

Assessing the Impact of Parental Self-Beliefs on the Reading Skills of the Learners

Cyndi P. Escala, Lilibeth C. Pinili, Helen O. Revalde, Kaitlin Marie M. Opingo

Cebu Technological University, Cor. M.J. Cuenco Ave. & R. Palma Street, Cebu City

Abstract. This research assessed the impact of parental self-beliefs on the reading skills of the grade one learners of Lahug Elementary School, Cebu City Division, during the school year 2024-2025. Anchored in the understanding that parents are vital contributors to children's literacy development, the research examined how specific parental beliefs—particularly teaching efficacy, positive affect, verbal participation, reading instruction, knowledge base, resources, and environmental input—correlate with children's reading skills. Employing a descriptive-correlational research design, the study involved 120 parent-child dyads from this public elementary school. Data collection used a validated questionnaire based on Epstein's framework to assess parental beliefs and a standardized reading assessment, the Comprehensive Rapid Literacy Assessment (CRLA), to evaluate student reading performance. Results indicated that, although parents generally expressed positive beliefs about their role in fostering reading development, these beliefs did not show a statistically significant relationship with their children's actual reading proficiency. This disconnect highlights a gap between belief and practice in home-based literacy support. Consequently, the study recommends implementing targeted reading intervention programs, specifically by designing a proposed Reading Enhancement Plan that not only reinforces positive parental beliefs but also equips families with practical strategies to actively support their children's reading development both at home and in school.

Key words: Early Childhood Education, parental self-beliefs, reading proficiency, parental involvement in literacy, descriptive-correlational research, Lahug Elementary School, Cebu City Division, Philippines.

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

In an era where foundational literacy is more critical than ever, emerging research highlights that parental self-beliefs, particularly their confidence in supporting their child's learning, are powerful determinants of early reading success (Amirazizi et al., 2023; Gessulat et al., 2023). This underscores that reading development is not only shaped by classroom instruction but also by the active role parents play at home.

While schools provide structured reading instruction, these skills are further shaped and strengthened within the family environment. As their first teachers, parents expose children to literacy through activities such as reading aloud, storytelling, and providing books or other print materials, which foster vocabulary, comprehension, and print awareness. However, the extent of this involvement

often depends on parents' beliefs about their role. Those who view reading as a shared responsibility between home and school are more likely to create supportive literacy environments, while those who see it as solely the school's duty tend to be less engaged (Silinskas, Niemi, & Lerkkanen, 2020).

In the Philippine setting, similar challenges exist regarding parental involvement in children's reading development. Several studies conducted in the country have highlighted that many Filipino parents believe that the development of reading skills should be left entirely to teachers, especially among families with lower educational attainment or limited access to books and learning materials at home (Alampay, 2020). This reliance on teachers, combined with the belief that parents lack the expertise to teach reading, results in minimal engagement in home literacy activities, depriving children of valuable reading experiences. As a result, a considerable number of learners enter Grade one with weak reading readiness, often struggling with basic letter recognition, decoding, and comprehension skills. These difficulties place learners at a disadvantage and contribute to persistent challenges in achieving early-grade reading proficiency, a concern repeatedly raised in national educational assessments such as the Early Grade Reading Assessment (EGRA) conducted in the Philippines (Department of Education, 2019).

An important factor that influences whether parents actively engage in reading support at home is parental self-beliefs, or their confidence in their ability to contribute effectively to their child's learning. Parents who believe in their capability to support their child's literacy development are more likely to provide books, read with their children, and encourage independent reading. In contrast, parents with low self-beliefs, particularly those with limited educational backgrounds, often withdraw from literacy-related activities, believing they are unqualified to provide adequate support (Martini & Sénéchal, 2019). These self-doubts, coupled with the belief that reading instruction is better left to professional teachers, further reduce children's chances of experiencing meaningful literacy interactions at home, thereby widening the gap between home and school literacy practices.

Despite growing recognition of the critical role of parents in fostering early literacy, there remains a gap in understanding how parental beliefs, specifically, beliefs about their role, impact learners' reading skills in the Philippine context. While some studies have examined general parental involvement nationwide, fewer have examined how specific parental beliefs shape early reading outcomes. This study aims to address this concern by examining how parental beliefs about their role in reading development and their actual involvement in home and school literacy activities jointly influence learners' reading skills. By investigating these relationships, the study seeks to generate context-specific insights that can inform the design of parental education programs, school-based reading initiatives, and policies promoting stronger home-school partnerships.

