



Parental Involvement in the Reading Literacy Skills of Grade 1 Learners in the Division of Lipa City

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Abstract

Parental involvement plays a significant role in the development of reading literacy among learners particularly during the foundational years of schooling. To achieve this goal, strengthening the partnership between school and home environment is essential. This study aimed to analyze the extent and impact of parental involvement on the reading literacy skills of Grade 1 learners in the Division of Lipa City. Specifically, it examined the extent of parental involvement practices to learning content and instructional tasks and measured the level of involvement in terms of school support, home reading support, and motivation and encouragement. It also explored the significant relationship between these involvement practices and parents' level of involvement. Furthermore, identified challenges faced by parents in the reading development of Grade 1 learners were assessed and lastly, proposed learning activities based on the results of the study. Using descriptive-correlational research design, 373 parents of Grade 1 learners were selected using stratified random sampling. Data were collected using a validated researcher-made survey questionnaire and analyzed through frequency, percentage, and weighted mean. Pearson's r was applied to determine the significant relationship between involvement practices and parents' level of involvement. Findings revealed that parents demonstrated a high extent of utilization of involvement practices. In terms of involvement, parents were moderately engaged in school support and home reading support, while showing high involvement in motivation and encouragement. There is a strong and positive relationship found between the extent of involvement practices and level of parental involvement across all categories. Common challenges encountered by parents were moderately manifested, specifically on time constraints due to work and household responsibilities. The study concluded that active and structured school-home reading is needed to enhance early reading literacy. It emphasizes the need for targeted interventions, such as the proposed READ-LIPA program to support and strengthen parental involvement.

Keywords: *parental involvement, involvement practices, reading literacy*



Introduction

Reading is one of the most important foundations in the early stages of learning. It serves as the steppingstone to the success of lifelong learning. It is not just about decoding letters and words, but it is also a way that enables the learner to gain knowledge, develop critical thinking skills and creativity, and communicate and collaborate effectively. In a global context, reading literacy is considered one of the fundamental indicators of a nation's educational capability and development. In the school context, reading is considered one of the earliest and most crucial skills that a learner must have. It is considered the foundation of many skills that a learner could acquire in the early stage of the learning process. Grade 1 learners, in particular, are the most crucial type of learners in the early stage of the learning process, as they are at the stage of learning the foundations of reading.

The problem in reading proficiency is more evidently observed in local communities and classrooms. Many teachers observe difficulty in understanding, struggling with vocabulary, and a lack of comprehension (Hechinger Report, 2024; Prosperity for All, 2021) which greatly affects learners' participation in class activities and assessments. Parents also notice and express their concerns about the reading skills or habits of their children. These challenges are clear proof that reading difficulties are not isolated problems but a frequent problem both at home and school, which affects learners' confidence, motivation, and lifelong learning.

According to the Philippine Daily Inquirer report last May 2025, DepEd's Comprehensive Rapid Literacy Assessment showed 52% of learners in the primary level, Grades 1-3, were classified as grade-level ready. However, this only means that nearly half of the early grade learners nationwide are not meeting the expected reading standard, indicating that Grade 1 learners are likely facing significant literacy challenges. This data only reflects what teachers and parents observe in the classroom and at home, where some of the learners can only read short texts, but still they struggle with fluency, comprehension, and confidence in expressing themselves, particularly in the text they have read. This only suggests that, as educators and implementers, there is a need to look beyond classroom instruction and examine what factors affect or influence early reading literacy development.

As early reading literacy plays a vital role in the overall learning capabilities of every learner, the learning capabilities of young learners do not solely rely on the efforts of the teachers and the school. Parental involvement plays a significant role in the learning process, especially for Grade 1 learners. Teachers notice that learners who have frequent reading practice at home show a greater interest in reading books and perform and participate better in classroom activities and assessments, in comparison to those without this kind of home support.

In the study of Betonio and Lomarda (2023), it was found that there is a significant positive relationship between parental engagement and reading proficiency among Grade 1 learners in Kadangilan District, Bukidnon. According to the findings, students typically do better academically when parents take an active role in their education by helping them with reading activities, keeping track of their progress, and fostering a positive home literacy. The study



emphasizes how crucial it is for parents and teachers to work together to help children develop the fundamentals of reading.

