-rated indicators—although still interpreted as "Often"—highlight areas where improvements may be beneficial. These include "We involve our family members in shared literacy activities such as storytelling, word games, and discussions" ($M = 3.00$), "We read, collect, and share books regularly" ($M = 3.11$), and "We establish a daily routine that includes reading and writing activities" ($M = 3.14$). These findings suggest that while parents personally support literacy activities, the involvement of other family members and the establishment of structured literacy routines occur less frequently. The relatively lower rating for access to and sharing of books may also reflect limitations in the availability of reading materials in some households.

Local studies support these findings. Ocampo and Pado (2021) found that Filipino parents generally provide direct academic assistance to their children but encounter challenges in sustaining daily literacy routines due to work schedules and competing household responsibilities. Likewise, Soriano and Bayla (2022) reported

that although parents recognize the value of reading activities at home, limited access to reading materials and minimal participation from other family members can restrict children's exposure to varied literacy experiences. From an international perspective, Niklas, Cohrssen, and Tayler (2021) highlighted that a supportive home learning environment significantly influences early literacy development, particularly when parents actively guide children's reading and language activities. However, their study also emphasized that consistent routines and broader family participation further strengthen children's literacy engagement and learning outcomes. Overall, the results suggest that parents demonstrate a strong commitment to supporting their children's literacy development through direct engagement and encouragement. Nevertheless, strengthening family-wide literacy participation, access to reading materials, and structured daily literacy routines may further enhance the home literacy environment and contribute to improved literacy development among kindergarten learners.

1.2 Literacy Learning Materials

Table 2 presents the assessment of the parents' extent of home promotion of early literacy among kindergarten learners in terms of literacy learning materials. This domain focuses on the availability and use of tangible resources that support children's reading, writing, speaking, and comprehension skills within the home environment.

Table 2. Mean and Descriptive Equivalent of the Parents' Extent of Home Promotion of Early Literacy to Kindergarten Learners in Terms of Literacy Learning Materials

Statement	Mean	Descriptive Equivalent	Rank
1. We have an adequate provision of learning materials for reading, writing, and speaking.	3.41	Always	2
2. We have access to educational TV programs like Sesame Street, Nickelodeon, Disney, and popular cartoons/animated films.	3.24	Often	4
3. We have materials regarding awareness in environmental print.	2.92	Often	8
4. We have writing materials such as writing pads, coloring books, etc.	3.50	Always	1
5. We have educational and manipulative toys.	3.29	Always	3
6. We have interactive digital learning tools such as tablets with educational apps.	3.15		5
7. We have access to age-appropriate magazines, newspapers, and other printed materials.	2.77	Often	10
8. We have posters, flashcards, and charts that promote literacy development.	3.02	Often	6
9. We ensure access to audiobooks and other auditory learning resources.	2.94	Often	7
10. We encourage the use of creative materials such as storyboards and puppets for storytelling.	2.85	Often	9
Weighted Mean	3.11	Often	

The results reveal that parents "often" provide literacy learning materials at home, with an overall weighted mean of 3.11, indicating a moderate level of engagement in supplying resources that support early literacy development. This suggests that while many parents make efforts to provide learning materials, the availability of such resources is not consistently extensive across all households. Research emphasizes that the presence of literacy resources in the home significantly influences children's early literacy experiences and readiness for formal schooling (Chewe & Matafwali, 2024).

The three highest-rated items reflect the most common and accessible literacy materials found in homes. The highest-rated statement, "We have writing materials such as writing pads, coloring books, etc." ($M = 3.50$), indicates that parents consistently provide basic tools necessary for writing and drawing activities. These materials are relatively affordable and widely available, making them practical resources for supporting children's early literacy development. Providing writing tools allows children to practice early writing behaviors such as scribbling, drawing, and symbol formation, which are important foundations of emergent literacy (Sanchez, 2025).

The second highest-rated item, "We have an adequate provision of learning materials for reading, writing, and speaking" ($M = 3.41$), suggests that many parents attempt to support multiple literacy domains within the home environment. Exposure to varied learning materials supports the development of vocabulary, oral language, and early reading skills. Studies have shown that homes that provide diverse literacy materials—such

as books, writing tools, and interactive learning resources—create richer learning environments that contribute positively to children’s language development and emergent literacy skills (Rozana et al., 2021).

The third highest-rated indicator, “We have educational and manipulative toys” ($M = 3.29$), highlights the availability of hands-on materials that support cognitive and language development. Manipulative toys and play-based materials encourage interaction, exploration, and communication between parents and children. Research indicates that play-based learning tools can enhance children’s vocabulary development, narrative skills, and problem-solving abilities, particularly when parents participate in interactive learning activities at home (Miao et al., 2025).

In contrast, the three lowest-rated indicators reveal areas where literacy material provision is less consistent. The lowest-rated item, “We have access to age-appropriate magazines, newspapers, and other printed materials” ($M = 2.77$), suggests limited exposure to diverse and authentic texts. Exposure to various forms of print materials helps children recognize language patterns, develop vocabulary, and become familiar with real-world reading contexts. Studies indicate that children who grow up in homes with a wider range of printed materials demonstrate stronger early reading competencies and greater print awareness (Eclarinal, 2025).

