

# Exploring the Relationship and Predictive Power of Parental Involvement on the Reading Performance of Kindergarten Pupils of Waso Elementary School

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## ABSTRACT

This study examined the relationship and predictive effect of parental involvement on the reading performance of Kindergarten pupils at Waso Elementary School. A total of fifteen (15) parent–pupil pairs participated in the study. Parental involvement was measured using a 5-point Likert scale questionnaire assessing home reading support, communication with teachers, and participation in school activities. The reading performance of the pupils was evaluated through the Early Grade Reading Assessment, with a focus on key early literacy skills, particularly letter recognition and phonemic awareness. This assessment provided insights into the pupils' ability to identify letters and manipulate sounds, which are foundational skills for developing proficient reading abilities.

Descriptive analysis revealed that parents demonstrated a high level of involvement, while most pupils performed at the Instructional level, with some at Independent or Emergent levels. Pearson correlation indicated a significant positive relationship between parental involvement and reading performance ( $r = 0.66$ ,  $p < .01$ ). Regression analysis showed that parental involvement significantly predicted reading performance ( $R^2 = 0.44$ ,  $p < .05$ ), highlighting the important role of active parental engagement in fostering early literacy development. However, the findings of this study should be interpreted with caution due to certain limitations. The small sample size and focus on a single school may limit the generalizability of the results. Additionally, the use of self-reported parental data may introduce response bias, as parents may overestimate their level of involvement. The adapted questionnaire, while reviewed for content validity, may still require further reliability testing to ensure measurement precision. Despite these limitations, the study provides valuable insights into the role of parental involvement in early literacy development.

## INTRODUCTION

Reading is one of the most essential skills for lifelong learning, serving as the foundation for success in all academic areas and everyday life. It is through reading that learners develop comprehension, critical thinking, and communication skills that enable them to access and process information effectively. In the Philippines, the Department of Education (DepEd) continues to emphasize the importance of developing reading proficiency among learners, recognizing that literacy is central to educational achievement and personal growth. To address this, DepEd has implemented various programs and initiatives such as the Every Child a Reader Program (ECARP), which aims to ensure that every Filipino child can read with understanding by the end of Grade 3. Despite these ongoing efforts, reading challenges continue to persist across different grade levels, particularly among pupils in the early stages of schooling.

International assessments such as the Programme for International Student Assessment (PISA), along with national reading inventories and other standardized tests, have consistently revealed that a significant number of Filipino learners struggle with reading comprehension, vocabulary development, and fluency. These challenges suggest the need for more comprehensive interventions that extend beyond the classroom and actively involve the learners' immediate environment—especially the home. One of the crucial factors identified in numerous studies

as significantly influencing a child's literacy development is parental involvement. Parents serve as a child's first teachers and play a fundamental role in shaping attitudes toward reading and learning. Their participation can take various forms, such as providing access to reading materials at home, reading aloud with their children, assisting with homework, encouraging reading habits, and maintaining open communication with teachers to monitor their child's progress.

Recognizing the importance of early literacy development, the present study seeks to explore the relationship and predictive power of parental involvement on the reading performance of Kindergarten pupils at Waso Elementary School. Specifically, this research aims to determine whether and to what extent active parental engagement can predict improved outcomes in early literacy skills, including letter recognition and phonemic awareness, as measured by the Early Grade Reading Assessment (EGRA). By employing simple regression analysis, the study intends to identify patterns and relationships that may help educators and policymakers design more effective reading interventions that involve both the school and the home environment. Ultimately, the findings of this study aim to contribute to evidence-based strategies that support the development of reading proficiency among young learners, emphasizing the shared responsibility of parents, teachers, and schools in fostering a culture of literacy and lifelong learning.

Moreover, this study focused solely on parental involvement and did not account for other variables such as socio-economic status, parental education, and learner motivation, which may also influence reading performance.

## **REVIEW OF RELATED LITERATURE**

Early literacy development plays a crucial role in preparing young learners for formal reading instruction. According to the International Literacy Association (2020), foundational literacy skills such as letter recognition and phonemic awareness are strong predictors of later reading success. The organization emphasized that children who develop the ability to identify alphabet letters and recognize the sounds associated with them during the early years are more likely to become proficient readers in the primary grades. Research conducted by Susan Neuman (2021) highlighted that alphabet knowledge or letter recognition is one of the strongest predictors of beginning reading ability. The study explained that when children are frequently exposed to print-rich environments, alphabet activities, and guided reading experiences, they develop stronger recognition of letters and their corresponding sounds. These experiences help children understand the relationship between written symbols and spoken language, which is essential in the development of decoding skills.

