



PARENTAL LITERACY PRACTICES AMONG K-STAGE 1 LEARNERS: BASIS FOR HOME-BASED EDUCATIONAL DEVELOPMENT PROGRAM

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ABSTRACT

This study examined parental literacy practices among Kinder to Grade 3 learners as a basis for developing a Home-Based Educational Development (HBED) Program in the Schools District of Tigbauan, Iloilo during School Year 2025–2026. Using a descriptive qualitative approach, in-depth interviews were conducted with fifteen (15) parents who served as respondents. Findings revealed that parents actively engaged in literacy practices such as guided oral reading, shared reading, teaching foundational literacy skills, providing support and meaning-making, creating print-rich environments, and promoting family collaboration. Despite these efforts, several challenges were identified, including limited educational background, low confidence, time and work constraints, limited literacy resources, and motivational barriers. To address these challenges, parents employed coping strategies such as establishing consistent reading routines, seeking external support, and using contextualized teaching strategies. The study highlights the need for a structured HBED Program to strengthen parental involvement.

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Keywords: *Parental literacy practices, K-stage 1 learners, home-based educational development program*

INTRODUCTION

Research has consistently shown that when parents engage in literacy activities such as reading aloud, storytelling, and shared book experiences, children develop stronger early literacy skills and increased motivation toward reading (Paris & Hamilton, 2020). However, parental involvement is often influenced by parents' own beliefs, educational attainment, and available resources (Paris & Hamilton, 2020; MDPI, 2025).

Effective early literacy instruction requires consistent reinforcement both at school and at home. Teachers employ evidence-based instructional methods such as phonics, guided reading, and fluency interventions to scaffold children's reading development (Paris & Hamilton, 2020). However, the success of these instructional demands relies not only on what occurs inside the classroom but also on the quality and frequency of literacy-related interactions at home (Paris & Hamilton, 2020).

Despite extensive training for teachers on differentiated literacy instruction, notable gaps exist in parent education and support. Studies indicate that even parents with relatively high educational backgrounds often feel unprepared to support their children's reading development and lack confidence in understanding literacy progression (Martini & Sénéchal, 2012 as discussed in MDPI, 2025). This gap highlights that professional development focused

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exclusively on teachers does not necessarily translate into parent readiness or capacity for home-based literacy support.

Moreover, at the institutional level, schools often lack structured programs that formally integrate parents as active collaborators in literacy development. The influence of socioeconomic factors, limited access to literacy resources at home, and cultural beliefs about parental roles in education compound the issue. For example, Filipino parents in lower-income or rural settings may believe that literacy development is predominantly the school's responsibility, leading to reduced engagement in home literacy practices (silinskas, Niemi, & Lerkkanen, 2020 as cited in AJEES, 2025).

Parents' attitudes towards literacy activities directly affect how often and how meaningfully they engage with their children's learning at home. Empirical evidence shows that parents' beliefs about the importance of reading, the availability of literacy materials, and their engagement in literacy activities are significantly related to children's early literacy progress and motivation (Neitzel et al., 2025). In many cases, parents express eagerness to support their children but lack clear knowledge or strategies to do so effectively without structured guidance (MDPI, 2025).

Furthermore, while prior studies have explored parental involvement in literacy within broader national or international contexts, there is a notable gap in localized research that examines both successful and unsuccessful parental literacy practices among families where parents themselves have limited literacy skills.

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Specifically, there is limited qualitative evidence on how parents of Kinder to Grade 3 learners in rural Philippine schools, such as Lino Flores Elementary School, enact home literacy activities and how these practices could inform structured home-based educational support programs.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis to be used in this study. The purpose of this study is to explore the parental literacy practices in reading as experienced by parents of Kinder to Grade 3 learners at Lino Flores Elementary School in Tigbauan, Iloilo during the School Year 2025–2026.

Research Method

The research method utilized in the study was qualitative research using in-depth interview.

The interviewer with the interviewee during the interview was allowed to sit together at a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions (Patton, 2015).

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Research Design

The study used a phenomenological research design. Phenomenology was considered a philosophical approach to undertaking qualitative research. The goal of phenomenology was to understand how individuals viewed the world and how these views varied from commonly held perspectives by focusing on a person’s subjective interpretations of what he or she experienced. Phenomenology was conducted by interviewing participants to learn about their impressions and was frequently used in fields such as psychology, sociology, and social work.