The findings of this study will benefit parents, teachers, school administrators, and policymakers. Parents will gain a clearer understanding of their role in their child's reading development and practical strategies for creating literacy-rich environments at home. Teachers and school administrators will gain valuable insights into parents' beliefs, barriers, and motivations, allowing them to design more responsive home-school collaboration strategies. Policymakers can use the study's findings to develop evidence-based policies promoting parental engagement in early literacy, contributing to the broader goal of ensuring that all Filipino learners acquire essential reading skills in the early grades. By fostering collaborative partnerships between families and schools, this study supports the development of comprehensive, sustainable strategies to enhance early reading outcomes, ultimately contributing to improved educational achievement for Filipino learners.

Theoretical Background

The relationship between parental beliefs and children's reading development is shaped by multiple psychological, social, and environmental factors. Parents' beliefs about their role in fostering literacy skills, their perceptions of their responsibilities, and their understanding of how children learn to read influence the types and frequency of literacy experiences they provide at home. These beliefs are also linked to how parents collaborate with teachers to support their children's learning. To understand the mechanisms through which parental beliefs impact children's reading development, this study is anchored in three core theories: **Parental Role Construction Theory**, introduced by Hoover-

Dempsey and Sandler (1995); **Socio-cultural Theory**, developed by Lev Vygotsky (1978); and **Epstein's Theory of Parental Involvement** (1987) of Dr. Joyce L. Epstein. These theories collectively provide a comprehensive framework for examining how beliefs, cultural expectations, and home-school collaboration contribute to early reading success. Likewise, this study is supported with legal bases such as **Republic Act No. 10533**, the Enhanced Basic Education Act of 2013, which established the K to 12 Basic Education Program; **Republic Act No. 10410**, the Early Years Act (EYA) of 2013, and **DepEd Order No. 42, s. 2017**, established the Philippine Professional Standards for Teachers (PPST).

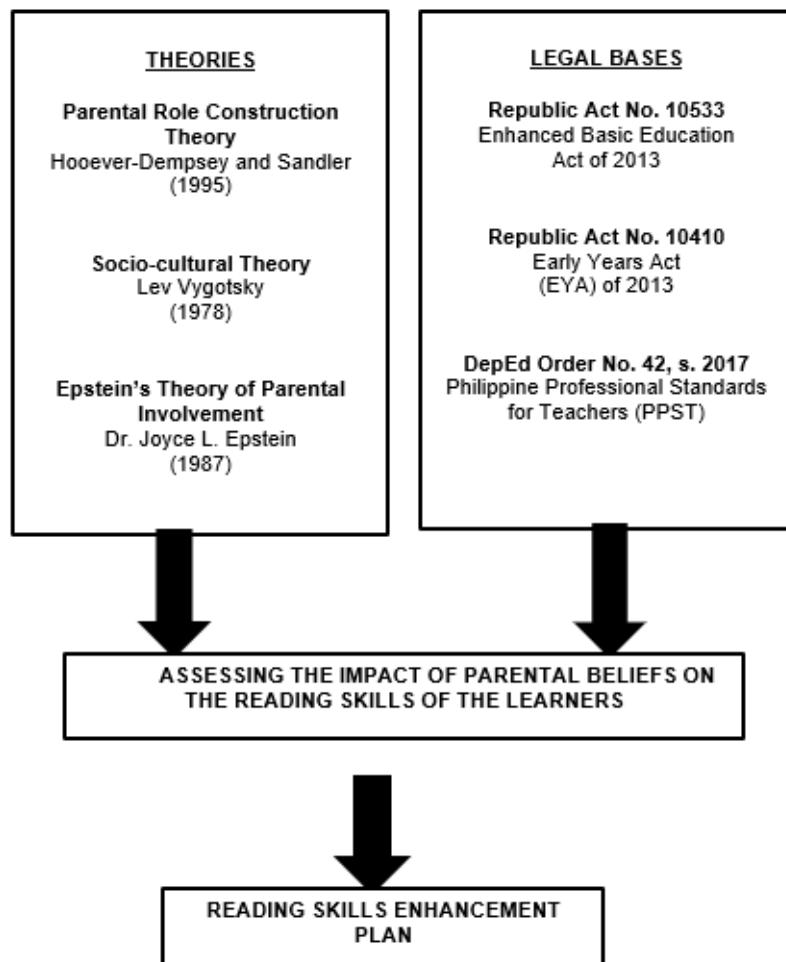


Figure 1. Theoretical Framework of the Study

Parental Role Construction Theory. The first guiding framework is Parental Role Construction Theory, which was introduced by Hoover-Dempsey and Sandler (1995). This further explains how parents develop beliefs about their roles in their children's education and how these beliefs shape their actual involvement in learning activities. The theory emphasizes that parents develop their sense of responsibility for their child's educational success through personal experiences, cultural norms, interactions with teachers, and observations of other parents. Parents who believe they share the responsibility for their child's learning with the school are more likely to engage in home-based learning activities such as reading aloud, discussing stories, and providing literacy materials.