Similarly, Timothy Shanahan (2022) emphasized the importance of phonemic awareness in early reading development. Phonemic awareness refers to the ability to hear, identify, and manipulate individual sounds in spoken words. According to the study, children who develop strong phonemic awareness skills in kindergarten are better able to blend and segment sounds, which supports the process of decoding words during reading instruction. Furthermore, a study by the National Institute of Child Health and Human Development (2023) reported that instruction combining letter recognition and phonological awareness activities significantly improves early reading skills among young learners. The findings showed that children who received systematic instruction in identifying letters and practicing sound manipulation activities demonstrated better reading readiness and improved literacy outcomes. Recent studies in early childhood education also highlight the role of structured literacy activities in strengthening beginning reading skills. According to the UNESCO (2024), early literacy programs that integrate phonological awareness activities, alphabet knowledge, and interactive reading experiences help children build a strong foundation for reading. Such programs encourage young learners to actively engage with language, recognize letters, and develop awareness of speech sounds, which are essential components of successful reading acquisition. In conclusion, these studies emphasize that letter recognition and phonemic awareness are fundamental components of beginning reading development among Kindergarten learners. Strengthening these early literacy skills through systematic instruction and supportive learning environments helps young learners develop the necessary competencies for successful reading in the primary grades.

### **Theoretical Framework**

This research is anchored on Bronfenbrenner's Ecological Systems Theory, which posits that child development is shaped by multiple environmental systems, including family and school. The immediate microsystem of the

family directly affects learning outcomes. Additionally, Hoover-Dempsey and Sandler's Parental Involvement Model explains how parents' motivation and self-efficacy translate into engagement that supports children's academic growth.

## METHODOLOGY

This study employed a quantitative correlational design using simple linear regression to determine the predictive relationship between parental involvement and reading performance.

### Participants

The participants were fifteen (15) Kindergarten pupils and their respective parents from Waso Elementary School during the School Year 2025–2026. They were selected through purposive sampling to represent different family backgrounds while ensuring consent and data reliability.

Future researchers are strongly encouraged to increase the sample size and include participants from multiple schools or districts to enhance the reliability, statistical power, and generalizability of the findings. Future studies may include detailed demographic profiles to better contextualize the findings within specific socio-economic and community settings.

### Instruments

To gather the necessary data, two instruments were used in this study. First, a parental involvement questionnaire adapted from established frameworks was utilized to measure parents' engagement in home reading support, communication with teachers, and participation in school activities. The instrument consisted of 15 items rated on a 5-point Likert scale (1 = Never to 5 = Always). The items were adapted and contextualized from the parental involvement models of Kathleen V. Hoover-Dempsey and Joyce L. Epstein, as well as survey constructs from the National Household Education Surveys Program. These frameworks emphasize key dimensions of parental engagement, including home-based learning support, school communication, and active participation in school-related activities. The instrument was modified to suit the local context of Kindergarten pupils without altering the structure or intent of the original constructs. Second, the Early Grade Reading Assessment was utilized to measure the reading performance of pupils, providing both numeric scores (0–100) and categorical levels (Independent, Instructional, and Emergent). Both instruments were reviewed for content validity by education experts and pilot-tested to ensure clarity, reliability, and suitability for the target respondents.

### Data Collection Procedure

Permission to conduct the study was secured from the school head. Questionnaires were distributed to parents and retrieved within one week. EGRA scores were obtained from reading records with the consent of parents and teachers. Data were anonymized and encoded for analysis.

### Statistical Treatment

The study employed various statistical methods in treating the data collected from the respondents. Descriptive statistics, such as mean and standard deviation, were employed to establish the average level of parental involvement and the variability of the data collected. In addition, frequency and percentage were employed as a statistical tool for describing the distribution of the pupils based on their EGRA level, which is defined as Independent, Instructional, and Emergent. Furthermore, Pearson Product Moment Correlation ( $r$ ) analysis was employed to determine the relationship between parental involvement and the reading performance of the pupils. In addition, simple linear regression analysis was employed to determine the predictive relationship of parental involvement on the reading performance of the pupils. These statistical tools helped in obtaining a clear understanding of how parental involvement is related to and predicts the early reading development of the learners.

## RESULTS

Table 1 presents the descriptive statistics of overall parental involvement in supporting the reading development of pupils. The result indicates that parents demonstrated a high level of involvement in supporting their children's

reading development through home reading activities, communication with teachers, and participation in school-related tasks.