In relation to Sustainable Development Goal 4: Quality Education, the status of Grade 1 learners' reading literacy in the Division of Lipa City aligns with the national and global priority of ensuring that every child has access to and acquires fundamental reading and numeracy skills during the early stage of learning. Addressing literacy gaps directly contributes to ensuring inclusive and equitable quality education for all (UN, 2023). With this identified gap, schools can better align their intervention initiatives to provide an equitable education for all. And to successfully achieve this goal, building connections and partnerships with families and communities is equally significant, as education is always a shared responsibility among every individual connected to the learning process inside and outside the school.

This study aims to analyze the overall parental involvement in the reading literacy skills of Grade 1 learners in the Division of Lipa City. It seeks to determine the specific practices that are most commonly used by parents relative to learning content and instructional tasks, to measure the level of parental involvement in terms of school support, home reading support, and motivation, and to identify the challenges faced by parents in this area. Examining the level and quality of parental involvement in reading literacy among Grade 1 learners, this study will be able to identify gaps that currently prevent home-school collaboration and partnerships. The findings of this study will significantly provide evidence-based insights for schools and policymakers to develop or design improved literacy programs, ensuring consistent support for both at home and in school.

This study aims to analyze parents' involvement in the reading literacy skills of grade 1 learners in the Division of Lipa City. Specifically, this study seeks to answer the following questions:

1. As assessed by the parents themselves, what is the extent of manifestation of their involvement practices relative to:
 - 1.1 learning content
 - 1.2 instructional tasks
2. What is the level of parental involvement in reading literacy of their children in terms of:
 - 2.1 school support
 - 2.2 home reading support
 - 2.3 motivation and encouragement
3. Is there a significant relationship between the assessments on the extent of manifestation of parents' involvement practices and on the level of involvement in reading literacy?
4. What are the challenges faced by parents in the reading development of Grade 1 learners?
5. Based on the results of the study, what contextualized learning intervention activities may be proposed?

Literature Review

In the study of Lane et.al (2025), it was cited that early instruction should focus on developing foundational reading skills. These foundational skills include vocabulary growth, phonemic awareness, and an awareness of the connection between letters and sounds. Early emphasis on these areas aids in the development of the skills children need to successfully decode and understand texts. As a result, giving early literacy training top priority is essential to guaranteeing both long-term academic success and general language competency.

Reading literacy is affected by societal and environmental factors. Recent studies highlight the importance of early literacy and its predictors of later reading achievement. Communities and schools that offer engaging learning environments can aid in closing the literacy gap between students. To guarantee that every child has fair opportunities to acquire strong reading skills from a young age, families, educators, and society as a whole must work together to promote reading literacy.

Macalalad (2025) emphasized that parental encouragement significantly contributes to the achievements of students, showing extended support at home for school-related activities. This support can take many different forms, like helping with homework, giving their child the resources they need to learn, or just expressing interest in their academic development.

In the study of Norudin et.al (2024) that investigated the relationship between parents' attitude towards reading, early literacy, and reading comprehension among learners. The finding shows that there is a moderate effect of parents' attitude towards reading on early literacy activities, and, there is a moderate effect of early literacy activities on the learners' reading comprehension. These findings only suggest that empowering parents' involvement can enhance the reading environment at home.

Musengamana (2023) revealed that parents and their involvement in children's schooling bear both positive and negative effects on the students' success in school. According to the study, children typically exhibit increased motivation and better learning outcomes when their parents give them the right kind of direction and support. Home learning homework assistance with parents' child discussion all found to support and improve the students' learning performance. However, parents' overbearing involvement or pressure can occasionally cause stress and lower students' self-confidence.

Methodology

Research Design

In this study, the researcher utilized a **descriptive-correlational research design**. The descriptive design determined the extent of utilization of parents' involvement practices,



measured the level of parental involvement in reading literacy in terms of school support, home reading support, and motivation and encouragement, and identified challenges faced by parents in the reading development of Grade 1 learners. Meanwhile, the correlational design assessed the relationship between parental involvement practices and their level in the reading literacy of Grade 1 learners.

