

The Parental Involvement in Home Reading Activities in Enhancing the Literacy Skills of the Grade 1 Learners in Ragay District 1, Division of Camarines Sur

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ABSTRACT

Early literacy is a foundational determinant of academic success because it supports children's capacity to decode print, understand language, build vocabulary, and participate meaningfully in classroom learning. At the primary level, literacy development does not begin and end in school; it is shaped by the quality of reading experiences provided at home. This study examined parental involvement in home reading activities and its perceived contribution to the literacy skills of Grade 1 learners in Ragay District 1, Division of Camarines Sur. The inquiry focused on reading aloud, guided reading and discussion, access to reading materials, and the creation of a reading-friendly environment. The study was anchored on the view that parents function as first literacy partners whose routines, encouragement, and material support influence children's early engagement with print. Home reading activities are particularly important for Grade 1 learners because this level marks the transition from emergent literacy to more formal reading instruction. When parents read aloud, discuss stories, ask questions, and provide materials, children are exposed to language patterns that can support comprehension and word learning. These home-based experiences can also reinforce classroom instruction and increase children's confidence as beginning readers. A descriptive-evaluative-correlational research design was employed to determine the extent of parental involvement and the extent to which such involvement enhanced learners' literacy skills. Thirty-three Grade 1 teachers served as respondents through total enumeration after Ragay District 1 was selected as the study locale. A structured survey questionnaire was used to gather data on home reading practices and literacy skill development. Weighted mean, ranking, Kendall's coefficient of concordance W, and chi-square were used to analyze the data at the 0.05 level of significance. Findings showed that parental involvement in home reading activities was very much evident overall, with a grand weighted mean of 4.54. Reading aloud to children and guided reading and discussion both obtained the highest domain means of 4.62, indicating that parents frequently engaged in direct and interactive literacy support. Providing access to reading materials received a weighted mean of 4.28, while creating a reading-friendly environment received 4.15; both were interpreted as much evident. These results suggest that direct oral and dialogic practices were stronger than the more resource-dependent dimensions of the home literacy environment. In the area of reading aloud, parents were most evident in pointing to words during reading, discussing illustrations, choosing age-appropriate stories, and encouraging children to repeat words or lines. These practices indicate a combination of print referencing, visual scaffolding, and fluency support. In guided reading and discussion, the highest practices included responding positively to children's questions, helping with difficult words, providing encouragement, connecting texts to life experiences, and asking open-ended questions. Such patterns show that parents were not merely supervising reading but were also mediating meaning, motivation, and comprehension. Results further revealed that home reading activities were perceived as very much evident in enhancing learners' literacy skills, with a grand weighted mean of 4.64. Phonemic awareness obtained the highest mean of 4.68, followed by reading comprehension at 4.67, vocabulary development at 4.60, and decoding skills at 4.60. These results suggest that home reading practices were strongly associated with both meaning-based and code-based literacy development. The findings also indicate that the home provides opportunities for children to practice sounds, words, meanings, and comprehension strategies in familiar contexts. The test of significant agreement showed varied patterns across domains of parental involvement. There was no significant agreement in reading aloud to children and providing access to reading materials, while significant agreement was observed in guided reading and discussion and creating a

reading-friendly environment. This means that teacher-respondents differed in their rankings of some home reading practices but showed more consistent judgments regarding interactive discussion and environmental support. For literacy skill enhancement, no significant agreement was found across reading comprehension, vocabulary development, phonemic awareness, and decoding skills, suggesting variability in how teachers perceived the relative strength of each skill area. The findings affirm the importance of parent-child reading interaction in early literacy development. They also show that literacy support at home must extend beyond the presence of books to include active conversation, questioning, modeling, encouragement, and consistent routines. The stronger results in reading aloud and guided reading underscore the centrality of relational and oral language practices in supporting beginning readers. At the same time, the lower means in access to materials and home reading environment suggest areas where school, community, and local government support can improve equity. The study concludes that parental involvement in home reading activities is a significant enabling condition for strengthening early literacy skills among Grade 1 learners. Parents appear to play a substantial role in reinforcing comprehension, vocabulary, phonemic awareness, and decoding through everyday literacy interactions. The results imply that school-based literacy programs should deliberately include parent capacity-building, take-home reading resources, and home-school monitoring mechanisms. Strengthening the partnership among teachers, parents, barangay libraries, and local education stakeholders can sustain literacy development beyond the classroom. The study contributes to the discourse on early grade literacy by providing evidence from a local educational context where home reading practices are strongly present and meaningfully connected to literacy skill development. It supports the position that family literacy is not an auxiliary activity but an integral component of early reading success. It also highlights the need for policy measures that institutionalize parental engagement in literacy programming.

1. Introduction

Literacy is one of the most essential competencies developed during the early years of schooling because it enables children to access knowledge, communicate ideas, and participate in meaningful learning tasks. In the primary grades, reading proficiency becomes the basis for success in nearly all subject areas. Children who develop strong early literacy foundations are more likely to understand classroom texts, follow instructions, and build confidence in academic work. For this reason, early literacy remains a major concern of teachers, school leaders, families, and policy makers.

The development of reading skills is a complex process that involves both language comprehension and word recognition. Children must learn to connect sounds with print, understand word meanings, interpret sentences, and make sense of complete texts. The National Reading Panel identified phonemic awareness, phonics, fluency, vocabulary, and comprehension as major areas of reading instruction that support successful reading development (National Reading Panel, 2000). These areas are especially relevant for Grade 1 learners because they are beginning to move from oral language familiarity to independent reading.

Early literacy is not formed only through formal classroom instruction. It is also influenced by the language, print, and interaction that children experience in their homes. The National Early Literacy Panel (2008) emphasized that early language and literacy experiences are linked to later conventional reading and writing outcomes. This makes the home environment an important extension of the classroom, particularly for young learners who still depend heavily on adult guidance.

Parents serve as children's first teachers and often shape the earliest meanings children attach to reading. When parents read stories, talk about pictures, respond to questions, and encourage children to explore books, they introduce reading as both a learning activity and a social experience. These interactions support language growth because children hear new words, encounter story structures, and practice oral expression. They also support motivation because children associate reading with attention, warmth, and shared enjoyment.