Phenomenology focused on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology was to investigate and describe phenomena as they were consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel & Spiegelberg, 2024).

Participants of the Study

The participants of this study were fifteen (15) purposely selected parents of Lino Flores Elementary School, Schools District of Tigbauan, Schools Division of Iloilo. The participants were distributed across grade levels to ensure representation, specifically: four (4) parents of Kinder learners, four (4) parents of Grade 1 learners, four (4) parents of Grade 2 learners, and three (3) parents of Grade 3 learners.

Sampling Design

Purposive sampling design was used in the study. Purposive sampling, according to Nikolopoulou (2023), referred to a group of non-probability sampling techniques in which units

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were selected because they had characteristics needed in a sample. In other words, units were selected "on purpose" in purposive sampling. This was also called judgmental sampling. This sampling method relied on the researcher's judgment in identifying and selecting individuals, cases, or events that could provide the most relevant information to achieve the study's objectives.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule had four questions focusing on the purpose of the study.

Voice and video recorder were used for data gathering and documentation, depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, the Dean of the Graduate School then a panel of jurors who are considered for their expertise in the field of research, testing, and assessment, and English, was requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of the subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2017).

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Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally visited the school, community, or any place convenient for the participants to conduct the interviews.

The researcher encouraged the participants to sign a waiver or permission form relative to the conduct of the study. Using in-depth interviews, voice and video recorders were also used to completely capture the interviewees' responses. The researcher consolidated all collected data after a series of interviews.

Data Analyses

The gathered information was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire & Delahunt (2017), the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing, and interpreting the data gathered and making sense of it.

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RESULTS AND DISCUSSIONS

The study was conducted to identify the parental literacy practices in reading among parents of Kinder to Grade 3 learners at Lino Flores Elementary School in Tigbauan, Iloilo during the School Year 2025–2026.

The research method utilized in the study was descriptive using in-depth interview.

The study used phenomenology under qualitative research design.

The participants of this study were fifteen (15) purposely selected parents of Lino Flores Elementary School, Schools District of Tigbauan, Schools Division of Iloilo.

The research instrument utilized in the study was a researcher-made interview schedule. Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

A panel of experts validated the interview schedule and considered all comments and suggestions relative to the validation of the tool.

Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview and virtual instruction was done prior to the interview.

Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words or responses. The researcher consolidated all the collected data after series of interviews.

The information gathered was analyzed using thematic approach.

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The findings of the study regarding the practices employed by parents in supporting the reading development of Kinder to Grade 3 learners include Guided Oral Reading and Shared Reading, Teaching Foundational Literacy Skills, Comprehension Support and Meaning-Making, Creating a Print-Rich Environment, and Family Collaboration in Literacy Support.

The study revealed that parents encounter several challenges in assisting their Kinder to Grade 3 children, including limited educational background and low confidence in teaching, time and work constraints, inadequate literacy resources, and motivational and emotional barriers.

The study further revealed that parents address the challenges encountered in supporting their Kinder to Grade 3 children by establishing consistent reading routines, seeking external assistance when necessary, implementing contextualized teaching strategies, maximizing available resources, and offering emotional encouragement and reinforcement to sustain motivation and confidence in reading.

Based on the findings, the following insights were drawn:

The findings revealed that parents of Kinder to Grade 3 learners actively engaged in evidence-based literacy practices that reinforced classroom learning at home. They demonstrated strong commitment by using structured routines, interactive approaches, and supportive guidance to promote their children’s reading development, confidence, and motivation. Despite the absence of formal training, parents served as facilitators who modeled reading behaviors, provided feedback, and encouraged meaningful learning experiences.

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Parents also faced multiple challenges that affected the consistency and quality of home-based literacy support. Limited educational background, low confidence, time constraints, restricted access to resources, and children’s motivational or emotional barriers influenced their ability to provide effective literacy support.

Nevertheless, parents showed resilience and adaptability by employing practical coping strategies such as establishing routines, seeking support, maximizing available resources, and providing emotional encouragement. These efforts demonstrated their commitment to sustaining literacy engagement and highlighted the potential benefits of structured home-based educational programs in strengthening and systematizing parental involvement.