Participants

Participants were 373 parents from 4 districts in SDO Lipa City who were determined by **stratified random sampling** with proportionate allocation to determine the respondents by district. The sample size was based on Slovin's formula at a five percent margin of error. The participants were selected parents of learners of Grade 1. The subgroups of parents of the districts were determined using purposive sampling, since only those parents who are knowledgeable and interested were included in the study.

Research Instrument

A **researcher-made survey questionnaire** was designed and validated by the three expert validators. Questions are designed to determine the following:

- Extent of Parental Involvement Practices
- Level of Parental Involvement
- Challenges encountered by parents in supporting learners' reading development

A Likert-scale with four questions consisting of three parts was used to gather quantitative data.

Data Collection Procedure

Request letter was sent to the Schools Division Superintendent and School Principals of the selected schools in the Division of Lipa City for the approval to conduct the study. The survey questionnaire was distributed personally to the parts of Grade 1 through the advisers. Instructions and data privacy consent form were given whereas retrieval of the questionnaires after a week of distribution was conducted.

Data Analysis

Descriptive statistics (ranking and weighted mean) were used to summarize responses. **Pearson's r coefficient correlation** was conducted to determine the correlation between extent of utilization of parent's involvement and level of parental involvement.

Results

1: Extent of Manifestation of Parents’ Involvement Practices in Learning Content and Instructional Task

Table 2
Extent of Manifestation of Parents’ Involvement Practices in Learning Content

Indicators	Weighted Mean	Verbal Interpretation
1. I provide age-appropriate reading materials.	3.54	Highly Manifested
2. I use rhymes, songs, or poems to support reading of my child.	3.35	Moderately Manifested
3. I make sure that my child is exposed to both Filipino and English reading materials.	3.54	Highly Manifested
4. I participate in school reading programs.	3.45	Moderately Manifested
5. I ask my child to retell the story we read on his own words.	3.48	Moderately Manifested
6. I ask my child questions to see if he understands what we read.	3.61	Highly Manifested
7. I describe words that are new to my child.	3.67	Highly Manifested
8. I help my child to connect the story to his personal experience.	3.50	Highly Manifested
9. I discuss the moral lesson of the story after reading.	3.62	Highly Manifested
10. I use pictures and illustrations to help my child understand while reading	3.49	Moderately Manifested
Composite Mean	3.52	Highly Manifested

Legend: 3.50-4.00=Highly Manifested; 2.50-3.49=Moderately Manifested; 1.50-2.49=Slightly Manifested; 1.00-1.49=Least Manifested

The data in Table 2 reveals that parents are highly engaged in this aspect, with an overall composite mean of 3.52, interpreted as Highly Manifested. This indicates that parents view reading not just as a mechanical skill, but as a vital opportunity to transfer knowledge, values, and language skills to their children.

“I describe words that are new to my child”, highlights that parents instinctively prioritize vocabulary acquisition as a cornerstone of reading literacy. This finding suggests that parents are actively monitoring their child's comprehension in real-time, pausing bridge gaps when unfamiliar terms arise. By acting as a living dictionary, parents transform passive listening into an active learning session where the child’s lexicon is constantly expanding.

This aligns strongly with recent research by Batista Rocha and da Mota (2022), who found that reading styles incorporating pauses for explanation provide significantly greater benefits for vocabulary development than simply reading straight through. Furthermore, Sajawandi et al. (2021) emphasized that this type of interaction, where meaning is constructed together, is critical for developing pre-literacy skills in early childhood. When parents explain words, they are not just teaching definitions; they are teaching their children how to use context clues and infer meaning, which are essential skills for independent reading later on. The high

utilization of this practice reflects a deep parental awareness that reading is, fundamentally, about making sense of language. It is heartening to see that despite busy schedules, parents are taking the time to ensure their children do not just read the words but truly understand them.

