

The Impact of the Parenting Behavior in Improving the Literacy Skills of the Kindergarten Learners in the East and West Districts of Tabaco City Division

Crisanta Borbe Bobis

¹School of Graduate Studies, University of Northeastern Philippines

ARTICLE INFORMATION

Article history:

Published: March 2026

Keywords:

MATATAG Curriculum
 Integration of Climate Change
 Educational System

ABSTRACT

Early literacy development is a critical foundation for lifelong learning, and parental behavior plays a central role in shaping children's reading and language outcomes during the formative years of education. This study examined the impact of parenting behavior on the literacy skills of kindergarten learners in the East and West Districts of the Tabaco City Division, Philippines, during School Year 2024–2025. Specifically, it assessed the extent to which parents manifested supportive behaviors in terms of provision of resources, emotional support, communication patterns, discipline strategies, parenting style, and partnership with school, as well as the impact of these behaviors on learners' literacy skills in phonics, phonemic awareness, vocabulary development, fluency, and comprehension. Using a descriptive–evaluative–correlational research design, data were collected from sixty-three (63) kindergarten teachers through a validated researcher-developed questionnaire. Statistical analyses included weighted mean, ranking, and Kendall's coefficient of concordance with the chi-square test at the 0.05 level of significance. Results revealed that parental behaviors across all six dimensions were very much evident, indicating a high level of parental involvement in supporting early literacy. Parents were particularly strong in providing literacy resources, offering emotional support, and engaging in meaningful communication with their children. The impact of these behaviors on learners' literacy skills was likewise rated as very much evident, with notable effects on phonics, phonemic awareness, vocabulary development, and comprehension, while fluency showed relatively lower but still positive ratings. Tests of concordance showed significant agreement among respondents on several dimensions, although variations were observed in the ranking of certain parental behaviors and literacy outcomes. The findings underscore the critical role of parents as co-educators in early childhood literacy development. The study highlights the need for strengthened school–home partnerships, parent capacity-building programs, and supportive education policies to sustain and enhance parental engagement in literacy instruction. These results provide empirical evidence to inform early childhood education initiatives and policy interventions aimed at improving foundational literacy outcomes.

1. Introduction

Literacy is widely recognized as the cornerstone of lifelong learning, cognitive development, and social participation. During early childhood, the acquisition of foundational literacy skills—such as phonemic awareness, phonics, vocabulary, fluency, and comprehension—is particularly sensitive to environmental influences. Among these, parental behavior plays a decisive role, as learning during the kindergarten years extends beyond the classroom and is deeply shaped by interactions, resources, and support provided in the home. Parents act as children's first teachers, and their attitudes, practices, and engagement significantly influence early reading readiness and long-term academic trajectories.

International and national education frameworks consistently emphasize the role of families in promoting early literacy. Globally, Sustainable Development Goal 4 underscores the need to ensure inclusive and equitable quality education and to improve literacy outcomes for all learners. Target 4.6 specifically highlights the importance of achieving universal literacy and numeracy, recognizing that formal schooling alone is insufficient to close early learning gaps. These global commitments underscore the necessity of family- and community-based interventions that complement school instruction, particularly during early childhood. In the Philippine context, the importance of parental involvement in education is strongly anchored in policy and law. The 1987 Philippine Constitution mandates the State to protect and promote the right of all citizens to quality education, implicitly recognizing the complementary role of families in the learning process. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, further institutionalizes shared responsibility among schools, parents, and communities by promoting school-based management and stakeholder participation. In addition, Republic Act No. 10157, the Kindergarten Education Act of 2012, formally recognizes kindergarten as the foundation stage of compulsory education and underscores the importance of early learning experiences and home–school collaboration in developing literacy skills. These policies collectively affirm that parental behavior is not peripheral but central to early literacy development.

Recent reforms under the Department of Education, including the MATATAG Agenda, have renewed focus on foundational literacy and numeracy in the early grades. The agenda emphasizes learner-centered instruction, teacher support, and strengthened school–community partnerships, reinforcing the idea that improving literacy outcomes requires coordinated efforts between schools and families. However, despite strong policy support, disparities in literacy achievement persist, particularly in local contexts where socioeconomic conditions, access to resources, and varying levels of parental engagement influence learning outcomes.