The second lowest-rated item, “We encourage the use of creative materials such as storyboards and puppets for storytelling” ($M = 2.85$), suggests that imaginative and expressive literacy tools are not commonly utilized in the home environment. Creative storytelling materials are important in promoting children’s narrative abilities, imagination, and oral language skills. Recent research highlights that interactive storytelling activities—such as using puppets, storyboards, or role-playing materials—can significantly enhance children’s narrative development and communication skills through meaningful parent-child interaction (Miao et al., 2025).

Similarly, the item “We have materials regarding awareness in environmental print” ($M = 2.92$) indicates that opportunities to connect literacy learning with everyday surroundings are not fully maximized. Environmental print, such as labels, signs, and packaging, helps children recognize letters and words in familiar contexts. When children frequently encounter and discuss environmental print with parents, they become more aware of the functions of written language in daily life, which strengthens early reading readiness (Chewe & Matafwali, 2024).

The results of this study, which indicate that parents often provide literacy learning materials at home, are consistent with findings from recent studies emphasizing the importance of parental involvement in creating supportive home literacy environments. Parents play a crucial role in shaping children’s literacy experiences by providing reading materials, engaging in literacy-related activities, and modeling positive attitudes toward reading and learning (Hairullah, 2023).

However, research also suggests that while many households provide basic educational materials, access to more diverse literacy resources remains limited in some families due to socioeconomic constraints and varying levels of parental awareness about effective literacy practices. The availability of learning resources in the home—such as books, educational toys, and print materials—has been found to significantly influence children’s development of early literacy competencies, including phonological awareness, letter recognition, and vocabulary growth (Rozana et al., 2021).

Overall, these findings suggest that while foundational literacy materials are commonly present in households, there remains a need to expand both parental awareness and access to a broader range of literacy resources. Enhancing the diversity of materials available at home can enrich the home literacy environment and contribute to more comprehensive literacy development among young learners.

1.3 Financial Resources

Table 3 presents the assessment of the parents’ extent of home promotion of early literacy among kindergarten learners in terms of financial resources. This domain focuses on the parents’ capacity to allocate funds for literacy-related needs such as reading and writing materials, educational tools, internet access, tutorial classes, and enrichment activities.

Table 3. Mean and Descriptive Equivalent of the Parents' Extent of Home Promotion of Early Literacy to Kindergarten Learners in Terms of Financial Resources

Statement	Mean	Descriptive Equivalent	Rank
1. We have the capability to buy reading materials.	3.42	Always	2
2. We have the capability to buy writing materials.	3.53	Always	1
3. We have the capability to provide internet cable connections.	2.92	Often	6
4. We have the capability to enroll our child in tutorial classes/special classes.	2.58	Often	9
5. We have the capability to buy educational and manipulative toys.	3.20	Often	3
6. We have the capability to subscribe to online educational platforms and learning resources.	3.10	Often	4
7. We can afford to enroll our child in extracurricular literacy programs such as book clubs or reading camps.	2.88	Often	7
8. We invest in quality school supplies that enhance learning experiences.	2.99	Often	5
9. We allocate a budget for family visits to educational sites such as museums and libraries.	2.74	Often	8
10. We can provide funds for literacy-related community activities, workshops, and events.	2.53	Often	10
Weighted Mean	2.99	Often	

The results show that the overall weighted mean of 2.99, interpreted as “Often,” indicates that parents generally provide financial support for their children’s early literacy development. However, the results suggest that parental spending is largely focused on essential and affordable learning materials, while more resource-intensive literacy opportunities are less frequently supported.

The three highest-rated indicators reflect parents’ prioritization of fundamental educational needs. The highest-rated item, “We have the capability to buy writing materials” ($M = 3.53$), indicates that parents consistently provide basic tools such as notebooks, pencils, crayons, and coloring books. This is followed by “We have the capability to buy reading materials” ($M = 3.42$) and “We have the capability to buy educational and manipulative toys” ($M = 3.20$). These findings suggest that many parents invest in tangible learning resources that directly support children’s early literacy development, including print materials and play-based learning tools. Studies have shown that access to basic learning materials at home—such as books and writing tools—plays a crucial role in supporting emergent literacy skills, including vocabulary development, letter recognition, and early writing behaviors (Chewe & Matafwali, 2024). Similarly, research by Neumann (2020) emphasized that even simple literacy resources within the home environment can significantly enhance children’s early language and reading development when parents actively engage with their children during learning activities.

In contrast, the three lowest-rated indicators highlight areas where financial support for literacy development is less evident. The lowest-rated item, “We can provide funds for literacy-related community activities, workshops, and events” ($M = 2.53$), indicates limited participation in organized literacy programs. This is followed by “We have the capability to enroll our child in tutorial classes or special classes” ($M = 2.58$) and “We allocate a budget for family visits to educational sites such as museums and libraries” ($M = 2.74$). These results suggest that while parents are willing to invest in basic educational needs, participation in enrichment activities requiring additional financial resources is less common.

Recent studies support these findings, noting that socioeconomic factors significantly influence families’ capacity to provide extended literacy opportunities. For instance, Park and Holloway (2021) found that families from lower- and middle-income households tend to prioritize immediate learning needs—such as school supplies and books—while participation in extracurricular literacy activities is often constrained by financial limitations. Similarly, Brito, Barr, and Nunez (2022) reported that while parents recognize the value of enrichment experiences such as reading programs, museum visits, and literacy workshops, these opportunities are often underutilized due to cost, accessibility, and time constraints. Furthermore, research has highlighted that community and school-based initiatives play an essential role in bridging these gaps. UNESCO (2023) emphasized that providing affordable or subsidized literacy programs and learning resources can significantly improve children’s access to diverse literacy experiences, particularly in communities with limited financial resources.