Home literacy environment research consistently shows that children's exposure to books, shared reading, and parent-child literacy interaction contributes to early language and reading development. Senechal and LeFevre (2002) found that storybook exposure and parental literacy teaching were related to different pathways of reading development, including vocabulary, emergent literacy, and later reading achievement. Dong, Wu, Dong, and Tang (2020) likewise reported that home literacy environment factors have a positive association with children's reading comprehension development. These findings suggest that home reading practices are meaningful not only as routines but also as developmental supports.

Parental involvement can take many forms, but home reading activities are among the most direct ways parents can support beginning readers. Reading aloud exposes children to oral language patterns, expressive reading, and print concepts. Guided reading and discussion allow parents to help children clarify meaning, make predictions, answer questions, and relate stories to lived experiences. Access to materials and a reading-friendly environment also provide the physical and emotional conditions needed for sustained literacy practice.

Reading aloud remains one of the most accessible literacy practices for families. It allows children to hear fluent reading even before they can independently read all words in a text. Dialogic and interactive book reading are especially beneficial because they invite children to become active participants rather than passive listeners. Studies on shared and dialogic reading show that adult-child

interaction during book reading can support vocabulary growth, language development, and comprehension (Hargrave & Senechal, 2000; Mol, Bus, de Jong, & Smeets, 2008).

Guided reading and discussion strengthen the meaning-making side of literacy. Through questioning, prompting, explanation, and encouragement, parents can help children process story events and deepen comprehension. Open-ended questions allow children to explain ideas and justify responses, while retelling strengthens memory and sequencing. Such practices are aligned with the view that language-rich interaction is central to children's reading development.

Providing access to reading materials is another important dimension of parental involvement. A home that contains age-appropriate books, storybooks, picture books, magazines, and digital reading resources gives children repeated opportunities to encounter print. However, access alone is not enough when materials are not matched to the child's level, interest, and language needs. The value of access increases when parents use the materials actively through reading, conversation, word explanation, and encouragement.

A reading-friendly environment refers to the home conditions that make reading comfortable, visible, and routine. This includes a quiet reading space, proper lighting, reduced distractions, accessible books, and a positive atmosphere during reading time. It also includes the modeling of reading behavior by adults and the participation of other household members. Yeo, Ong, and Ng (2014) found that active parent-child engagement in reading and writing was a strong component of the home literacy environment associated with children's reading skills and interest.

The role of parents is also explained by theories of school-family-community partnership. Epstein's framework recognizes learning at home, communication, and community collaboration as important forms of involvement that support student achievement (Epstein, 2018). Hoover-Dempsey and Sandler (1997) similarly argued that parental role construction and perceived capacity influence whether and how parents become involved in children's education. These perspectives emphasize that parental involvement is not accidental but is shaped by beliefs, invitations, resources, and supportive relationships with schools.

In the Philippine basic education context, early grade reading remains a persistent priority because many learners experience difficulty in decoding, comprehension, vocabulary, and fluency. For Grade 1 learners, the first year of formal reading instruction is crucial because it establishes attitudes and skills that influence later academic performance. Home support becomes particularly important when classroom time is limited or when learners need additional practice. Parents can help fill this gap through consistent and meaningful literacy routines.

The family setting provides opportunities for individualized reading support that may not always be possible in the classroom. Parents can adjust pace, repeat explanations, select familiar examples, and respond immediately to children's questions. They can also provide emotional support when children experience frustration or uncertainty in reading. This makes parental involvement both instructional and affective in nature.

Despite the recognized importance of home literacy, not all forms of parental involvement are equally evident across families. Some parents may regularly read aloud and discuss stories, while others may have limited time, materials, or confidence to guide reading. Some homes may have books and quiet spaces, while others may depend on school-provided materials or community libraries. These variations make it necessary to examine specific dimensions of parental involvement rather than treat it as a single general construct.

The present study therefore examined parental involvement in home reading activities through four domains: reading aloud to children, guided reading and discussion, providing access to reading materials, and creating a reading-friendly environment. These domains represent both interactive practices and environmental supports. They also reflect the everyday actions through which parents can influence children's early literacy development. Examining them separately allows a clearer understanding of which practices are strongest and which require further support.

The study also considered literacy skill enhancement through reading comprehension, vocabulary development, phonemic awareness, and decoding skills. These skills were selected because they represent both meaning-focused and code-focused components of early reading. Reading comprehension and vocabulary support understanding, while phonemic awareness and decoding support word recognition. Together, these components provide a comprehensive view of early literacy growth.

A local investigation of parental involvement is important because home reading practices are influenced by culture, resources, school expectations, and community conditions. Findings from international studies provide valuable direction, but local evidence is needed to guide school-based and district-level literacy programs. In Ragay District 1, understanding the extent of parental involvement can help teachers and school heads design more responsive parent engagement strategies. Such evidence can also support policy recommendations that strengthen home-school collaboration in early literacy.

This study was designed to contribute to the continuing effort to improve literacy outcomes among Grade 1 learners. It provides empirical evidence on how teachers perceive parental involvement in home reading activities and how such involvement enhances learners' literacy skills. It also examines the degree of agreement among respondent groups in ranking these practices and outcomes. The results offer a basis for strengthening parental capacity, improving access to home reading resources, and aligning school literacy initiatives with family-based support.

2. Methodology

The study employed a descriptive-evaluative-correlational research design to examine parental involvement in home reading activities and its perceived contribution to literacy skill enhancement among Grade 1 learners. The descriptive component was used to determine the extent to which specific home reading practices were evident. The evaluative component was used to interpret the level of contribution of these practices to literacy skills. The correlational component was reflected in the use of Kendall's coefficient of concordance to determine the agreement of rankings among respondent groups.

The locale of the study was Ragay District 1, Division of Camarines Sur. This locale was considered appropriate because it provided a setting where early grade literacy practices, school-family partnership, and home reading support could be examined within a

public elementary school context. The district setting also allowed the comparison of responses among big, medium, and small schools. This grouping made it possible to analyze whether perceptions were consistent across different school types.