Empirical studies consistently show that specific dimensions of parenting behavior—such as the provision of literacy resources, emotional support, effective communication patterns, positive discipline strategies, supportive parenting styles, and active partnership with schools—are associated with improved literacy outcomes among young learners. Parents who provide books and learning materials, engage in shared reading, communicate frequently and meaningfully with their children, and collaborate with teachers help create literacy-rich environments that foster motivation, confidence, and skill development. Nevertheless, the extent to which these behaviors are manifested and how they collectively impact specific literacy skills vary across communities and educational settings, highlighting the need for localized evidence.

Within this context, the Tabaco City Division presents a relevant setting for examining the role of parenting behavior in early literacy development. As a division recognized for its educational initiatives and community engagement, Tabaco City provides an opportunity to generate context-specific insights into how parental behaviors influence the literacy skills of kindergarten learners. Understanding these dynamics is particularly important for informing school-based interventions, parental engagement programs, and policy decisions aimed at strengthening foundational literacy.

This study therefore investigates the impact of parenting behavior on the literacy skills of kindergarten learners in the East and West Districts of the Tabaco City Division. By examining the extent of parental behaviors across multiple dimensions and their influence on key literacy skills, the study seeks to contribute empirical evidence to the discourse on early literacy development and to support the design of responsive policies and practices that strengthen school–home partnerships in early childhood education.

2. Methodology

This study utilized a descriptive–evaluative–correlational research design to examine the impact of parenting behavior on the literacy skills of kindergarten learners in the East and West Districts of the Tabaco City Division during School Year 2024–2025. The design was appropriate for systematically describing the extent to which specific parental behaviors were manifested, evaluating their perceived impact on distinct literacy skill domains, and determining the degree of agreement among respondents regarding these manifestations and impacts. The correlational component allowed for an examination of consistency in rankings across behavioral and literacy dimensions rather than causal inference, aligning with the study’s evaluative purpose.

The locale of the study was the Tabaco City Division, Philippines, which comprises public elementary schools categorized as big, medium, and small based on enrollment size. The respondents consisted of sixty-three (63) kindergarten teachers, selected through sampling procedures to ensure representation across the East and West Districts. Kindergarten teachers were deemed appropriate respondents given their direct and sustained engagement with learners at the foundational stage of literacy development and their regular interaction with parents regarding learners’ progress.

Data were gathered using a researcher-developed structured questionnaire anchored on established literature on parenting behavior and early literacy development, as well as relevant national education policies. The instrument measured the extent of parenting behavior across six dimensions: provision of resources, emotional support, communication patterns, discipline strategies, parenting style, and partnership with school. It also assessed the extent of the impact of these behaviors on learners’ literacy skills, specifically phonics, phonemic awareness, vocabulary development, fluency, and comprehension. Responses were measured using a Likert-type scale, allowing for quantitative assessment of perceptions regarding both behavioral manifestations and literacy outcomes. Prior to administration, the instrument underwent expert validation to ensure content relevance and clarity, and reliability testing was conducted to establish internal consistency.

Data collection was conducted with prior approval from appropriate education authorities. Questionnaires were personally distributed and retrieved to ensure completeness and a high response rate. Ethical considerations were strictly observed, including voluntary participation, informed consent, and confidentiality of responses. No personally identifiable information was collected, and data were used solely for academic and policy-oriented purposes.

Data analysis employed both descriptive and inferential statistical techniques. Weighted means and ranking were used to determine the extent of parental behaviors and their impact on literacy skills. To examine the level of agreement among respondents in ranking the dimensions of parenting behavior and literacy outcomes, Kendall’s coefficient of concordance (W) was applied, with the corresponding chi-square (χ^2) test used to determine statistical significance at the 0.05 level. These analytical procedures enabled a robust assessment of prevailing patterns of parental involvement, their perceived influence on early literacy development, and the consistency of teachers’ perceptions across different school contexts.