Overall, the findings suggest that parents demonstrate a strong commitment to supporting early literacy through practical financial investments, particularly in essential learning materials. However, economic constraints may limit their ability to support broader enrichment opportunities that further enhance children's literacy experiences. These results highlight the importance of school and community partnerships in providing accessible literacy programs, learning materials, and educational experiences to complement home-based support and ensure that children benefit from a more comprehensive literacy development environment.

1.4 Moral/Emotional Support

Table 4 presents the assessment of the parents' extent of home promotion of early literacy among kindergarten learners in terms of moral and emotional support. This domain emphasizes the non-material, affective aspects of literacy development, including parental encouragement, emotional availability, involvement in learning activities, and the nurturing of the child's confidence and motivation.

Table 4. Mean and Descriptive Equivalent of the Parents' Extent of Home Promotion of Early Literacy to Kindergarten Learners in Terms of Moral/Emotional Support

Statement	Mean	Descriptive Equivalent	Rank
1. We communicate with our child regularly.	3.71	Always	6
2. We follow up on our child's growth and progress in school.	3.73	Always	4.5
3. We attend to all our child's needs.	3.75	Always	2.5
4. We support our child's interests and skills.	3.76	Always	1
5. We are actively and highly involved in the child's endeavors.	3.75	Always	2.5
6. We encourage our child's confidence in reading and writing through positive reinforcement.	3.73	Always	4.5
7. We engage in meaningful conversations to develop critical thinking and communication skills.	3.56	Always	10
8. We provide guidance in overcoming learning difficulties with patience and understanding.	3.67	Always	7
9. We set realistic goals and expectations for our child's literacy development.	3.65	Always	8
10. We celebrate our child's achievements and milestones in learning.	3.61	Always	9
Weighted Mean	3.69	Always	

This domain emphasizes the affective and relational aspects of literacy development, including parental encouragement, emotional responsiveness, guidance, and involvement in children's learning experiences. These non-material forms of support play a crucial role in fostering children's confidence, motivation, and positive attitudes toward reading and writing.

The data in Table 4 reveal a high level of parental moral and emotional support, with an overall weighted mean of 3.69, interpreted as "Always." This finding indicates that parents consistently provide encouragement, guidance, and emotional engagement that support their children's early literacy development. Emotional security and parental affirmation are widely recognized as important factors that influence children's willingness to explore literacy-related tasks and persist in learning activities. The three highest-rated indicators demonstrate strong parental involvement in their children's developmental and learning processes. The highest-ranked statement, "We support our child's interests and skills" ($M = 3.76$), indicates that parents actively nurture their child's abilities and encourage the development of individual talents. This is followed by "We attend to all our child's needs" ($M = 3.75$) and "We are actively and highly involved in the child's endeavors" ($M = 3.75$). These results suggest that parents provide consistent emotional attention and involvement in their children's activities, creating a supportive environment conducive to learning. Research has shown that children who receive strong emotional encouragement and parental involvement demonstrate higher motivation and confidence in literacy tasks (Gambrell & Morrow, 2021). Similarly, Sénéchal and Young (2021) noted that supportive parent-child interactions contribute significantly to children's language development and early reading readiness.

In contrast, the three lowest-ranked indicators, although still interpreted as "Always," suggest areas where more intentional literacy-supportive practices could be strengthened. These include "We engage in meaningful conversations to develop critical thinking and communication skills" ($M = 3.56$), "We celebrate our

child's achievements and milestones in learning" ($M = 3.61$), and "We set realistic goals and expectations for our child's literacy development" ($M = 3.65$). The slightly lower ratings in these areas imply that while emotional encouragement is consistently present, more structured strategies that promote higher-order thinking and intentional literacy guidance may be less emphasized in daily interactions.

Recent research supports these findings by highlighting the important role of emotionally supportive parenting in children's academic development. Alcantara and Ramos (2021) found that Filipino parents commonly demonstrate strong emotional involvement in their children's education through encouragement, communication, and attentive caregiving, which helps build children's confidence and positive attitudes toward learning. However, the study also noted that structured literacy practices, such as guided discussions and goal-setting, are less frequently implemented in home environments.

Similarly, Dela Cruz and Bautista (2022) observed that Filipino families often prioritize emotional closeness and supportive relationships, which positively influence children's motivation to participate in educational activities. Nevertheless, the researchers emphasized the importance of incorporating purposeful literacy interactions—such as reflective conversations and guided questioning—to strengthen children's language and comprehension skills.

Furthermore, UNICEF Philippines (2023) emphasized that parental engagement that combines emotional support with intentional literacy practices significantly enhances children's early learning outcomes. Programs that guide parents in transforming everyday interactions into meaningful learning opportunities—such as discussing stories, asking open-ended questions, and celebrating learning milestones—can further strengthen children's literacy development. Overall, the findings indicate that parents demonstrate strong moral and emotional support in promoting early literacy among kindergarten learners. However, there is potential to further enhance children's literacy experiences by encouraging parents to integrate intentional literacy conversations, goal-setting strategies, and structured recognition of learning achievements. Strengthening these practices through parent education programs, school-led orientations, and community literacy initiatives can help maximize the positive impact of existing parental support systems.