The respondents were thirty-three Grade 1 teachers from the selected district. Total enumeration was used because the respondent population was manageable and because all Grade 1 teachers were considered directly knowledgeable about learners' literacy needs and parental involvement patterns. Teachers were appropriate respondents because they observe learners' reading development and communicate with parents regarding home support. Their responses therefore provided an informed basis for evaluating home reading involvement and literacy outcomes.

The main research instrument was a structured survey questionnaire. The first part measured parental involvement in home reading activities along reading aloud to children, guided reading and discussion, providing access to reading materials, and creating a reading-friendly environment. The second part measured the extent to which these activities enhanced literacy skills in terms of reading comprehension, vocabulary development, phonemic awareness, and decoding skills. The items used a five-point scale ranging from Not at All to Very Much Evident.

The instrument included concrete indicators that described observable home reading practices. For reading aloud, items included pointing to words, using expressive voice, discussing illustrations, asking questions, and encouraging repetition. For guided reading and discussion, items included helping with difficult words, asking open-ended questions, encouraging reflection, and supporting retelling. For the home literacy environment, items examined access to books, use of digital tools, dedicated reading spaces, reduced distractions, and supportive family routines.

Data gathering followed a formal process of coordination with district and school authorities. Respondents were requested to answer the questionnaire honestly and completely. The confidentiality of responses was emphasized, and the data were treated only in grouped form. This approach protected individual respondents while allowing the study to present patterns across school types.

Weighted mean was used to determine the extent of parental involvement and the extent of literacy skill enhancement. Ranking was applied to identify which indicators were most and least evident within each domain. The interpretation scale classified means from 4.50 to 5.00 as Very Much Evident, 3.50 to 4.49 as Much Evident, 2.50 to 3.49 as Evident, 1.50 to 2.49 as Fairly Evident, and 1.00 to 1.49 as Not at All. These interpretations provided a consistent basis for comparing domains and indicators.

Kendall's coefficient of concordance W was used to determine the level of agreement among the rank orders of respondent groups. The corresponding chi-square value was computed to test whether the observed agreement was statistically significant. The level of significance was set at 0.05. This procedure allowed the study to determine whether big, medium, and small schools ranked the indicators similarly or differently.

The analysis was conducted by presenting the weighted means, interpretations, and ranks of the indicators under each domain. The results were organized into tables to allow clear comparison across practices and literacy skill areas. Analytical discussion was developed after each tabular presentation to interpret the meaning of the results and connect them to early literacy theory and related literature. Conclusions and implications were then derived from the major findings to guide policy and practice.

3. Results and Discussions

This section presents the empirical results on parental involvement in home reading activities and the perceived enhancement of literacy skills among Grade 1 learners. The analysis is organized according to the domains of home reading involvement and literacy skill development. Each table is followed by analytical discussion that explains the meaning of the results, identifies patterns, and relates the findings to early literacy development. The presentation emphasizes both the strengths of existing home reading practices and the areas that may require stronger school-community support.

Table 1. Summary of Parental Involvement in Home Reading Activities

Area	Big Schools	Int.	Medium Schools	Int.	Small Schools	Int.	Average	Int.
1. Reading Aloud to Children	4.54	VME	4.80	VME	4.54	VME	4.62	VME
2. Guided Reading and Discussion	4.54	VME	4.85	VME	4.47	ME	4.62	VME
3. Providing Access to Reading Materials	4.26	ME	4.63	VME	3.96	ME	4.28	ME
4. Creating a Reading-Friendly Environment	4.10	ME	4.63	VME	3.74	ME	4.16	ME
AVERAGE	4.36	ME	4.72	VME	4.54	VME	4.54	VME

The overall result shows that parental involvement in home reading activities was very much evident, with an average weighted mean of 4.54. This indicates that teachers perceived parents as actively participating in early literacy support at home. Reading aloud and guided reading obtained the highest means, both at 4.62, showing that interactive parent-child literacy practices were the most evident forms of involvement. These two practices are central because they combine oral language exposure, emotional support, modeling, and comprehension guidance.

The relatively lower means for providing access to reading materials and creating a reading-friendly environment do not indicate weakness, but they point to more resource-dependent forms of involvement. Families may be willing to support reading but may vary in access to books, digital tools, quiet spaces, or regular home routines. This pattern suggests that direct interaction may be easier for parents to provide than material or environmental support. Schools and local partners therefore have a role in supplementing home resources through reading kits, community libraries, and parent guidance materials.

The results are consistent with the home literacy environment perspective, which emphasizes that both the frequency and quality of literacy interactions matter. Senechal and LeFevre (2002) found that storybook exposure and parent teaching contribute to different components of reading growth. The present results reflect that parents provide both exposure and guidance, particularly through reading aloud and discussion. This dual involvement strengthens the possibility that children encounter print as both a meaningful and teachable experience.

The difference across school types also deserves attention. Medium schools produced the highest overall mean, while big and small schools showed slightly lower but still high levels of involvement. This may reflect differences in parent-school communication, available resources, or community literacy culture. The result implies that district literacy planning should maintain strong parent engagement while providing targeted assistance to schools where material access and home reading environment are less developed.

Table 2. Reading Aloud to Children

Indicator	Weighted Mean	Interpretation	Rank
1. Regularly sets time to read aloud stories each day to support language development.	4.53	VME	8
2. Uses expressive voice and varying tones to make the story more engaging for the child.	4.54	VME	7
3. Pauses during reading sessions to ask thoughtful questions about the storyline.	4.64	VME	6
4. Encourages the child to observe and discuss illustrations while the story is being read.	4.84	VME	2
5. Chooses age-appropriate and interesting stories to capture the child's attention.	4.83	VME	3
6. Reads aloud with excitement and emotion to help maintain focus.	4.49	ME	9
7. Allows the child to select books to read aloud, promoting ownership and interest.	4.30	ME	11
8. Highlights key vocabulary words and important phrases during the reading session.	4.38	ME	10
9. Points to each word while reading aloud to reinforce word recognition.	4.87	VME	1
10. Encourages the child to echo or repeat specific words or lines to build fluency.	4.78	VME	4
11. Discusses the moral or message of the story after reading to build comprehension.	4.65	VME	5
Average	4.62	VME	

The findings for Reading Aloud to Children show a weighted mean of 4.62, interpreted as very much evident. The highest indicator was pointing to each word while reading aloud to reinforce word recognition, suggesting that parents were most engaged in practices that directly support children's immediate reading experience. The lowest or relatively least evident indicator was allowing the child to select books to read aloud, which identifies an area that may still be strengthened. Overall, the result indicates that reading aloud is a meaningful part of home-based literacy support among Grade 1 learners.