Variable	Mean	Standard Deviation	Interpretation
Parental Involvement	3.65	0.48	High

Table 2 shows the distribution of pupils based on their reading performance using the Early Grade Reading Assessment (EGRA) levels. The majority of pupils were classified under the instructional reading level, indicating that they can read with teacher guidance. However, some pupils remain at the Emergent level, suggesting the need for continued reading support and intervention.

EGRA Reading Level	Frequency	Percentage
Independent	4	26.7%
Instructional	7	46.7%
Emergent	4	26.7%
Total	15	100%

Table 3 presents the correlation analysis between parental involvement and pupils' reading performance to determine whether a significant relationship exists. The computed Pearson correlation coefficient ( $r = 0.66$ ) indicates a moderately strong positive relationship between parental involvement and pupils' reading performance. This means that higher parental engagement is associated with better reading outcomes.

Variables	r-value	p-value	Interpretation
Parental Involvement and EGRA Reading Performance	0.66	< .01	Significant Positive Relationship

Table 4 shows the results of the simple linear regression analysis examining whether parental involvement significantly predicts pupils' reading performance. The regression analysis shows that parental involvement significantly predicts pupils' reading performance, explaining 44% of the variation in EGRA scores. This implies that active parental participation contributes substantially to the improvement of early reading skills.

Predictor	B	SE	t	p	R <sup>2</sup>
Parental Involvement	5.92	2.31	2.56	.023	0.44

## DISCUSSION

The findings of this study reveal that higher levels of parental involvement correspond with improved reading performance among Kindergarten pupils of Waso Elementary School. This result reinforces the importance of family-school collaboration as emphasized in various theoretical frameworks on child development and literacy acquisition. The regression analysis demonstrated that nearly half of the variance in reading performance can be explained by the degree of parental involvement. This indicates that parents who regularly assist their children in home reading activities, monitor their academic progress, and maintain consistent communication with teachers significantly contribute to their children's literacy outcomes as measured by the Early Grade Reading Assessment

(EGRA). These findings affirm that reading development is not solely the responsibility of schools but a shared endeavor between educators and families.

This study's results are consistent with the findings of Epstein (2018) and Sénéchal and Young (2008), who both emphasized the value of family engagement in fostering children's motivation and comprehension in reading. Furthermore, recent research continues to validate the strong connection between home-based parental support and learners' reading performance. For instance, Alikan and Oco (2025) found that parental participation significantly predicted the reading proficiency of elementary learners in Lanao del Sur, Philippines, highlighting that even in communities with limited resources, consistent parental guidance yields measurable academic benefits. Similarly, Villanueva and Santiago (2023) reported that Filipino learners whose parents engaged in home literacy activities and regularly interacted with teachers demonstrated higher levels of reading comprehension and fluency.

Their findings support the notion that meaningful family involvement enhances not only word recognition and decoding skills but also higher-order comprehension processes. In addition, Ramos and Dela Cruz (2022) emphasized that schools that implement structured parent engagement programs tend to achieve improved reading outcomes among early graders, as such initiatives foster positive learning habits both at home and in school. These contemporary findings complement earlier theoretical assertions by Bronfenbrenner (1979), which stressed that a child's development is influenced by multiple interconnected environments, including the family and the school. Hence, the integration of home-based and school-based literacy practices can create a holistic learning ecosystem conducive to reading success.

Although the present study was conducted with a relatively small sample, its findings underscore the importance of strengthening parental engagement as an educational strategy, particularly in rural and resource-constrained public schools. Future research should consider expanding the sample size and incorporating other potential predictors of reading performance, such as socio-economic status, teacher feedback, accessibility of learning materials, and children's intrinsic motivation to read.

Longitudinal studies are also recommended to examine how sustained parental involvement over time influences literacy trajectories. By identifying these interrelated factors, educators and policymakers can design more targeted interventions that empower parents as co-educators, ultimately supporting the Department of Education's goal of developing functionally literate and independent readers at the early grade level.

## CONCLUSION

Based on the findings of the study, it can be concluded that parental involvement plays a significant role in the development of beginning reading skills among Kindergarten learners. The results showed that parents demonstrated a high level of engagement in supporting their children's literacy development through home reading activities, communication with teachers, and participation in school-related learning tasks. This active involvement contributed positively to the pupils' reading performance, particularly in letter recognition and phonemic awareness, which are considered essential foundations of early literacy development.