1.5 Summary of the Parents' Extent of Home Promotion of Early Literacy to Kindergarten Learners

Table 5 presents the summary of the parents' overall extent of home promotion of early literacy among kindergarten learners across four key domains: home environment, literacy learning materials, financial resources, and moral/emotional support.

Table 5. Summary of the Weighted Mean and Descriptive Equivalent of the Parents' Extent of Home Promotion of Early Literacy to Kindergarten Learners

Statement	Mean	Descriptive Equivalent	Rank
Home Environment	3.29	Always	2
Literacy Learning Materials	3.11	Often	3
Financial Resources	2.99	Often	4
Moral/Emotional Support	3.69	Always	1
Overall Weighted Mean	3.27	Always	

The data summarized in Table 5 provide a comprehensive view of parents' involvement in supporting early literacy development within the home setting. The overall weighted mean of 3.27, interpreted as "Always," indicates that parents generally demonstrate a high level of engagement in promoting their children's early literacy development. This finding suggests that despite varying levels of access to resources, parents remain actively involved in fostering literacy-related experiences and support within the home environment.

Among the four domains, moral and emotional support emerged as the highest-rated ($M = 3.69$), interpreted as "Always." This result reflects the strong emphasis Filipino parents place on nurturing their children's confidence, motivation, and emotional well-being as essential components of learning. Parents frequently provide encouragement, guidance, and affirmation, which help children develop positive attitudes toward reading and writing. Research has shown that children who receive consistent emotional support from caregivers demonstrate greater motivation and persistence in literacy-related tasks (Gambrell & Morrow, 2021). In the Philippine context, such affective support is often deeply rooted in cultural values that prioritize close family relationships and active parental involvement in children's development.

The second highest-ranked domain is the home environment ($M = 3.29$), also interpreted as “Always.” This indicates that parents commonly create literacy-conducive environments by assisting their children with reading and writing tasks, encouraging open communication, and providing opportunities for expressive interaction. A supportive home environment that includes parent-child discussions, storytelling, and shared reading experiences contributes significantly to vocabulary development, comprehension, and early reading skills (Sénéchal & Young, 2021). These everyday interactions provide meaningful learning opportunities that strengthen children’s familiarity with language and print.

In contrast, the domains literacy learning materials ($M = 3.11$) and financial resources ($M = 2.99$) received lower mean scores, both interpreted as “Often.” While parents generally provide basic literacy materials such as writing tools, books, and educational toys, the availability of a wider range of resources—including diverse printed materials, digital learning tools, and enrichment activities—appears to be more limited. The financial resources domain, which ranked lowest, suggests that economic constraints may affect parents’ ability to invest in additional literacy-supportive opportunities such as tutorial classes, extracurricular programs, internet access, or educational visits to libraries and museums.

The overall pattern revealed in this study—strong moral and emotional support combined with a supportive home environment, but relatively moderate access to materials and financial resources—is consistent with recent research on parental involvement in early literacy development in developing contexts. Badidoy and Tapac (2025) found that active parental engagement in home-based literacy activities significantly contributes to children’s early literacy outcomes, particularly in phonemic awareness and letter recognition. Their findings emphasized that meaningful parent-child interaction often compensates for limited material resources in the home.

Similarly, Tatel-Suatengco and Florida (2020) reported that Filipino families frequently rely on value-driven literacy practices, such as storytelling, daily conversations, and the use of native language interactions, to support children’s early learning. These practices demonstrate how families maximize available resources and cultural strengths to promote literacy development even when financial capacity is limited.

Furthermore, studies in early childhood education highlight that parents in resource-constrained environments often contribute to children’s literacy development through motivation, structure, and guidance, rather than through extensive material investment. Emotional encouragement, consistent routines, and parent-child communication have been shown to play a critical role in building children’s early literacy foundations.

Overall, the findings indicate that Filipino parents strongly prioritize emotional nurturing and the creation of supportive learning environments, even when financial limitations restrict access to diverse literacy materials and enrichment opportunities. These results underscore the importance of strengthening school–community partnerships that can supplement home resources through initiatives such as mobile libraries, parent literacy workshops, community reading programs, and the distribution of literacy toolkits. Such interventions can help bridge the gap between parents’ strong commitment to their children’s learning and the limited availability of educational resources in the home.

3. Parents’ Extent of Family Involvement Activities in Promoting Early Literacy

The following tables present the respondents’ assessment of the extent of family involvement in promoting literacy, specifically in terms of reading activities, writing activities, and language activities at home.

3.1 Reading Activities

Table 6 presents the assessment of the parents’ extent of family involvement in promoting early literacy among kindergarten learners in terms of reading activities. This domain includes a variety of literacy-related practices that families perform at home or within the community to cultivate children’s interest in reading and to increase their exposure to different forms of print and storytelling experiences.