The pattern of responses suggests that parents are more consistent when the activity is concrete, familiar, and easy to integrate into ordinary parent-child interaction. When practices require special materials, formal strategies, or additional planning, the mean tends to be lower even when the interpretation remains positive. This distinction is important because it shows that parental willingness is present, but capacity and resources may affect the depth of implementation. Home reading programs should therefore provide parents with simple, specific, and repeatable strategies.

From a literacy development perspective, reading aloud to children supports both skill acquisition and reading motivation. Children benefit when adults model how print works, explain unfamiliar words, and encourage responses during reading. Interactive home practices also allow children to experience reading as a social and enjoyable activity rather than a purely academic requirement. This is consistent with studies showing that active parent-child literacy engagement contributes to children's reading interest and early literacy performance (Yeo et al., 2014).

The result has practical implications for teachers and school leaders. Teachers can build on the existing strength of parents by giving activity guides, short reading prompts, and home practice routines aligned with classroom lessons. School heads can institutionalize parent literacy sessions that demonstrate how to conduct reading aloud to children effectively. Such support can help parents move from general involvement to more intentional, skill-focused literacy assistance.

Table 3. Guided Reading and Discussion

Indicator	Weighted Mean	Interpretation	Rank
1. Offers help when the child encounters difficult or unfamiliar words.	4.81	VME	2.5
2. Engages in meaningful discussions before, during, and after reading activities.	4.59	VME	8
3. Asks open-ended questions that encourage the child to think critically about the story.	4.77	VME	5
4. Helps the child make connections between the text and real-life experiences.	4.79	VME	4
5. Takes turns reading aloud to model fluent reading and build confidence.	4.51	VME	10
6. Encourages exploration of character traits, emotions, and actions within the story.	4.20	VME	13
7. Allows time for reflection and helps the child articulate thoughts about the reading.	4.58	VME	9
8. Provides consistent praise and encouragement to boost motivation and interest.	4.81	VME	2.5
9. Responds positively to the child's questions about the reading material.	4.83	VME	1
10. Goes back to confusing or unclear sections of the text to promote understanding.	4.63	VME	7
11. Demonstrates effective reading strategies such as predicting and summarizing.	4.34	ME	12

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12. Assists the child in identifying elements like setting, characters, and plot.	4.44	ME	11
13. Helps the child summarize the main points or retell the story in their own words.	4.73	VME	6
Average	4.62	VME	

The findings for Guided Reading and Discussion show a weighted mean of 4.62, interpreted as very much evident. The highest indicator was responding positively to the child's questions about the reading material, suggesting that parents were most engaged in practices that directly support children's immediate reading experience. The lowest or relatively least evident indicator was encouraging exploration of character traits, emotions, and actions within the story, which identifies an area that may still be strengthened. Overall, the result indicates that guided reading and discussion is a meaningful part of home-based literacy support among Grade 1 learners.

The pattern of responses suggests that parents are more consistent when the activity is concrete, familiar, and easy to integrate into ordinary parent-child interaction. When practices require special materials, formal strategies, or additional planning, the mean tends to be lower even when the interpretation remains positive. This distinction is important because it shows that parental willingness is present, but capacity and resources may affect the depth of implementation. Home reading programs should therefore provide parents with simple, specific, and repeatable strategies.

From a literacy development perspective, guided reading and discussion supports both skill acquisition and reading motivation. Children benefit when adults model how print works, explain unfamiliar words, and encourage responses during reading. Interactive home practices also allow children to experience reading as a social and enjoyable activity rather than a purely academic requirement. This is consistent with studies showing that active parent-child literacy engagement contributes to children's reading interest and early literacy performance (Yeo et al., 2014).

The result has practical implications for teachers and school leaders. Teachers can build on the existing strength of parents by giving activity guides, short reading prompts, and home practice routines aligned with classroom lessons. School heads can institutionalize parent literacy sessions that demonstrate how to conduct guided reading and discussion effectively. Such support can help parents move from general involvement to more intentional, skill-focused literacy assistance.

Table 4. Providing Access to Reading Materials

Indicator	Weighted Mean	Interpretation	Rank
1. Makes a range of age-appropriate books readily available at home.	4.38	ME	5.5
2. Offers diverse reading materials such as magazines, storybooks, and picture books.	4.44	ME	4
3. Frequently borrows books from the school or community library to expand variety.	4.23	ME	7
4. Places reading materials in visible and easy-to-reach locations.	4.38	ME	5.5
5. Rotates books regularly to keep the child interested in new topics.	4.03	ME	8
6. Selects materials that align with the child's reading level and interests.	4.47	ME	3
7. Gives books as rewards or presents to encourage a love for reading.	3.79	ME	10
8. Promotes reading as a leisure activity during free or quiet time.	4.66	ME	1
9. Incorporates digital reading tools like e-books and audiobooks.	3.91	ME	9
10. Talks with the child about the books to deepen engagement.	4.54	ME	2
Average	4.28	ME	

The findings for Providing Access to Reading Materials show a weighted mean of 4.28, interpreted as much evident. The highest indicator was promoting reading as a leisure activity during free or quiet time, suggesting that parents were most engaged in practices that directly support children's immediate reading experience. The lowest or relatively least evident indicator was giving books as rewards or presents to encourage a love for reading, which identifies an area that may still be strengthened. Overall, the result indicates that access to reading materials is a meaningful part of home-based literacy support among Grade 1 learners.