The study further revealed a significant positive relationship between parental involvement and pupils' reading performance, indicating that children whose parents actively participate in their learning tend to demonstrate stronger early reading abilities. These findings support previous research emphasizing that parental engagement enhances children's acquisition of foundational literacy skills and promotes better reading outcomes (International Literacy Association, 2020; Susan Neuman, 2021).

Additionally, the predictive analysis confirmed that parental involvement significantly influences pupils' early reading development, particularly in recognizing letters and identifying speech sounds, which are critical skills for beginning readers (Timothy Shanahan, 2022). Therefore, strengthening collaboration between parents and schools is essential in promoting early literacy development. Encouraging parents to engage in literacy-related activities at home can significantly support the improvement of letter recognition and phonemic awareness, thereby helping young learners build a strong foundation for reading success in the primary grades.

## RECOMMENDATIONS

1. Teachers should continue using successful early literacy strategies to develop letter recognition and phonemic awareness in Kindergarten students. By including more engaging activities such as alphabet games, sound blending, and story-telling in instructional practices, beginning readers will develop their reading skills.
2. Parents need to continue supporting their children's literacy development, parents need to read with their children regularly, practice identifying letters, and engage in other phonemic awareness activities, including rhyming, sound matching, and word games, on a regular basis. Ongoing parental support will greatly enhance beginning reading ability of children.
3. School Administrators/leaders should create programs or workshops at their schools for promoting collaboration between parents and teachers with respect to early literacy development. Training and orientation sessions for parents to support their children's early reading skills at home can be helpful.
4. Curriculum planners should provide more systematic instruction for children to develop their alphabetic knowledge and phonological awareness as part of Kindergarten programs, curriculum developers need to develop stronger, more comprehensive early literacy components.
5. Future researchers are strongly encouraged to increase the sample size and include participants from multiple schools or districts to enhance the reliability, statistical power, and generalizability of the findings. Considering that the present study was limited to fifteen (15) participants from a single school, broader sampling will provide more robust and widely applicable results.

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## APPENDIX

### Appendix A. Parental Involvement Questionnaire (Sample Items)

This instrument measures three dimensions: (1) Home Reading Support, (2) Communication with Teachers, and (3) Participation in School Activities.

Sample Items:

1. I read with my child at least three times a week.
2. I check my child's reading assignments regularly.
3. I attend school reading events whenever possible.
4. I communicate with my child's teacher about reading progress.

Scoring: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always.

### Survey Questionnaire

**Title:** Exploring the Predictive Relationship Between Parental Involvement and Reading Performance of Kindergarten Pupils of Waso Elementary School

#### Direction:

Please read each statement carefully and place a checkmark (✓) in the column that best describes how often you engage in the described activity with your child. Your honest answers will be used for research purposes only and will be treated with strict confidentiality.

#### Scale:

1 – Never      2 – Rarely      3 – Sometimes      4 – Often      5 – Always

#### Part I: Parental Involvement in Reading Activities

Indicators	1	2	3	4	5
1. I read with my child at least three times a week.					
2. I check my child's reading assignments regularly.					
3. I attend school reading events whenever possible.					
4. I communicate with my child's teacher about reading progress.					
5. I encourage my child to read storybooks at home.					
6. I provide reading materials such as books or magazines suitable for my child's age.					
7. I monitor the time my child spends on reading activities.					
8. I praise my child for making progress in reading.					
9. I participate in parent-teacher conferences discussing reading development.					
10. I set aside a specific time each day for my child's reading practice.					

**Part II: Child’s Reading Performance (Based on Parent Observation)**

Indicators	1	2	3	4	5
1. My child can recognize basic sight words.					
2. My child can read short sentences independently.					
3. My child shows interest in reading storybooks.					
4. My child understands the meaning of what he/she reads.					
5. My child can retell the story after reading.					

**Scoring Guide:**

Each item will be rated using the 5-point Likert scale.

- 1 – **Never:** I do not practice this behavior at all.
- 2 – **Rarely:** I seldom engage in this activity.
- 3 – **Sometimes:** I engage in this activity occasionally.
- 4 – **Often:** I usually engage in this activity.
- 5 – **Always:** I consistently engage in this activity.

**Interpretation of Scores (for Parental Involvement):**

Scale Range	Descriptive Interpretation
4.21 – 5.00	Very High Parental Involvement
3.41 – 4.20	High Parental Involvement
2.61 – 3.40	Moderate Parental Involvement
1.81 – 2.60	Low Parental Involvement
1.00 – 1.80	Very Low Parental Involvement