Table 6. Mean and Descriptive Equivalent of the Parents’ Extent of Family Involvement Activities in Promoting Early Literacy in Terms of Reading Activities

Statement	Mean	Descriptive Equivalent	Rank
1. We do recreational reading (nursery rhymes, fairy tales, fables and folksongs, poetry, jokes and riddles)	3.01	Often	3
2. We do concept reading (alphabets and numbers, animals and plants, planets, shapes and sizes, colors).	3.20	Often	1
3. We do story reading (reading aloud, bedtime stories, storytelling, retelling, shared book experiences, repeated story readings)	2.99	Often	4
4. We do read magazines and newspapers.	2.46	Sometimes	10
5. We do identify environmental print.	3.12	Often	2

6. We visit libraries or bookstores together.	2.51	Often	9
7. We discuss and ask questions about the stories we read.	2.87	Often	6
8. We play interactive reading games, such as matching words to pictures.	2.94	Often	5
9. We use digital storybooks or e-books for reading.	2.67	Often	8
10. We participate in storytelling or reading events at school or in the community.	2.76	Often	7
Weighted Mean	2.85	Often	

The results show that parents demonstrate a moderate to high level of involvement in reading-related activities, with an overall weighted mean of 2.85, interpreted as “Often.” Among the activities, concept reading ranked highest ($M = 3.20$), followed by identifying environmental print ($M = 3.12$) and recreational reading ($M = 3.01$). These findings suggest that many parents frequently engage their children in foundational literacy activities such as recognizing letters, numbers, colors, shapes, and familiar signs within their environment. These activities help children build early print awareness and vocabulary, which are essential components of emergent literacy development. Recent studies emphasize that everyday interactions with environmental print and concept-based reading experiences significantly contribute to children’s early literacy skills and readiness for formal schooling (Neumann, 2020; Saracho, 2023).

Similarly, practices such as story reading ($M = 2.99$), playing interactive reading games ($M = 2.94$), and discussing stories through questions and conversations ($M = 2.87$) were also interpreted as “Often.” These activities reflect active parent–child interaction during literacy experiences, which has been widely recognized as a key factor in developing comprehension, language development, and narrative skills among young children. Research indicates that shared reading and dialogic interactions between parents and children significantly enhance children’s vocabulary growth, comprehension abilities, and overall engagement with texts (Dowdall et al., 2020; Wasik & Hindman, 2021).

In contrast, the three lowest-rated practices reflect more limited engagement in reading-rich environments and the use of digital or diverse print resources. These include reading magazines and newspapers ($M = 2.46$), visiting libraries or bookstores together ($M = 2.51$), and using digital storybooks or e-books ($M = 2.67$), which fall between “Sometimes” and “Often.” These results suggest that families have less exposure to varied reading formats and external literacy environments beyond basic home-based reading activities. Limited access to libraries, bookstores, and digital technologies may contribute to these lower levels of engagement. Studies have shown that socioeconomic factors and accessibility to community literacy resources can influence the diversity of reading experiences available to young learners (Neumann, 2020; UNESCO, 2022).

The moderate level of family involvement in reading activities—characterized by frequent participation in home-based reading routines but less frequent exposure to diverse print materials and community literacy spaces—aligns with existing research on literacy practices in developing contexts. Tatel-Suatengco and Florida (2020) observed that Filipino families often rely on informal and culturally embedded literacy practices, such as storytelling, conversations, and integrating reading into daily household activities, particularly when access to formal reading resources is limited.

Similarly, Hernandez and Decena (2024) reported that active parental engagement in home reading activities and communication with schools significantly improves children's reading performance among elementary learners in Quezon Province. Their findings highlight that consistent parental participation in reading activities at home remains a strong predictor of children’s literacy achievement.

Overall, the results indicate that Filipino families demonstrate commendable involvement in accessible and practical reading practices, particularly those that can be integrated into daily routines at home. However, the relatively lower engagement in activities involving diverse print materials, digital platforms, and community reading venues suggests opportunities for strengthening family literacy practices. Educational institutions and community organizations may therefore implement literacy enrichment initiatives such as mobile libraries, community storytelling events, parent literacy workshops, and digital reading programs. Such initiatives can broaden children’s exposure to varied reading experiences while reinforcing the already strong culture of family involvement in early literacy development.

3.2 Writing Activities

Table 7 presents the assessment of the parents’ extent of family involvement in promoting early literacy among kindergarten learners in terms of writing activities. This domain focuses on home-based practices that support the development of early writing skills, including fine motor development, letter formation, spelling, and functional or creative writing activities.

Table 7. Mean and Descriptive Equivalent of the Parents' Extent of Family Involvement Activities in Promoting Early Literacy in Terms of Writing Activities

Statement	Mean	Descriptive Equivalent	Rank
1. We do drawing and scribbling.	3.64	Always	1
2. We do make letter-like forms, tracing of letters	3.33	Always	4
3. We do invented spelling	3.16	Often	5
4. We do write lines and shapes	3.43	Always	2
5. We do conventional spelling	3.32	Always	3
6. We create simple greeting cards, notes, or letters.	3.11	Often	6
7. We keep a family journal or diary to record daily experiences.	2.71	Often	10
8. We label household items to reinforce word recognition.	2.90	Often	8
9. We engage in writing activities such as making lists or filling out forms.	2.72	Often	9
10. We encourage the child to copy words from books, signs, or labels.	3.00	Often	7
Weighted Mean	3.13	Often	

The data in Table 7 reveal that parents often promote early literacy through writing-related activities at home, with an overall weighted mean of 3.13, interpreted as "Often." This indicates a moderate but consistent level of parental involvement in developing children's early writing abilities. Among the ten activities, the highest-rated practices were drawing and scribbling ($M = 3.64$), writing lines and shapes ($M = 3.43$), and conventional spelling ($M = 3.32$), all interpreted as "Always." These findings suggest that parents commonly encourage foundational writing behaviors that help children develop fine motor control, hand-eye coordination, and familiarity with symbols and letter forms. Such activities are widely recognized as essential precursors to formal writing because they allow children to experiment with marks and gradually connect written symbols with meaning. Recent research emphasizes that early writing experiences such as drawing, scribbling, and tracing contribute significantly to the development of emergent literacy and later writing proficiency (Rowe & Neitzel, 2020; Puranik & Lonigan, 2021).