The pattern of responses suggests that parents are more consistent when the activity is concrete, familiar, and easy to integrate into ordinary parent-child interaction. When practices require special materials, formal strategies, or additional planning, the mean tends to be lower even when the interpretation remains positive. This distinction is important because it shows that parental willingness is present, but capacity and resources may affect the depth of implementation. Home reading programs should therefore provide parents with simple, specific, and repeatable strategies.

From a literacy development perspective, providing access to reading materials supports both skill acquisition and reading motivation. Children benefit when adults model how print works, explain unfamiliar words, and encourage responses during reading. Interactive home practices also allow children to experience reading as a social and enjoyable activity rather than a purely academic requirement. This is consistent with studies showing that active parent-child literacy engagement contributes to children's reading interest and early literacy performance (Yeo et al., 2014).

The result has practical implications for teachers and school leaders. Teachers can build on the existing strength of parents by giving activity guides, short reading prompts, and home practice routines aligned with classroom lessons. School heads can institutionalize parent literacy sessions that demonstrate how to conduct providing access to reading materials effectively. Such support can help parents move from general involvement to more intentional, skill-focused literacy assistance.

Table 5. Creating a Reading-Friendly Environment

Indicator	Weighted Mean	Interpretation	Rank
1. Dedicates a quiet, cozy, and inviting space at home for reading.	4.07	ME	9
2. Ensures the reading space has proper lighting and minimal distractions.	4.12	ME	6
3. Arranges books neatly and attractively to encourage browsing and use.	4.11	ME	7

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4. Integrates reading time into the daily family routine.	3.73	ME	12
5. Sets a good example by reading books or newspapers in the child's presence.	4.28	ME	4
6. Limits electronic screen time to make more room for reading activities.	4.62	VME	1
7. Invites other household members to join reading sessions and support learning.	3.79	ME	11
8. Decorates the reading corner with educational posters and fun visuals.	4.10	ME	8
9. Maintains a positive and pressure-free atmosphere for reading.	4.33	ME	3
10. Minimizes interruptions and background noise during reading periods.	4.13	ME	5
11. Updates the reading area with new and seasonal books or themes.	3.98	ME	10
12. Shows appreciation and encouragement when the child reads.	4.61	VME	2
Average	4.15	ME	

The findings for Creating a Reading-Friendly Environment show a weighted mean of 4.15, interpreted as much evident. The highest indicator was limiting electronic screen time to make more room for reading activities, suggesting that parents were most engaged in practices that directly support children's immediate reading experience. The lowest or relatively least evident indicator was integrating reading time into the daily family routine, which identifies an area that may still be strengthened. Overall, the result indicates that a reading-friendly environment is a meaningful part of home-based literacy support among Grade 1 learners.

The pattern of responses suggests that parents are more consistent when the activity is concrete, familiar, and easy to integrate into ordinary parent-child interaction. When practices require special materials, formal strategies, or additional planning, the mean tends to be lower even when the interpretation remains positive. This distinction is important because it shows that parental willingness is present, but capacity and resources may affect the depth of implementation. Home reading programs should therefore provide parents with simple, specific, and repeatable strategies.

From a literacy development perspective, creating a reading-friendly environment supports both skill acquisition and reading motivation. Children benefit when adults model how print works, explain unfamiliar words, and encourage responses during reading. Interactive home practices also allow children to experience reading as a social and enjoyable activity rather than a purely academic requirement. This is consistent with studies showing that active parent-child literacy engagement contributes to children's reading interest and early literacy performance (Yeo et al., 2014).

The result has practical implications for teachers and school leaders. Teachers can build on the existing strength of parents by giving activity guides, short reading prompts, and home practice routines aligned with classroom lessons. School heads can institutionalize parent literacy sessions that demonstrate how to conduct creating a reading-friendly environment effectively. Such support can help parents move from general involvement to more intentional, skill-focused literacy assistance.

Table 6. Concordance on Rank Orders of Parental Involvement in Home Reading Activities

Area	W	Computed chi-square	df	Decision	Significance
Reading Aloud to Children	0.518	14.55	10	Accepted	Not significant
Guided Reading and Discussion	0.663	23.85	12	Rejected	Significant at 0.05
Providing Access to Reading Materials	0.402	12.05	9	Accepted	Not significant
Creating a Reading-Friendly Environment	0.701	23.13	11	Rejected	Significant at 0.05

The concordance results show that agreement in the ranking of home reading activities differed across domains. Reading aloud to children and providing access to reading materials were not significant, indicating that respondents from different school types did not rank the indicators in a strongly uniform manner. Guided reading and discussion, as well as creating a reading-friendly environment, showed significant agreement. This means that the latter domains reflected more consistent perceptions among respondent groups.

The lack of significant agreement in some domains should not be read as evidence that the practices were unimportant. Rather, it suggests that schools may observe these practices differently depending on home conditions, parent capacity, and available resources. Reading aloud may take different forms across families, and access to reading materials may depend on household income or community support. These differences can naturally result in varied rankings among school types.

The significant agreement in guided reading and discussion is important because it suggests shared recognition of the value of interactive literacy support. Respondents similarly recognized practices such as answering children's questions, helping with difficult words, praising effort, and connecting texts to real-life experiences. The significant agreement in creating a reading-friendly environment likewise suggests common understanding of the importance of positive atmosphere, reduced screen time, and encouragement. These domains may provide strong entry points for district-wide parent engagement programs.

The results imply that policy interventions should be both standardized and flexible. Standardization is needed for parent workshops, home reading guides, and school monitoring tools. Flexibility is needed because families differ in time, materials, literacy confidence, and household conditions. A responsive parent literacy program should therefore identify common expectations while allowing families to adapt practices to their actual home contexts.

Table 7. Summary of Literacy Skills Enhanced Through Home Reading Activities

Area	Big Schools	Int.	Medium Schools	Int.	Small Schools	Int.	Average	Int.
1. Reading Comprehension	4.60	VME	4.82	VME	4.61	VME	4.67	VME
2. Vocabulary Development	4.56	VME	4.83	VME	4.40	ME	4.60	VME

3. Phonemic Awareness	4.70	VME	4.88	VME	4.45	ME	4.68	VME
4. Decoding Skills	4.69	VME	4.74	VME	4.37	ME	4.60	VME
AVERAGE	4.64	VME	4.82	VME	4.46	ME	4.64	VME

The overall result for literacy skill enhancement was very much evident, with a grand weighted mean of 4.64. This indicates that home reading activities were perceived to strongly support the development of Grade 1 learners' literacy skills. Phonemic awareness obtained the highest mean at 4.68, followed by reading comprehension at 4.67. Vocabulary development and decoding skills both obtained 4.60, which remained within the very much evident range.