Table 3
Extent of Manifestation of Parents' Involvement Practices in Instructional Task

Indicators	Weighted Mean	Verbal Interpretation
1. I check and review my child's assigned reading task.	3.65	Highly Manifested
2. I practice my child's spelling and word recognition.	3.53	Highly Manifested
3. I guide my child in reading assignments given by the teacher.	3.68	Highly Manifested
4. I ask the teacher's assistance in providing reading materials to be used at home.	3.31	Moderately Manifested
5. I practice with my child, sounding out letters, syllables and words.	3.59	Highly Manifested
6. I follow up on reading activities done in school at home.	3.64	Highly Manifested
7. I encourage my child to read out loud every day.	3.55	Highly Manifested
8. I set reading-related goals and track my child's progress.	3.49	Moderately Manifested
9. I check the daily reading tracker of my child provided by the teacher.	3.54	Highly Manifested
10. I review and correct my child's pronunciation during reading.	3.61	Highly Manifested
Composite Mean	3.56	Highly Manifested

Legend: 3.50-4.00=Highly Manifested; 2.50-3.49=Moderately Manifested; 1.50-2.49=Slightly Manifested; 1.00-1.49=Least Manifested

Table 3 reveals that parents are exceptionally diligent in this role, with an overall composite mean of 3.56, interpreted as Highly Manifested. This score is slightly higher than that of Learning Content (3.52), suggesting that parents feel a stronger obligation to support structured, school-mandated tasks than unstructured literacy activities.

The high manifestation here suggests that parents view the teacher's assignments as the roadmap for their involvement, giving them a clear, actionable way to support their child's literacy. Relying on this structured guidance, parents are relieved of the pressure to independently design educational activities or select appropriate reading materials, which can often feel overwhelming for those without formal teaching backgrounds. Instead, teacher-directed tasks translate the broad, abstract goal of improving reading skills into concrete, manageable daily steps. This reliance underscores a deep trust in the school's curriculum and highlights a critical dynamic: parents are highly motivated and willing to invest their time and energy, provided they are equipped with the right tools and explicit directions from educators. This creates a seamless continuum of learning between the classroom and the home, where parents act as confident, empowered facilitators of the teacher's pedagogical goals.

2: Level of Parental Involvement in Reading Literacy

This study assessed the level of parental involvement in the reading literacy skills of Grade 1 learners in the Division of Lipa City in terms of school support, home reading support, and motivation and encouragement.

Table 4
Parental Involvement in School Support

Indicators	Weighted Mean	Verbal Interpretation
1. I always attend school meetings or orientations related to my child's reading development.	3.42	Moderately Involved
2. I communicate regularly with my child's teacher regarding reading progress	3.48	Moderately Involved
3. I participate in school-organized literacy activities and reading programs.	3.38	Moderately Involved
4. I provide feedback to the school about my child's reading difficulties.	3.33	Moderately Involved
5. I volunteer in school reading-related activities when possible.	3.16	Moderately Involved
6. I collaborate with teachers in developing strategies to support my child's literacy.	3.34	Moderately Involved
7. I attend parent-teacher conferences focused on my child's academic progress.	3.46	Moderately Involved
8. I ask teachers for recommended reading materials for my child.	3.26	Moderately Involved
9. I participate in decision-making activities related to school literacy programs.	3.28	Moderately Involved
10. I support school initiatives that encourage reading.	3.52	Highly Involved
Composite Mean	3.36	Moderately Involved

Legend: 3.50-4.00=Highly Involved; 2.50-3.49=Moderately Involved; 1.50-2.49=Slightly Involved; 1.00-1.49=Least Involved

Table 4 reveals a shift in parental behavior compared to the previous tables. While parents were highly utilized in home-based tasks, their engagement in school support is generally lower with a composite mean of 3.36, with most indicators falling under Moderately Involved. However, the overall composite mean still reflects a positive inclination toward supporting the school's vision for literacy.