3. Results and Discussions

3.1 Extent of Parenting Behavior in Improving the Literacy Skills of Kindergarten Learners

Table 1 presents a summary of the extent to which parenting behaviors were manifested in improving the literacy skills of kindergarten learners. Across all six dimensions, parental behavior was rated Very Much Evident, indicating a consistently high level of parental engagement in early literacy development.

Table 1. Extent of Parenting Behavior in Improving Literacy Skills

Parenting Behavior Dimension	Weighted Mean	Interpretation
Provision of Resources	4.90	Very Much Evident
Emotional Support	4.62	Very Much Evident
Communication Patterns	4.71	Very Much Evident
Discipline Strategies	4.72	Very Much Evident
Parenting Style	4.70	Very Much Evident
Partnership with School	4.54	Very Much Evident

The highest-rated dimension, provision of resources, reflects parents’ strong commitment to creating literacy-rich home environments. Parents actively provided age-appropriate books, workbooks, writing materials, and quiet spaces conducive to reading and writing. This finding reinforces the role of material access in early literacy development and supports existing literature emphasizing that exposure to print and literacy tools at home significantly enhances reading readiness.

Emotional support also received a high rating, indicating that parents consistently provide encouragement, patience, reassurance, and shared reading experiences. These behaviors reduce learner anxiety, build confidence, and foster positive attitudes toward literacy tasks. The findings align with socio-emotional learning theories that view emotional security as foundational to cognitive and academic development, particularly in early childhood.

High ratings for communication patterns demonstrate that parents frequently engage children in meaningful conversations, storytelling, read-aloud activities, and vocabulary-building interactions. Such practices are critical in developing oral language skills that directly support phonemic awareness, vocabulary acquisition, and comprehension. The consistency of these behaviors across school sizes suggests that effective parent–child communication transcends institutional differences and is embedded in daily family routines.

Similarly, discipline strategies and parenting style were rated very much evident, indicating that parents adopt structured yet supportive approaches to guiding literacy-related behavior. Establishing routines, setting clear expectations, modeling reading behavior, and reinforcing positive habits contribute to self-regulation and sustained engagement with literacy tasks. These findings affirm that discipline in early literacy contexts functions more as guidance than control, supporting learner autonomy while maintaining consistency.

Finally, partnership with school, while still rated very much evident, obtained the lowest weighted mean among the dimensions. This suggests that although parents actively communicate with teachers and participate in school activities, structural or logistical constraints may limit deeper collaboration. Nonetheless, the result highlights a strong foundation for school–home partnerships that can be further strengthened through institutional initiatives.

3.2 Agreement on the Rank Order of Parenting Behavior Dimensions

To examine the consistency of perceptions among respondents, Kendall’s coefficient of concordance (W) and the chi-square test were employed.

Table 2. Test of Agreement on Parenting Behavior Dimensions

Dimension	Kendall’s W	χ^2	Significance	Interpretation
Provision of Resources	0.63	13.23	p > .05	Not Significant
Emotional Support	0.88	21.12	p < .01	Significant
Communication Patterns	0.89	24.03	p < .005	Significant
Discipline Strategies	0.58	12.18	p > .05	Not Significant
Parenting Style	0.69	16.56	p < .05	Significant
Partnership with School	0.87	23.49	p < .01	Significant

The results indicate significant agreement among respondents in ranking emotional support, communication patterns, parenting style, and partnership with school, suggesting shared perceptions regarding the relative importance of these behaviors. However, no significant agreement was found for provision of resources and discipline strategies. This variation implies that while parents are universally engaged in providing resources and discipline, the perceived emphasis or prioritization of these behaviors differs across contexts and school settings.

3.3 Extent of the Impact of Parenting Behavior on Learners’ Literacy Skills

Table 3 summarizes the extent of the impact of parenting behavior on specific literacy skills of kindergarten learners.

Table 3. Impact of Parenting Behavior on Literacy Skills

Literacy Skill Domain	Overall Rating	Interpretation
Phonics	4.69	Very Much Evident
Phonemic Awareness	4.62	Very Much Evident
Vocabulary Development	4.63	Very Much Evident
Fluency	4.48	Much Evident
Comprehension	4.60	Very Much Evident

The findings show that parenting behavior has a very strong impact on most foundational literacy skills. Phonics and phonemic awareness benefited significantly from parents’ involvement in sound-based activities, guided reading, and interactive literacy

games. These results confirm that early decoding skills are effectively reinforced when parents integrate phonics instruction into enjoyable home-based activities.