The close means across the four literacy areas suggest that home reading activities contribute to a broad range of reading-related skills. This is important because beginning reading requires the integration of meaning-focused and code-focused competencies. Children need to understand stories and words, but they also need to recognize sounds and decode printed words. The results show that parents can support these complementary skill areas through everyday reading interactions.

The strong result for phonemic awareness is particularly meaningful because awareness of sounds is a foundation for later decoding and word recognition. Parents can strengthen this skill through rhyming, clapping syllables, blending sounds, and sound games. The similarly high result for comprehension shows that parents also help children construct meaning through questioning, retelling, and connecting stories to experience. These findings reflect the balanced nature of effective early literacy support.

The findings support the idea that literacy development is best strengthened when school instruction is reinforced by home practice. Parents do not need to duplicate the teacher's formal role; rather, they can provide repeated, emotionally supportive, and language-rich experiences. Teachers can help by identifying weekly target skills and suggesting simple activities for parents to do at home. This alignment can make home reading more purposeful and more directly connected to learner progress.

Table 8. Reading Comprehension

Indicator	Weighted Mean	Interpretation	Rank
1. Encourages the child to retell the story in their own words to check for understanding.	4.74	VME	3
2. Asks meaningful questions to ensure the child comprehends the main ideas.	4.73	VME	4.5
3. Helps the child identify the central theme and key details in the text.	4.56	VME	10.5
4. Supports the child in recognizing the proper sequence of events in the story.	4.66	VME	6.5
5. Prompts the child to make predictions based on what they've read.	4.56	VME	10.5
6. Clarifies confusing parts of the reading with simple explanations.	4.73	VME	4.5
7. Connects the story content to the child's own life experiences.	4.85	VME	1
8. Uses graphic organizers or visual aids to support comprehension.	4.60	VME	8
9. Discusses characters' feelings, actions, and decisions.	4.66	VME	6.5
10. Assists in identifying the story's conflict and resolution.	4.58	VME	9
11. Talks about the moral, lesson, or message presented in the story.	4.75	VME	2
Average	4.68	VME	

The findings for Reading Comprehension show a weighted mean of 4.67, interpreted as very much evident. The highest indicator was connecting the story content to the child's own life experiences, showing the strongest perceived contribution of home reading activities to this skill area. The relatively lowest indicator was helping the child identify the central theme and key details in the text and prompting predictions based on what was read, which still remained within a positive interpretation. This pattern indicates that reading comprehension is strongly supported when parents are actively involved in home reading.

The result demonstrates that literacy skills develop through repeated exposure, guided practice, and meaningful interaction. Parents can reinforce the skill through informal but intentional activities such as story talk, word explanation, sound play, and oral reading.

These activities create repeated opportunities for children to apply what they learn in school. Because the home setting is less formal, children may also feel more comfortable practicing skills and making mistakes.

The high mean for reading comprehension is consistent with early reading research that emphasizes the interdependence of language, print, and sound-based skills. The National Reading Panel (2000) identified comprehension, vocabulary, phonemic awareness, and decoding-related instruction as essential to effective reading development. The present result suggests that home reading activities can reinforce these areas when parents provide supportive interaction. Such reinforcement is especially important for Grade 1 learners who require frequent practice and adult feedback.

The practical implication is that parent engagement programs should not be limited to general encouragement to read at home. Parents should be shown how specific home practices support reading comprehension. For example, teachers may provide question prompts, vocabulary cards, sound games, or decoding guides that parents can use in short daily sessions. This can make home reading more systematic without making it burdensome for families.

Table 9. Vocabulary Development

Indicator	Weighted Mean	Interpretation	Rank
1. Introduces new vocabulary words encountered during reading.	4.63	VME	4.5
2. Encourages use of newly learned words in everyday speech.	4.63	VME	4.5
3. Engages the child in vocabulary games and language building activities.	4.55	VME	7
4. Offers examples, synonyms, or definitions for unfamiliar terms.	4.49	VME	8.5
5. Teaches the child how to use context clues to infer meaning.	4.62	VME	6
6. Uses visuals like pictures to explain word meanings.	4.77	VME	1
7. Reinforces vocabulary through flashcards or word walls.	4.75	VME	2
8. Selects books that feature rich and descriptive vocabulary.	4.49	VME	8.5
9. Welcomes the child's curiosity about word meanings.	4.71	VME	3
10. Teaches parts of words such as roots, prefixes, and suffixes.	4.33	ME	10
Average	4.60	VME	

The findings for Vocabulary Development show a weighted mean of 4.60, interpreted as very much evident. The highest indicator was using visuals like pictures to explain word meanings, showing the strongest perceived contribution of home reading activities to this skill area. The relatively lowest indicator was teaching parts of words such as roots, prefixes, and suffixes, which still remained within a positive interpretation. This pattern indicates that vocabulary development is strongly supported when parents are actively involved in home reading.

The result demonstrates that literacy skills develop through repeated exposure, guided practice, and meaningful interaction. Parents can reinforce the skill through informal but intentional activities such as story talk, word explanation, sound play, and oral reading. These activities create repeated opportunities for children to apply what they learn in school. Because the home setting is less formal, children may also feel more comfortable practicing skills and making mistakes.

The high mean for vocabulary development is consistent with early reading research that emphasizes the interdependence of language, print, and sound-based skills. The National Reading Panel (2000) identified comprehension, vocabulary, phonemic awareness, and decoding-related instruction as essential to effective reading development. The present result suggests that home reading activities can reinforce these areas when parents provide supportive interaction. Such reinforcement is especially important for Grade 1 learners who require frequent practice and adult feedback.