The findings for school support portray parents as supportive partners rather than active participants in the daily operations of the school. They are highly committed to the broad vision of the school and maintain necessary communication channels with teachers. However, their involvement drops significantly when it requires physical presence or high-level decision-making. They are least likely to volunteer, ask for specific resources or join planning committees. This distinction highlights a pragmatic approach to partnership where parents engage in ways that fit their schedules while leaving the logistical and pedagogical heavy lifting to school. This reflects a model of shared responsibility among the parents and the teachers. It prioritizes trust in

the teachers' expertise while still giving value in parental support. This makes it less intensive but meaningful in ways that suggest future effort that will strengthen home-school partnership. It will create more flexible and wide opportunities that encourage a deeper involvement among them without needing excessive demands on the parents' time and availability.

Table 5
Parental Involvement in Home Reading Support

Indicators	Weighted Mean	Verbal Interpretation
1. I set a regular schedule for my child's reading time at home.	3.48	Moderately Involved
2. I create a quiet and conducive environment for reading.	3.47	Moderately Involved
3. I provide materials to help with reading difficulties.	3.48	Moderately Involved
4. I supervise my child during reading without being overly strict.	3.54	Highly Involved
5. I limit screen time to encourage more reading at home.	3.44	Moderately Involved
6. I read aloud with my child at home.	3.43	Moderately Involved
7. I model reading habits by reading books, newspapers, or other texts myself.	3.39	Moderately Involved
8. I encourage my child to share their favorite book.	3.40	Moderately Involved
9. I put up a mini library at home.	3.03	Moderately Involved
"10. I use reading into daily activities (e.g., reading recipes, labels, signs).	3.28	Moderately Involved
Composite Mean	3.39	Moderately Involved

Legend: 3.50-4.00=Highly Involved; 2.50-3.49=Moderately Involved; 1.50-2.49=Slightly Involved; 1.00-1.49=Least Involved

Table 5 reveals that parents are generally consistent in their efforts to build this supportive environment, with an overall composite mean of 3.39, interpreted as Moderately Involved. This suggests that while parents are doing well in supervising and scheduling reading, there is still room for improvement in creating resource-rich environments like mini-libraries or integrating reading into functional daily tasks.

"I supervise my child during reading without being overly strict" is the only indicator in this table that reached the Highly Involved level, which is a significant finding. It suggests that parents understand that reading should be a positive, low-stress activity rather than a rigid chore. By adopting a gentle supervisory role, parents are likely trying to prevent reading anxiety, which can be a major barrier for early learners.

Recent research by Jimenez et al. in (2019) supported this approach, noting that early engagement in shared reading is linked to less harsh parenting styles because the activity itself promotes bonding rather than discipline. When parents supervise with patience, they create a safe space for the child to make mistakes and self-correct, which is essential for building fluency.

Table 6
Parental Involvement in Motivation and Encouragement

Indicators	Weighted Mean	Verbal Interpretation
1. I praise my child when they show progress in reading.	3.71	Highly Involved
2. I reward my child's reading efforts.	3.62	Highly Involved
3. I show genuine interest and enthusiasm when my child reads aloud.	3.70	Highly Involved
4. I encourage my child to read independently.	3.64	Highly Involved
5. I celebrate my child's reading achievements, no matter how small.	3.60	Highly Involved
6. I motivate my child to explore different kinds of reading materials.	3.57	Highly Involved
7. I remind my child of the importance of reading for learning.	3.62	Highly Involved
8. I share my own reading experiences with my child.	3.53	Highly Involved
9. I engage in conversations about the stories or texts my child reads.	3.54	Highly Involved
10. I encourage my child to share their favorite stories with family members.	3.51	Highly Involved
Composite Mean	3.60	Highly Involved

Legend: 3.50-4.00=Highly Involved; 2.50-3.49=Moderately Involved; 1.50-2.49=Slightly Involved; 1.00-1.49=Least Involved

Table 6 reveals that this is the strongest area of parental involvement in the entire study. Every single indicator is rated as Highly Involved, resulting in an impressive composite mean of 3.60, interpreted as Highly Involved. This suggests that parents intuitively understand that their primary role is to be their child's cheerleader, fostering a positive association with reading through praise, encouragement, and shared enthusiasm.