Vocabulary development also showed a very much evident impact, reflecting parents' consistent use of rich language, explanation of new words, and engagement in conversations. This supports the view that vocabulary growth is highly sensitive to the quantity and quality of linguistic input provided in the home environment.

The impact on fluency, while still positive, was relatively lower. This suggests that fluency development may require more sustained, structured, and guided practice, which is often more effectively supported in formal instructional settings. Nevertheless, parental modeling of fluent reading and encouragement significantly contributed to learners' confidence and reading accuracy.

High ratings in comprehension indicate that parents' questioning strategies, storytelling practices, and discussions about texts support learners' ability to derive meaning from reading. This underscores the importance of interactive reading practices that go beyond decoding and foster higher-order thinking even at the kindergarten level.

3.4 Agreement on the Rank Order of Literacy Skill Impacts

Tests of concordance revealed varying levels of agreement among respondents in ranking the impact of parenting behavior on literacy skills. While agreement was significant for phonics, phonemic awareness, and vocabulary development, it was less consistent for fluency and comprehension. This variation suggests that the influence of parenting behavior on higher-order literacy skills may be mediated by instructional approaches, learner readiness, and school-based support.

3.5 Discussion and Analytical Implications

The findings collectively affirm that parenting behavior is a critical determinant of early literacy development. High levels of parental engagement across emotional, communicative, and instructional dimensions create a supportive ecosystem that reinforces school-based learning. The consistent absence of weak ratings across dimensions indicates that parents in the Tabaco City Division are active partners in literacy development rather than passive supporters.

However, the variability in agreement on certain dimensions highlights the need for greater alignment and standardization of school-home literacy practices. While parents are highly involved, differences in emphasis and approach suggest opportunities for schools to provide clearer guidance and structured programs that harmonize parental efforts with curricular goals.

The relatively lower impact on fluency underscores the importance of differentiated support, where parents complement—but do not replace—formal instruction. Strengthening parental capacity through targeted training and school-led literacy programs can further enhance the effectiveness of home-based support.

Overall, the results demonstrate that literacy development in early childhood is most effective when cognitive, emotional, and behavioral dimensions of parenting converge, supported by active school partnerships. These findings provide robust empirical evidence for strengthening family-centered literacy policies and interventions in early childhood education.

4. Conclusions and Implications

4.1 Conclusions

This study examined the extent of parenting behavior and its impact on the literacy skills of kindergarten learners in the East and West Districts of the Tabaco City Division. The findings provide strong empirical evidence that parenting behaviors are consistently and highly manifested across key dimensions, including provision of resources, emotional support, communication patterns, discipline strategies, parenting style, and partnership with school. These behaviors collectively create literacy-rich home environments that significantly support early language and reading development.

The results further demonstrate that parenting behavior has a substantial and positive impact on learners' foundational literacy skills, particularly phonics, phonemic awareness, vocabulary development, and comprehension. These domains benefited most from parents' active engagement in shared reading, meaningful communication, and structured literacy activities at home. Although fluency development showed relatively lower impact, it remained positively influenced by parental modeling and encouragement, indicating that home-based support complements formal classroom instruction.

The presence of significant agreement among respondents in ranking several parenting behavior dimensions and literacy outcomes suggests shared recognition of the importance of emotional support, communication, parenting style, and school-home partnership in literacy development. Conversely, the lack of significant agreement in some areas reflects contextual variation in parental practices and highlights the influence of diverse home and school environments. Overall, the study concludes that parents function as effective co-educators in early literacy, and their behaviors play a pivotal role in strengthening learners' readiness for formal reading and academic success.