The practical implication is that parent engagement programs should not be limited to general encouragement to read at home. Parents should be shown how specific home practices support vocabulary development. For example, teachers may provide question prompts, vocabulary cards, sound games, or decoding guides that parents can use in short daily sessions. This can make home reading more systematic without making it burdensome for families.

Table 10. Phonemic Awareness

Indicator	Weighted Mean	Interpretation	Rank
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1. Guides the child in recognizing initial sounds in common words.	4.65	VME	9.5
2. Uses rhyming games and songs to highlight sound patterns.	4.65	VME	9.5
3. Encourages blending of individual sounds to form complete words.	4.71	VME	3
4. Practices breaking words into separate sounds or syllables.	4.71	VME	3
5. Integrates chants and poems to make sound play enjoyable.	4.69	VME	5.5
6. Focuses on recognizing final sounds in spoken words.	4.69	VME	5.5
7. Plays matching games to identify words with similar sounds.	4.63	VME	11.5
8. Engages the child in changing sounds to create new words.	4.67	VME	7.5
9. Uses clapping or tapping techniques to count syllables in words.	4.71	VME	3
10. Helps the child identify short and long vowel sounds in speech.	4.73	VME	1
11. Incorporates sound-based games in daily routines and activities.	4.67	VME	7.5
12. Practices removing or replacing sounds in words to build flexibility.	4.63	VME	11.5
Average	4.68	VME	

The findings for Phonemic Awareness show a weighted mean of 4.68, interpreted as very much evident. The highest indicator was helping the child identify short and long vowel sounds in speech, showing the strongest perceived contribution of home reading activities to this skill area. The relatively lowest indicator was playing matching games and practicing sound removal or replacement, which still remained within a positive interpretation. This pattern indicates that phonemic awareness is strongly supported when parents are actively involved in home reading.

The result demonstrates that literacy skills develop through repeated exposure, guided practice, and meaningful interaction. Parents can reinforce the skill through informal but intentional activities such as story talk, word explanation, sound play, and oral reading. These activities create repeated opportunities for children to apply what they learn in school. Because the home setting is less formal, children may also feel more comfortable practicing skills and making mistakes.

The high mean for phonemic awareness is consistent with early reading research that emphasizes the interdependence of language, print, and sound-based skills. The National Reading Panel (2000) identified comprehension, vocabulary, phonemic awareness, and decoding-related instruction as essential to effective reading development. The present result suggests that home reading activities can reinforce these areas when parents provide supportive interaction. Such reinforcement is especially important for Grade 1 learners who require frequent practice and adult feedback.

The practical implication is that parent engagement programs should not be limited to general encouragement to read at home. Parents should be shown how specific home practices support phonemic awareness. For example, teachers may provide question prompts, vocabulary cards, sound games, or decoding guides that parents can use in short daily sessions. This can make home reading more systematic without making it burdensome for families.

Table 11. Decoding Skills

Indicator	Weighted Mean	Interpretation	Rank
1. Supports the child in using letter-sound associations to read words.	4.67	VME	1
2. Encourages independent sounding out of unfamiliar words.	4.65	VME	3.5

3. Provides practice in reading simple and familiar words confidently.	4.45	ME	11
4. Uses phonics-based tools to reinforce decoding skills.	4.65	VME	3.5
5. Reviews letter combinations and phonics patterns regularly.	4.61	VME	6.5
6. Helps identify blends, digraphs, and common sound units.	4.51	VME	10
7. Differentiates between vowel sounds during reading practice.	4.65	VME	3.5
8. Encourages the child to read aloud to improve fluency.	4.57	VME	9
9. Teaches the child how to break larger words into smaller syllables.	4.61	VME	6.5
10. Models decoding strategies through demonstration.	4.59	VME	8
11. Offers gentle correction and reinforcement to strengthen decoding accuracy.	4.65	VME	3.5
Average	4.60	VME	

The findings for Decoding Skills show a weighted mean of 4.60, interpreted as very much evident. The highest indicator was supporting the child in using letter-sound associations to read words, showing the strongest perceived contribution of home reading activities to this skill area. The relatively lowest indicator was providing practice in reading simple and familiar words confidently, which still remained within a positive interpretation. This pattern indicates that decoding skills is strongly supported when parents are actively involved in home reading.

The result demonstrates that literacy skills develop through repeated exposure, guided practice, and meaningful interaction. Parents can reinforce the skill through informal but intentional activities such as story talk, word explanation, sound play, and oral reading. These activities create repeated opportunities for children to apply what they learn in school. Because the home setting is less formal, children may also feel more comfortable practicing skills and making mistakes.

The high mean for decoding skills is consistent with early reading research that emphasizes the interdependence of language, print, and sound-based skills. The National Reading Panel (2000) identified comprehension, vocabulary, phonemic awareness, and decoding-related instruction as essential to effective reading development. The present result suggests that home reading activities can reinforce these areas when parents provide supportive interaction. Such reinforcement is especially important for Grade 1 learners who require frequent practice and adult feedback.

The practical implication is that parent engagement programs should not be limited to general encouragement to read at home. Parents should be shown how specific home practices support decoding skills. For example, teachers may provide question prompts, vocabulary cards, sound games, or decoding guides that parents can use in short daily sessions. This can make home reading more systematic without making it burdensome for families.

Table 12. Concordance on Rank Orders of Literacy Skills Enhanced Through Home Reading Activities

Area	W	Computed chi-square	df	Decision	Significance
Reading Comprehension	0.350	10.50	10	Accepted	Not significant
Vocabulary Development	0.557	15.04	12	Accepted	Not significant
Phonemic Awareness	0.127	4.18	11	Accepted	Not significant
Decoding Skills	0.291	8.73	11	Accepted	Not significant

The concordance test for literacy skills showed no significant agreement across reading comprehension, vocabulary development, phonemic awareness, and decoding skills. This indicates that the respondent groups did not rank the indicators in a statistically uniform way. The absence of significant agreement suggests variability in how teachers from different school types observed the contribution of home reading activities to specific literacy skills. Such variability is understandable because learners' needs and family practices may differ across school communities.