Other practices such as making letter-like forms and tracing letters ($M = 3.33$), invented spelling ($M = 3.16$), and creating simple greeting cards, notes, or letters ($M = 3.11$) were also interpreted as "Often." These activities demonstrate parents' efforts to introduce children to the structure and communicative function of writing. Studies indicate that when parents engage children in early spelling attempts, copying words, or writing short messages, children develop stronger phonological awareness, letter knowledge, and early composition skills (Puranik & Lonigan, 2021; Saracho, 2023). Such experiences help children understand that writing is not only a mechanical activity but also a meaningful tool for communication.

However, the three lowest-rated practices—keeping a family journal or diary ($M = 2.71$), engaging in writing activities such as making lists or filling out forms ($M = 2.72$), and labeling household items to reinforce word recognition ($M = 2.90$)—indicate that functional and context-based writing activities occur less frequently in the home environment. Although these activities were still interpreted as "Often," their relatively lower mean scores suggest that parents may not consistently integrate writing into everyday household routines. Research shows that functional writing activities—such as writing grocery lists, labeling objects, or documenting daily experiences—provide authentic contexts that strengthen children's understanding of the practical uses of written language (Neumann, 2020; Saracho, 2023). When children observe and participate in such tasks, they begin to recognize writing as a purposeful and meaningful form of communication.

The overall pattern observed in this study—strong parental support for foundational writing activities but relatively less engagement in functional or expressive writing practices—is consistent with findings in early childhood literacy research. Parents often begin by focusing on developmentally appropriate activities such as drawing, tracing, and copying, which require minimal resources and are easy to integrate into play-based interactions. These experiences provide essential scaffolding for more advanced writing tasks later in children's literacy development (Rowe & Neitzel, 2020).

Overall, the findings suggest that Filipino parents demonstrate active involvement in supporting early writing development, particularly through accessible and developmentally appropriate activities that strengthen fine motor and symbol formation skills. However, there remains potential to further enhance children's writing experiences by integrating more functional and meaningful writing opportunities within daily family routines. Schools and early childhood educators may support this effort by providing parent literacy workshops, writing activity guides, and home literacy toolkits that encourage families to incorporate simple writing tasks—such as

journaling, labeling household items, or creating lists—into everyday interactions. Such initiatives can help expand children’s exposure to purposeful writing and deepen their engagement with written language.

3.3 Language Activities

Table 8 presents the assessment of the parents’ extent of family involvement in promoting early literacy among kindergarten learners in terms of language activities. This domain focuses on oral language development, which is a critical foundation for early reading and writing skills. The listed activities include reciting the alphabet, phonics drills, spelling, singing, role-playing, word games, storytelling, and vocabulary-building conversations.

Table 8. Mean and Descriptive Equivalent of the Parents’ Extent of Family Involvement Activities in Promoting Early Literacy in Terms of Language Activities

Statement	Mean	Descriptive Equivalent	Rank
1. We do recitation of alphabet.	3.73	Always	1
2. We do drills on sounds and consonants.	3.60	Always	2
3. We do spelling.	3.44	Always	4.5
4. We do role-playing/drama.	3.01	Often	9
5. We do sing.	3.45	Always	3
6. We play word games such as rhyming, guessing, or completing sentences.	3.08	Often	8
7. We encourage the child to describe pictures, objects, or daily experiences.	3.44	Always	4.5
8. We engage in discussions that expand vocabulary and comprehension.	3.22	Often	6
9. We use puppets or toys to encourage conversations and storytelling.	2.84	Often	10
10. We introduce and practice new words in different contexts.	3.09	Often	7
Weighted Mean	3.29	Always	

The results indicate a high level of parental involvement in language-related activities, with an overall weighted mean of 3.29, interpreted as “Always.” This finding suggests that parents regularly engage their children in oral language interactions that strengthen early literacy foundations. The three highest-rated activities include recitation of the alphabet ($M = 3.73$), drills on sounds and consonants ($M = 3.60$), and singing ($M = 3.45$). These practices reflect parents’ emphasis on strengthening phonological awareness and sound–symbol recognition, which are essential precursors to reading acquisition. Studies have consistently shown that children who frequently engage in sound play, alphabet activities, and musical language experiences tend to develop stronger phonemic awareness and early decoding skills (Castles, Rastle, & Nation, 2018; National Early Literacy Panel, 2020). Singing, in particular, exposes children to rhythm, rhyme, and repetitive language structures that enhance memory, listening skills, and vocabulary growth.

Other activities such as spelling ($M = 3.44$) and encouraging children to describe pictures, objects, or daily experiences ($M = 3.44$) were also interpreted as “Always.” These practices demonstrate that parents actively encourage children to use language for expression and description, which supports the development of narrative skills and vocabulary expansion. Research emphasizes that conversational interactions between parents and children play a crucial role in strengthening expressive language abilities and comprehension, both of which are predictive of later reading achievement (Dowdall et al., 2020).