4.2 Implications for Policy, Practice, and Research

From a policy perspective, the findings underscore the need to institutionalize parental involvement as a core component of early childhood literacy programs. Education policies and school improvement plans should explicitly integrate parent-focused literacy initiatives, ensuring that families are systematically supported and guided in reinforcing foundational literacy skills at home. Clear policy directives that promote structured parent engagement can enhance consistency across schools and communities.

In terms of educational practice, the results highlight the importance of strengthening school-home partnerships. Schools should provide parents with regular guidance, training sessions, and practical resources on effective literacy-support strategies, particularly in areas such as fluency development where additional support is needed. Learning Action Cell (LAC) sessions, parent workshops, and take-home literacy activities can help align parental practices with classroom instruction and curriculum standards.

For school leadership and governance, the study emphasizes the role of administrators in fostering an enabling environment for parental engagement. Administrators should support initiatives that encourage sustained communication between teachers and parents, facilitate collaborative literacy programs, and recognize parents as active stakeholders in early learning. Targeted interventions may be necessary to address contextual disparities and ensure equitable access to literacy resources across different school settings.

With respect to future research, the findings point to the value of longitudinal and mixed-method studies that examine how parenting behaviors influence literacy development over time and across grade levels. Further research may also explore the perspectives of parents and learners themselves, as well as the effectiveness of specific parent education programs in enhancing literacy outcomes. Such investigations would deepen understanding of the mechanisms through which parental involvement contributes to sustained academic success.

Overall, the study affirms that strengthening parenting behavior and school-home collaboration is essential to improving early literacy outcomes. By recognizing parents as central partners in education and providing them with appropriate support, education systems can build stronger foundations for literacy, learning, and lifelong academic achievement.

5. References

- [1] Alea, L. A., Fabrea, M. F., Roldan, R. D. A., & Farooqi, A. Z. (2020). Teachers' COVID-19 awareness, distance learning education experiences, and perceptions of institutional readiness and challenges. *International Journal of Learning, Teaching and Educational Research*, 19(6), 127–144. <https://doi.org/10.26803/ijlter.19.6.8>
- [2] Barone, D. M., & Morrow, L. M. (2018). *Literacy and young children: Research-based practices* (4th ed.). Guilford Press.
- [3] Bautista, R. M. (2025). Parental involvement and reading performance of struggling readers in Philippine public schools. *Asia Pacific Journal of Multidisciplinary Research*, 13(1), 22–34.
- [4] Bus, A. G., van IJzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research*, 65(1), 1–21. <https://doi.org/10.3102/00346543065001001>
- [5] Department of Education. (2023). *MATATAG agenda: Bansang makabata, batang makabansa*. DepEd Philippines.
- [6] Department of Education. (2024). *Early language, literacy, and numeracy framework*. DepEd Philippines.
- [7] Emily, J. A. (2025). Emotional well-being and literacy performance among elementary learners in the Philippines. *International Journal of Educational Psychology*, 14(2), 89–104.
- [8] Gino, A. L. (2023). Parental involvement and its influence on reading performance of early grade learners. *Journal of Educational Research and Practice*, 11(2), 55–68.
- [9] Hidayah, N., Rahmawati, D., & Suryani, L. (2021). Parent-child communication patterns and early childhood development. *Early Childhood Education Journal*, 49(4), 617–629. <https://doi.org/10.1007/s10643-020-01079-5>
- [10] Lonigan, C. J., & Shanahan, T. (2009). Developing early literacy: Report of the National Early Literacy Panel. *National Institute for Literacy*.
- [11] Republic Act No. 9155. (2001). *Governance of Basic Education Act of 2001*. Official Gazette of the Republic of the Philippines.
- [12] Republic Act No. 10157. (2012). *Kindergarten Education Act*. Official Gazette of the Republic of the Philippines.
- [13] Republic Act No. 10533. (2013). *Enhanced Basic Education Act of 2013*. Official Gazette of the Republic of the Philippines.
- [14] Sénéchal, M., & LeFevre, J. A. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, 73(2), 445–460. <https://doi.org/10.1111/1467-8624.00417>
- [15] UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. United Nations Educational, Scientific and Cultural Organization.
- [16] UNESCO. (2023). *Global education monitoring report: Education and literacy*. United Nations Educational, Scientific and Cultural Organization.