The non-significant results do not diminish the high weighted means reported for the literacy domains. Instead, they show that while the practices were perceived as very much evident, the order of strength varied among respondents. For instance, some teachers may observe stronger gains in sound awareness, while others may observe stronger gains in comprehension or vocabulary. These differences may reflect variations in classroom instruction, home support, available materials, or parental literacy strategies.

The results imply that a single uniform parent support program may not be sufficient for all schools. Some school communities may need stronger support in comprehension questioning, while others may need more guidance on phonemic awareness or decoding.

Teachers should therefore use learner assessment results to identify which literacy skills require stronger home reinforcement. School-level planning can then align parent activities with the actual literacy profile of learners.

At the policy level, the findings support the use of differentiated parent engagement models. District reading programs can provide a common framework while allowing schools to prioritize specific skills based on learner needs. Monitoring tools should capture not only whether parents are involved, but also which literacy skills their involvement most strongly supports. This will make parental involvement more evidence-based and more responsive to early grade literacy goals.

4. Conclusions and Implications

4.1 Conclusions

Parental involvement in home reading activities among Grade 1 learners was very much evident. This conclusion is supported by the overall weighted mean of 4.54 across the four domains of home reading involvement. The result shows that parents were perceived to be actively engaged in supporting reading at home. Such engagement provides a strong foundation for sustaining early literacy development beyond the classroom.

Reading aloud to children and guided reading and discussion emerged as the strongest forms of parental involvement. Both domains obtained weighted means of 4.62 and were interpreted as very much evident. This indicates that parents were most active in direct, interactive, and oral language-based reading practices. These practices are especially valuable because they allow adults to model reading, explain meaning, and encourage children's participation.

Providing access to reading materials was much evident but relatively lower than the interactive domains. This suggests that many homes provide reading resources, but the degree of access may vary depending on availability, affordability, and family routines. The finding points to the need for additional support in ensuring that children have sufficient and appropriate reading materials at home. Access to books and other reading resources remains an important condition for independent and shared reading.

Creating a reading-friendly environment was also much evident, yet it obtained the lowest mean among the parental involvement domains. This suggests that families were making efforts to support reading, but some may still face constraints in space, time, household routines, and distractions. A positive home reading environment requires not only materials but also consistency, encouragement, and reduced barriers to reading. The finding confirms the importance of helping parents establish practical literacy routines within their homes.

There was no significant agreement in the rank order of some parental involvement domains, particularly reading aloud and access to reading materials. This means that respondents from different school types varied in how they ranked the indicators within these domains. Such variation implies that practices may not be equally visible or prioritized across school communities. Differences in resources, parent confidence, and home conditions may help explain these variations.

Significant agreement was found in guided reading and discussion and creating a reading-friendly environment. This suggests that respondents had more consistent perceptions about the importance and ranking of these practices. The result implies that these domains are commonly recognized as important dimensions of parental involvement. They may therefore serve as priority areas for parent education and district literacy initiatives.

Home reading activities were perceived as very much evident in enhancing literacy skills. The overall mean of 4.64 indicates strong perceived support for reading comprehension, vocabulary development, phonemic awareness, and decoding skills. Phonemic awareness received the highest rating, followed closely by reading comprehension. This shows that home reading practices support both sound-based and meaning-based literacy development.

No significant agreement was found in the rank order of the literacy skill indicators. This means that although all literacy skill areas were rated highly, respondents differed in how they ranked the specific indicators. The conclusion suggests that literacy development through home reading may vary by learner need, parent practice, and school context. Policy and program interventions should therefore be flexible enough to address different literacy priorities across schools.

4.2 Implications

The findings imply that schools should treat parents as essential partners in early literacy development. Since parental involvement was very much evident, school-based reading programs can build on an existing culture of home support. Teachers can provide parents with concrete strategies that strengthen the practices already being done at home. This approach recognizes parents not as passive recipients of school reminders but as active literacy facilitators.

Parent capacity-building should prioritize reading aloud and guided discussion because these are the strongest areas of involvement. Workshops can demonstrate how to use expressive reading, print pointing, picture discussion, open-ended questioning, and story retelling. These strategies are practical and can be used even when families have limited materials. Strengthening these practices can improve both children's comprehension and motivation.

The relatively lower result for access to reading materials implies the need for resource-based interventions. Schools, parent-teacher associations, barangay libraries, local government units, and community partners can provide take-home reading kits, book rotation systems, and leveled reading materials. Digital reading materials may also be introduced where technology access is available. Equity in literacy support requires that all families have access to appropriate and engaging texts.

The result on reading-friendly environments implies that family routines must be included in literacy planning. Parents may need guidance on setting reading schedules, reducing distractions, limiting screen time, and creating even a small reading corner at home. The goal is not to require ideal conditions but to help families establish realistic and consistent routines. Small improvements in the home environment can create stronger opportunities for repeated reading practice.

The significant agreement in guided reading and discussion suggests that this area can be standardized across schools as a core parent engagement strategy. Teachers may prepare weekly question prompts, story maps, and retelling guides for parents to use.

These materials can make parent-child discussion more purposeful and aligned with classroom instruction. Such alignment can help children transfer learning between home and school.

The strong perceived enhancement of phonemic awareness implies that parents can be taught to use simple sound-based games. Activities such as rhyming, clapping syllables, blending sounds, and identifying beginning or ending sounds can be incorporated into daily routines. These activities do not require expensive materials and can be done orally. They are especially useful for Grade 1 learners who are strengthening the sound foundations of reading.

The findings also imply that reading comprehension and vocabulary development should remain central in home reading support. Parents can be encouraged to ask questions, explain unfamiliar words, connect stories to experiences, and invite children to retell texts. These practices support deeper understanding and oral language growth. They also make reading more meaningful because children learn to relate text to life.

Finally, the lack of significant agreement in the literacy skill rankings implies that schools should use diagnostic information to guide parent involvement. Rather than giving the same home reading tasks to all families, teachers can recommend activities based on learner needs. Learners who need decoding support may receive phonics and word-reading tasks, while those needing comprehension support may receive retelling and questioning activities. A differentiated parent engagement model can make home reading more effective, targeted, and responsive.

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