Conclusion

In the light of the findings and insights derived from the study, the following recommendations are forwarded:

Educational policymakers and school administrators should develop and implement structured home-based literacy programs that build on the existing literacy practices of parents while providing clear guidance and sufficient resources. These programs should include training workshops, easy-to-use instructional materials, and practical strategies that will help parents reinforce classroom learning effectively at home.

Schools should provide parents with practical training in evidence-based literacy strategies such as guided reading, comprehension scaffolding, phonics instruction, and interactive

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literacy activities. These initiatives may help improve parents' confidence, instructional competence, and ability to support their children's literacy development consistently.

Programs should also be designed to address the challenges experienced by parents, such as limited educational background, low confidence, time and work constraints, restricted access to reading materials, and children's motivational or emotional barriers. Flexible scheduling, short and manageable literacy activities, and accessible resources such as community lending libraries, low-cost books, and digital materials should be provided to help parents overcome these difficulties.

Educational programs should further support and strengthen the coping strategies already employed by parents, such as establishing consistent reading routines, seeking external support, using contextualized teaching strategies, maximizing available resources, and providing emotional encouragement. Strengthening these practices may help parents sustain meaningful literacy interactions at home.

Schools and families should also promote family collaboration, positive reinforcement, and interactive literacy activities to increase children's engagement, confidence, and motivation in reading. Creating supportive and encouraging home literacy environments may contribute to more meaningful and consistent early reading development.

For the implementation of the Home-Based Educational Development Program, a structured framework should be adopted to equip parents to actively support the literacy development of Kinder to Grade 3 learners. The program should provide practical and

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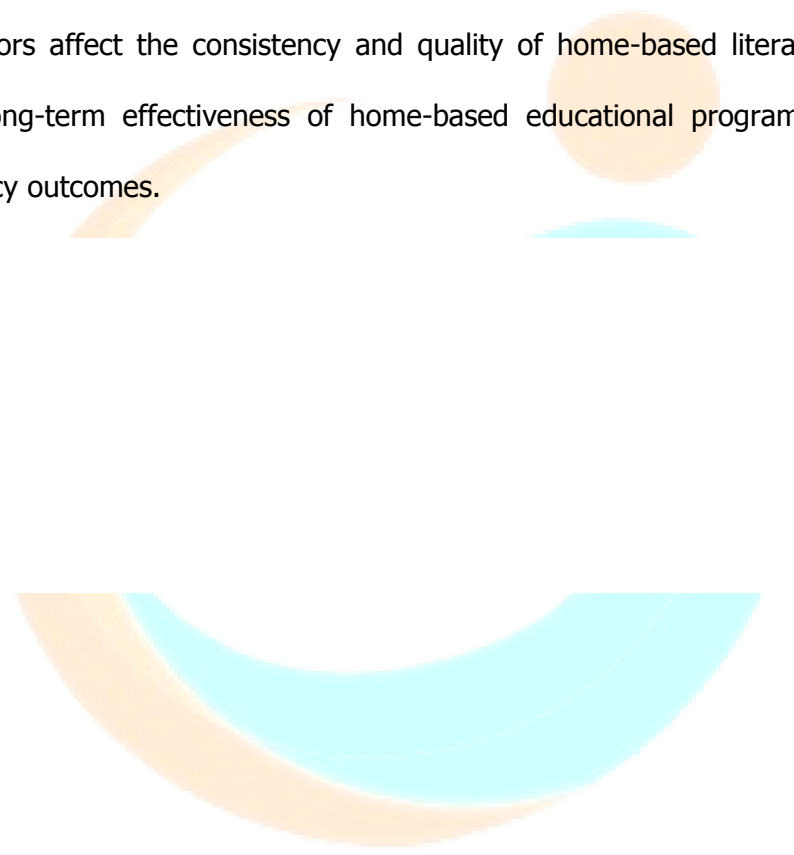
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responsive interventions that address instructional needs as well as contextual challenges
faced by parents in the home setting.

For future researchers, further studies may be conducted on the factors that influence parental involvement in early literacy, such as socioeconomic status, linguistic background, parental educational attainment, and motivational contexts. Future studies may also explore how these factors affect the consistency and quality of home-based literacy support and examine the long-term effectiveness of home-based educational programs in improving children's literacy outcomes.



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