Recent research by Gunderson et al. in 2020 confirmed that process-based praise is a significant predictor of a child's persistence in challenging tasks like reading. When a parent says, "Good job figuring out that hard work", it tells the child that effort matters more than innate talent. Furthermore, a 2023 study by Rogers et al. found that parental praise buffers against the anxiety many early readers feel when facing new texts. This high level of involvement suggests that parents are actively working to build their child's self-efficacy. They are creating an emotional safety net that encourages the child to keep trying even when the words get tough.

The findings reveal that parents excel at the emotional aspects of support, particularly in praising progress. They understand that confidence is key to literacy development. However, there is a slight dip in practice that involves extending the reading experience beyond the immediate moment. They are comparatively less likely to engage in deep conversations about the text and share their own personal reading histories. This suggests that while the motivational engine is running strong, the social and conversational dimensions of reading could be further expanded to create a truly holistic literacy environment.

3: Relationship Between the Assessment on the Extent of Manifestation of Parents' Involvement Practices and on the Level of Parental Involvement in Reading Literacy

Table 7

Relationship Between the Assessments on the Extent of Manifestation of Parents' Involvement Practices in terms of Learning Content and on the Level of Parental Involvement in Reading Literacy

Variables	rho-value	p-value	Decision on HO	Interpretation
Learning Content				
School Support	.633**	.000	Reject	Significant
Home Reading Support	.705**	.000	Reject	Significant
Motivation and Encouragement	.682**	.000	Reject	Significant

** . Correlation is significant at the 0.01 level

Table 7 specifically examines the relationship between parents' involvement practices in terms of Learning Content and their level of parental involvement in reading literacy. It reveals a strong, positive, and significant correlation between learning content and the level of parental involvement in reading literacy in terms of school support, home reading support, and motivation and encouragement. All computed p-values are .000, which is less than the 0.01 level of significance, leading to the rejection of the null hypothesis. This means that parents who actively use learning content are also the ones who are most supportive of the school, create the best home environments, and provide the most motivation

The strongest relationship for Learning Content is with Home Reading Support, showing a high correlation of .705. This indicates that parents who focus on the substance of reading, explaining words, discussing morals, and asking questions, are also the ones who create the most conducive physical environments for it. It suggests that a parent who cares about what their child reads will naturally care about where and when they read.

Table 8

Relationship Between the Assessments on the Extent of Manifestation of Parents' Involvement Practices in terms of Instructional Task and on the Level of Parental Involvement in Reading Literacy

Variables	rho-value	p-value	Decision on HO	Interpretation
Instructional Task				
School Support	.718**	.000	Reject	Significant
Home Reading Support	.746**	.000	Reject	Significant

Motivation and Encouragement	.683**	.000	Reject	Significant
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** . Correlation is significant at the 0.01 level

Table 8 shifts the focus to the relationship between parents' involvement practices in terms of Instructional Task and their level of parental involvement in reading literacy. It reveals a strong, positive, and significant correlation between instructional tasks and the level of parental involvement in reading literacy in terms of school support, home reading support, and motivation and encouragement. All computed p-values are .000, which is less than the 0.01 level of significance, leading to the rejection of the null hypothesis. This means that parents who actively use learning content are also the ones who are most supportive of the school, create the best home environments, and provide the most motivation.

The strongest correlation in the entire table is between Instructional Task and Home Reading Support ($\rho = .746$). This is a powerful finding. It suggests that the practical, day-to-day work of supervising homework and checking assignments is deeply intertwined with establishing a reading routine and environment. Parents who are diligent about the mechanics of schooling, checking the reading log, practicing spelling, are the ones who ensure there is a quiet place and a set time to do it.