In contrast, parents who view reading development as solely the school's responsibility often adopt a passive stance, leaving the task entirely to teachers (Hoover-Dempsey, Ice, & Whitaker, 2010). This basis is particularly relevant to the Philippine context, where studies have shown that many parents—especially those from low-income households—limit their involvement in their child's early literacy development because they see teachers as the primary authority on reading instruction (Del Rosario, 2021). In these cases, parental role construction is influenced not only by personal beliefs but also by cultural expectations that position the school as the primary learning institution. Consequently, these parents may provide emotional support and encouragement but avoid direct involvement in teaching reading skills at home.

Moreover, lack of parental engagement contributes to the reading difficulties observed in many young learners, particularly those entering Grade 1 with limited literacy skills. Thus, by applying Parental Role Construction Theory, the current study seeks to understand how Filipino parents' beliefs about their educational responsibilities influence their participation in reading-related activities at home and how these actions, or lack thereof, impact their children's reading abilities. Understanding these beliefs is essential for developing programs and interventions that can reshape parents' perceptions of their role, encouraging more active parental involvement in fostering children's early reading development (Cheung & Pomerantz, 2022).

Topical studies have further expanded the understanding of how parental role construction affects literacy development. Cheung and Pomerantz (2022) explained that when parents believe they play an important role in supporting their child's reading progress, they are more likely to engage in supportive literacy practices, such as reading together, asking questions about books, and encouraging children to read independently. This active involvement stems from a clear sense of responsibility and a belief that their actions directly impact their child's reading success. Similarly, Del Rosario (2021), in a study focusing on low-income Filipino families, found that parents who saw themselves as educational partners were more likely to engage in home literacy activities, even when they lacked advanced formal education themselves.

Alternatively, a study by Gaspard, Häfner, Parrsarius, and Nagengast (2022) examined how parental beliefs about the value of reading and their role in fostering reading, in turn, influenced reading motivation and performance in primary school learners. Their findings reinforced the premise of Parental Role Construction Theory, showing that when parents view reading as essential to their child's future success, they are more likely to take an active role in reading support. This likewise emphasizes that parental beliefs about the importance of reading, which are closely tied to how they construct their educational responsibilities, are highly relevant to this existing study.

Consistent with this perspective, Tan and Goldberg (2020) conducted a meta-analysis examining the relationships among parental role beliefs, parental efficacy, and parental involvement in early literacy development. They revealed that parents who perceive reading as a shared responsibility between home and school provide more frequent and higher-quality reading experiences at home, including shared reading, book discussions, and word games. Their findings indicate that parental beliefs are predictive not only of involvement levels but also of the quality of literacy engagement.

In a Philippine context, Pagtulon-An (2022) discovered that many parents, especially in rural areas, perceive their role as emotional supporters rather than instructional partners. These beliefs, which are shaped by cultural norms that place strong trust in teachers as experts, lead to reduced involvement in home-based reading activities. This supports Parental Role Construction Theory by showing how cultural factors shape parents' role beliefs, which in turn influence their behaviors related to reading support.

Hornby and Blackwell (2018) also exposed that barriers to effective parental involvement often stem from unclear or limited parental role construction, especially among parents from lower socioeconomic backgrounds. Parents who believe they lack the skills to support their child's literacy development are less likely to engage in reading support, further demonstrating that role construction directly affects home literacy environments.

Moreover, Fishman and Nickerson (2022) applied the Theory of Planned Behavior to explain why parental beliefs about their educational role influence their actual engagement in literacy activities. Hence, they concluded that role construction mediates between parents' general beliefs about education and their specific behaviors supporting literacy at home, which correspondingly aligns directly with Parental Role Construction Theory, reinforcing that parents' internalized sense of responsibility drives whether they take an active or passive role in literacy development.

In addition, Silinskas and Degol (2022) examined the relationships among parental self-concept, role construction, and literacy involvement. They believed that parents who view themselves as capable literacy supporters are more likely to assume an active co-educator role, thereby further enriching the theoretical model proposed by Hoover-Dempsey and Sandler.

Wang and Sheikh-Khalil (2019) highlighted that parental beliefs about their educational responsibilities are shaped by interactions with teachers, participation in school activities, and feedback from children's reading progress. This dynamic process highlights that parental role construction is not static but evolves in response to parents' interactions with school systems and cultural influences.