However, the three lowest-rated practices—using puppets or toys to encourage conversations and storytelling ($M = 2.84$), role-playing or drama ($M = 3.01$), and playing word games such as rhyming or guessing ($M = 3.08$)—were interpreted as “Often,” indicating that these more interactive and imaginative language activities occur less frequently in the home. These strategies require greater creativity, time, or familiarity with play-based language learning approaches. Research suggests that dramatic play, storytelling, and interactive language games promote deeper linguistic development by encouraging children to construct narratives, practice dialogue, and experiment with new vocabulary in meaningful contexts (Nicolopoulou, 2021). Similarly, playful language activities such as rhyming games help strengthen phonological sensitivity, which is a critical predictor of reading readiness.

The pattern observed in this study indicates that parents are highly supportive of structured and familiar oral language activities, particularly those related to alphabet knowledge, phonics, and songs. However, opportunities for creative and dialogic language engagement appear less frequently integrated into home routines. Expanding children’s exposure to interactive language experiences—such as storytelling, dramatic play, and

language games—can further enrich the home literacy environment and enhance children’s communicative competence.

Overall, the findings demonstrate that parents play a significant role in fostering children’s oral language development at home. While foundational language practices are consistently implemented, strengthening parental awareness of play-based and interactive language strategies may help diversify children’s literacy experiences. Schools and early childhood programs can support this effort by providing parent education sessions, storytelling activities, and simple language-development toolkits that encourage more varied and engaging language interactions within the home environment.

3.4 Summary of the Parents’ Extent of Family Involvement Activities in Promoting Early Literacy

Table 9 presents a summary of the parents’ extent of family involvement in promoting early literacy across three key domains: language activities, writing activities, and reading activities. The results provide an overall perspective on how families participate in literacy-related practices that support young children’s foundational reading and writing development.

Table 9. Summary of the Weighted Mean and Descriptive Equivalent of the Parents’ Extent of Family Involvement Activities in Promoting Early Literacy

Statement	Mean	Descriptive Equivalent	Rank
Reading Activities	2.85	Often	3
Writing Activities	3.13	Often	2
Language Activities	3.29	Always	1
Overall Weighted Mean	3.09	Often	

The data indicate an overall weighted mean of 3.09, interpreted as “Often,” suggesting that parents generally demonstrate a consistent level of involvement in literacy activities within the home environment. However, the results also reveal variations in the frequency and type of engagement across the three domains.

Among the domains, language activities ranked highest with a mean of 3.29, interpreted as “Always.” This finding suggests that parents regularly engage their children in oral language interactions such as alphabet recitation, sound drills, singing, and conversations that encourage vocabulary development and communication skills. Oral language development is widely recognized as a critical foundation for later literacy achievement because it strengthens phonological awareness, listening comprehension, and vocabulary knowledge. Studies have shown that frequent parent–child conversations, language games, and verbal interactions significantly enhance children’s early language competence and support later reading success (Hoff, 2022; Rowe & Snow, 2020). These results suggest that many families naturally integrate language development into daily routines through conversation, songs, and interactive verbal activities.

Writing activities ranked second with a mean of 3.13, interpreted as “Often.” This indicates that parents frequently involve their children in early writing practices such as drawing, scribbling, tracing letters, and copying words. These activities support the development of fine motor skills, letter formation, and early spelling awareness. Research highlights that emergent writing experiences help children understand the symbolic nature of written language and strengthen their readiness for formal literacy instruction (Kim, Al Otaiba, & Wanzek, 2021). Early writing opportunities at home also encourage children to experiment with written expression, which contributes to their understanding of how language can be represented through print.

In contrast, reading activities received the lowest mean score of 2.85, although still interpreted as “Often.” This suggests that while parents engage in reading-related activities such as storytelling, recognizing environmental print, and discussing simple texts, more immersive and structured reading experiences—such as dialogic reading, visits to libraries or bookstores, or participation in community literacy programs—occur less frequently. Research indicates that shared reading experiences play a crucial role in strengthening children’s vocabulary, comprehension, and narrative skills, particularly when parents actively discuss stories and ask questions during reading sessions (Mol, Bus, & de Jong, 2021). Limited access to diverse reading materials or community literacy spaces may therefore influence the frequency of these activities in some households.

The pattern observed in this study—strong involvement in language-based interactions, moderate engagement in writing activities, and slightly lower participation in reading activities—is consistent with findings in studies of home literacy environments in developing contexts. Families often rely on oral communication and everyday interactions as primary tools for supporting children’s early learning, especially when access to books or structured literacy resources is limited. Oral storytelling, daily conversations, and playful language interactions can effectively foster children’s language development and literacy awareness (Hoff, 2022).

Overall, the results demonstrate that parents play a vital role in fostering early literacy through a variety of home-based practices. While language activities are highly integrated into family routines, opportunities remain to strengthen children's exposure to reading and writing through more diverse and structured literacy experiences. Schools and community programs may therefore support parents by providing reading materials, family literacy workshops, and community-based literacy initiatives that encourage shared reading, storytelling, and functional writing activities. Strengthening these supports can help enrich the home literacy environment and further enhance children's early literacy development.

4. Test of Significant Relationship Between the Parents' Extent of Home Promotion of Early Literacy to Kindergarten Learners and Their Extent of Family Involvement Activities in Promoting Early Literacy

Table 10 presents the results of the Pearson r correlation test examining the relationship between the parents' extent of home promotion of early literacy and their extent of family involvement activities in promoting early literacy among kindergarten learners.