4: Challenges Faced by Parents in the Reading Development of Grade 1 Learners

Table 9
Challenges Faced by Parents in the Reading Development of Grade 1 Learners

Indicators	Weighted Mean	Verbal Interpretation
1. I find it difficult to spend enough time helping my child with reading because of work or household responsibilities.	2.81	Moderately Manifested
2. My busy schedule prevents me from regularly monitoring my child's reading progress.	2.79	Moderately Manifested
3. I experience stress balancing reading support with other family duties.	2.65	Moderately Manifested
4. I have limited access to appropriate children's books and reading materials at home.	2.66	Moderately Manifested
5. Financial issues affect my ability to buy reading resources for my child.	2.54	Moderately Manifested
6. I lack knowledge of effective strategies to teach my child reading skills.	2.47	Slightly Manifested
7. I sometimes feel unsure about how to correct my child's reading mistakes.	2.50	Moderately Manifested
8. I am not confident in guiding my child through reading comprehension activities.	2.40	Slightly Manifested
9. My child shows little interest in reading activities at home.	2.65	Moderately Manifested
10. My child prefers watching TV or playing with gadgets instead of reading.	2.42	Slightly Manifested
Composite Mean	2.58	Moderately Manifested

Legend: 3.50-4.00=Highly Manifested; 2.50-3.49=Moderately Manifested; 1.50-2.49=Slightly Manifested; 1.00-1.49=Least Manifested

Table 9 shows an overall composite mean of 2.58, interpreted as Moderately Manifested. This indicates that while parents are highly committed, they are operating under significant pressure, with time management and resource availability emerging as the primary friction points in their involvement.



The most significant challenge reported by parents with a weighted mean of 2.81 is finding enough time to help their child with reading due to work or household responsibilities. This result is not surprising given the economic realities of many families today. It suggests that the spirit is willing, but the schedule is weak. Parents are often caught in a tug of war between providing for their family financially and supporting them academically.

These quantitative findings are strongly supported by the qualitative interview responses. When asked how work or household responsibilities affect their time, parents frequently admitted that their busy schedules and daily chores significantly hinder reading practice. Many expressed that exhaustion after a long day leaves them with little energy to teach, and sometimes, earning a living or finishing household tasks inevitably takes priority.

5: Proposed Intervention Activities

The READ-LIPA (Responsive Engagement and Active Development in Literacy Advancement) program isn't just a set of new rules; it's a direct answer to what parents in Lipa City told us they need. The study painted a clear picture: parents want to help their Grade 1 children read, but they are often blocked by busy work schedules, a lack of books at home, and sometimes, just not knowing how to teach reading effectively. This intervention is designed to meet parents where they are, turning their homes into supportive extensions of the classroom without adding overwhelming pressure.

Program Title: READ-LIPA (Responsive Engagement and Active Development in Literacy Advancement)

Rationale

The recent study on Parental Involvement in the Reading Literacy Skills of Grade 1 Learners in the Division of Lipa City painted a clear picture: parents are eager champions of their children's education, excelling in motivation and monitoring. However, they face real hurdles, specifically, a lack of time, limited access to books, and a need for stronger collaboration with the school.

General Objective

To empower parents of Grade 1 learners to become active, confident partners in literacy by enriching the home reading environment and strengthening the bond between home and school.

Specific Objectives

- Help families establish consistent, stress-free reading routines at home.
- Open clearer, more supportive lines of communication between parents and teachers.
- Give parents the confidence to teach reading strategies (like sounding out words and asking questions).
- Offer practical solutions for busy parents to integrate reading into daily chores.
- Ensure every family has access to age-appropriate books and reading materials.



Program Components

Component 1: Parent Literacy Capacity-Building Workshops Title: “Guiding Young Readers Effectively”

The Idea: Many parents want to help but aren't sure how. These quarterly, friendly workshops will

teach parents the teacher secrets, how to teach phonics, how to ask the right questions to check understanding, and how to give feedback without frustration.

Expected Output: Parents who feel capable and equipped to guide their children’s reading at home.

Component 2: Home Reading Routine System Title: “The 20-Minute Reading Habit Challenge”

The Idea: Building a habit takes time. We challenge families to dedicate just 20 minutes a day to reading. To keep it fun and on track, we’ll provide simple reading logs and weekly reflection sheets.

Reinforcement: We will celebrate consistency with certificates and shout-outs to keep motivation high.

Expected Outcome: Children who read more fluently because they practice every single day.

Component 3: School–Home Literacy Collaboration Mechanism Title: “Reading Partnership Connect”

The Idea: No parent should feel out of the loop. We will establish a steady stream of communication through monthly check-ins (virtual or face-to-face) and a dedicated chat group. Teachers will also share cheat sheets with tips on the reading strategies being taught in class that week.