Table 10. Pearson r to Test the Significant Relationship Between the Parents' Extent of Home Promotion of Early Literacy to Kindergarten Learners and Their Extent of Family Involvement Activities in Promoting Early Literacy

		Extent of the Family Involvement Activities in Promoting Early Literacy	Interpretation
Extent of Home Promotion of Early Literacy	Pearson Correlation	.788**	High Positive Relationship
	Sig. (2-tailed)	.000	Highly Significant
	N	266	

** . Correlation is significant at the 0.01 level (2-tailed).

The analysis yielded a Pearson correlation coefficient of $r = .788$ with a p -value of $.000$, which is statistically significant at the 0.01 level (2-tailed).

This indicates a high positive and highly significant relationship between the two variables.

The results imply that parents who actively engage in literacy-related activities with their children—such as reading stories, encouraging early writing, and participating in language-based interactions—are also more likely to provide supportive literacy environments at home. These environments may include the presence of literacy learning materials, designated reading spaces, consistent literacy routines, and encouragement for children to explore print and language. In other words, as parental involvement in literacy activities increases, the quality and richness of the home literacy environment also tend to improve. The statistically significant p -value further confirms that this relationship is not due to chance but reflects a meaningful association among the parent-respondents.

This finding aligns with the Home Literacy Environment (HLE) framework, which posits that children's early literacy development is influenced by both the availability of literacy resources and the frequency of parent-child literacy interactions. Research suggests that when parents combine access to literacy materials with active engagement in literacy activities, children are provided with richer opportunities to develop foundational reading and language skills. For instance, Sénéchal and LeFevre (2022) emphasize that home literacy experiences—including shared reading, storytelling, and writing activities—play a crucial role in supporting children's vocabulary development, phonological awareness, and emergent reading skills.

Recent international studies further support this relationship. A study by Silinskas et al. (2023) found that parental involvement in literacy activities significantly predicted children's early reading and writing development, particularly when parents regularly interacted with children through shared reading and language-based games. Similarly, Niklas and Schneider (2022) reported that a strong home literacy environment—characterized by the presence of books, literacy materials, and frequent literacy interactions—positively influences preschool children's language development and early reading abilities.

The results are also consistent with findings from research conducted in the Philippine context. Roces and Borja (2021) found that Filipino parents who actively participated in home-based literacy activities, such as storytelling and guided reading, had children who demonstrated higher levels of reading readiness and vocabulary development. Likewise, Andres and Reyes (2022) reported that parental engagement in early literacy practices, particularly interactive storytelling and early writing support, significantly contributed to preschool learners' expressive language development and literacy awareness.

Taken together, these findings affirm that the strong correlation identified in this study ($r = .788$, $p = .000$) reflects a well-established pattern in both local and international research. The results highlight that promoting early literacy at home involves more than simply providing books or learning materials; it requires consistent, meaningful, and interactive parental involvement in literacy-related activities. When parents actively participate in reading, writing, and language experiences with their children, they help transform the home environment into a dynamic space that supports children's emergent literacy development. These findings suggest the importance of strengthening school-family partnerships and community-based literacy programs that guide parents in supporting their children's literacy learning at home. Providing parents with practical strategies, literacy materials, and training on effective home-based literacy practices may further enhance children's readiness for formal reading and writing instruction.

IV. CONCLUSION

Based on the findings of the study, several important conclusions were drawn. The majority of the parents present in school are mothers in their early adulthood who are high school graduates, belong to the low-income bracket, and have relatively small families. This profile suggests that mothers play a central role in supporting children's learning and literacy development at home. In general, parents demonstrate a strong commitment to supporting their children's early literacy development at home. This commitment is manifested through the provision of moral and emotional support, the creation of a literacy-rich home environment, and the availability of literacy learning materials and financial resources that facilitate children's literacy experiences. Furthermore, parents regularly engage their children in literacy-related activities such as language, writing, and reading exercises. However, the findings reveal that while these activities are practiced at home, their implementation varies in frequency and consistency. Finally, the study establishes a high positive and statistically significant relationship between parents' extent of home promotion of early literacy and their family involvement activities in promoting early literacy. This indicates that parents who actively participate in literacy-related interactions with their children are also more likely to create supportive home environments that enhance early literacy development.

In light of these conclusions, several recommendations are proposed to further strengthen early literacy development among kindergarten learners. Parents are encouraged to actively involve other family members in shared literacy activities such as storytelling, word games, and reading sessions in order to promote interactive learning within the home environment. They may also increase the availability and use of diverse print and creative materials, including magazines, picture books, puppets, and posters, to enrich children's literacy exposure and stimulate their interest in reading and writing. Families may also be supported in accessing affordable community-based literacy programs and educational resources, particularly those that offer tutorial assistance and extracurricular learning opportunities that reinforce children's literacy development. Parents are likewise encouraged to engage their children in meaningful conversations and critical-thinking activities that promote vocabulary development, comprehension, and effective communication skills. School administrators and local government units (LGUs) may strengthen the provision of learning materials and extend financial or program support to families in order to sustain consistent home-based literacy promotion, particularly among households belonging to the low-income sector. Parents may also be encouraged to incorporate simple yet meaningful writing activities at home, such as maintaining short journals, labeling common household items, and engaging children in drawing-and-writing tasks to reinforce early writing skills.

Early childhood educators may integrate and demonstrate language-enriching play activities—such as puppetry, role-playing, storytelling, and vocabulary-building games—that parents can replicate at home to further support children's literacy development. In addition, kindergarten teachers may emphasize the importance of home-based literacy practices during parent orientations and conferences to strengthen parents' awareness and participation in their children's early literacy learning.

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