Expected Outcome: A seamless connection where home support perfectly matches classroom instruction.

Component 4: Community Reading Resource Support Title: “Project Basa sa Bahay” (Read at Home)

The Idea: You can’t read if you don’t have books. We will launch a rotational "book bag" system where classroom reading kits are sent home weekly. We will also organize community book drives and provide digital/printable stories for families with smartphones.

Expected Outcome: Every child, regardless of financial status, will have exciting stories to read at home.

Component 5: Motivation and Engagement Enhancement Title: “Reading Stars Recognition Program”

The Idea: Learning to read is hard work, and it deserves applause. We will hold monthly celebrations for reading milestones, host family storytelling days, and organize fun read-aloud contests to keep the excitement alive.

Expected Outcome: Kids who love to read and feel proud of their progress.

Sustainability Plan To make sure this is not just a one-time event, we will:

- Make the literacy workshops a permanent part of the school calendar.
- Integrate reading logs into the official school grading/monitoring system.
- Make the book donation drive an annual community tradition.
- Embed this partnership model into the official School Improvement Plan (SIP).

Expected Impact

- Parents who are active, confident partners in education.



- Homes filled with books and reading routines.
- Learners who read with fluency and understanding.
- A school community where no family is left behind due to a lack of time or resources.
- A sustainable, collaborative system that supports literacy for years to come.

4. Discussion

The findings leading to the rejection of the null hypothesis showed that parents who actively use learning content are also the ones who are most supportive of the school, create the best home environments, and provide the most motivation. This suggests that parental monitoring of homework is one of the strongest predictors of a structured environment and parents take the task seriously (Ogg and Anthony, 2020).

The findings were supported by Mansapto (2024) who found that higher levels of parental engagement directly correlate with stronger reading performance among Grade 6 learners. According to the study, parents who regularly check in on their children's reading development and offer constant support aid in the development of comprehension and fluency. Children who are involved in this way can grow in self-discipline and confidence in their capacity to learn. Additionally, it highlights that children who have parents encourage them are more likely to develop a favorable attitude toward reading. This research supports the notion that significant parental involvement is a major factor in academic achievement, especially in the development of literacy.

These challenges were recognized by the READ-LIPA program which could help the parents to improve reading literacy. Combining skill-building, routine, easy communication, and free resources, this program creates a sustainable ecosystem for literacy to thrive, both in the classroom and living room.

This study is delimited to the parents of Grade 1 learners in the selected schools in the Division of Lipa City. It does not involve any learners from other grade levels, private schools outside the identified schools, or those who are enrolled in alternative learning systems. It strictly focuses on parental involvement and its role in the reading literacy skills of Grade 1 learners. It will not include any other factors, such as effectiveness, resources, and socio-economic status, may have a direct effect on the reading literacy outcomes. The data to be gathered will only be limited to surveys, and the result will only be generalized within the local context of the Division of Lipa City.

5. Conclusion

Parents involvement practices were found highly manifested in both learning content and instructional tasks. In the level of parental involvement in reading literacy, school support and home-reading support are both moderately involved whereas motivation and encouragement showed highly involvement in reading where they notably praise their children when they showed progress in reading.



The assessments between the extent of manifestation of the parents' involvement practices and on the level of involvement in reading literacy were found highly significant. On the other hand, major challenges for parents are balancing work and household responsibilities, limited time and energy they can dedicate to monitoring their child's reading progress and limited access to appropriate children's books. Intervention activities were prepared to strengthen parental involvement in the reading literacy of Grade 1 learners.

This study suggested that schools may organize flexible, hybrid orientation schedules or weekend workshops on how parents can manage their time to support reading amidst work and household duties. Parents are urged to integrate reading into daily routines, such as reading signs, labels, or recipes together, to turn ordinary moments into learning opportunities, even when dedicated study time is limited. Future researchers may conduct a qualitative study to dig deeper into the specific time-management strategies of highly involved working parents or explore how digital reading apps might bridge the gap for parents with limited access to physical books.

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