Finally, Prime et al. (2022) used Family Systems Theory to emphasize that parental beliefs and roles do not develop in isolation but are shaped through continuous interaction with other family members, including spouses, grandparents, and even extended kin. Their findings highlighted that when families collectively prioritize literacy, parents become more actively involved in promoting reading habits at home, encouraging shared reading experiences, and creating a supportive literacy-rich environment. This collaborative family approach reinforces the belief that helping children develop reading skills is a joint responsibility, rather than a task left solely to teachers or individual parents. Moreover, the study highlighted how cultural values and literacy traditions embedded in family systems further shape parental attitudes and behaviors toward their children's literacy development. Seeing literacy as a shared family priority increases parents' confidence in their ability to support their children, which, in turn, contributes to the development of early reading skills (Prime et al., 2022).

The second relevant theory is **Sociocultural Theory**, developed by Lev Vygotsky (1978) and continually applied in literacy research. The Sociocultural Theory highlights the social and cultural contexts in which children's cognitive and literacy development occurs. Vygotsky emphasized that learning happens first through social interaction with more knowledgeable others, parents, caregivers, and teachers, and is gradually internalized by the learner. In the context of early reading development, this means parents play a vital role as the child's first literacy models, introducing language, print materials, storytelling, and book-related conversations within culturally embedded contexts. Parental beliefs about their role as literacy facilitators and the importance they attach to reading influence how they scaffold and guide their children's reading experiences at home.

Recent studies have reaffirmed Vygotsky's emphasis on the importance of guided social interactions in literacy development. Serpell and Marfo (2021) found that parents' beliefs and practices related to literacy are culturally situated, meaning that parents' involvement in early reading activities reflects both personal beliefs and broader cultural norms about parental responsibility for learning. Their study, which focused on early childhood literacy development across different cultural contexts, highlighted that in cultures where parents see themselves as co-educators, literacy development tends to begin earlier and be more collaborative. This is especially relevant to the study, which examines how Filipino parents' beliefs—often influenced by cultural respect for teachers affect their involvement in home literacy activities.

Another recent study by Aram and Levin (2022) further extends this perspective by examining how parental storytelling practices, book reading, and conversations about print differ across socioeconomic and cultural groups. Their findings emphasized that parents' beliefs about their role in teaching literacy are shaped by their cultural background and social environment. Families in cultures that emphasize early academic preparation tend to incorporate reading into daily routines. In contrast, parents in cultures with more formal school-centric views engage less in home literacy, deferring to teachers. This reinforces the idea that sociocultural influences shape parental role construction and involvement patterns, aligning with your study's focus on parental beliefs and their influence on early reading.

Hedges, Cooper, and Paki (2022) examined how parents' funds of knowledge, culturally rooted knowledge and skills, inform their support for children's literacy development. Their study found that parents who recognized their own cultural stories, oral traditions, and everyday knowledge as valuable for literacy development were more likely to engage in early literacy activities at home. This directly supports Vygotsky's Sociocultural Theory, demonstrating that literacy development is not only shaped by formal educational content but also by the cultural resources available in the home environment. This is particularly relevant to Filipino households, where family storytelling, oral narratives, and religious texts often serve as children's first literacy experiences.

Zhang et al. (2022) conducted a cross-cultural study on parents' literacy beliefs and their influence on children's early reading achievement in Asia and Western contexts. They found that Asian parents, including those in Southeast Asia, tend to adopt a more formal approach to literacy, expecting schools to lead reading instruction. However, in contexts where schools actively promote home literacy partnerships, parents were more likely to view themselves as literacy partners, supporting Vygotsky's assertion that social interactions, particularly between home and school, shape children's learning environments. This study highlights the importance of examining how Filipino parents' beliefs about school-home roles influence their level of involvement in their children's reading development.

Marsh and Hallet (2022) explored how digital literacy practices in homes reflect both global and local cultural contexts, illustrating how parents' beliefs about technology's role in learning shape the types of literacy activities they encourage at home. Their research shows that parents who view technology as a tool for educational enrichment tend to encourage digital story reading and the use of interactive reading apps. In contrast, parents with more traditional views limit digital literacy and emphasize paper-based reading materials. This is particularly relevant to this study, as parental beliefs about the "right" way to teach reading are deeply influenced by cultural norms and family literacy histories, reinforcing Vygotsky's assertion that literacy development is culturally mediated.

Perry and Purcell-Gates (2020) applied Sociocultural Theory to family literacy research, demonstrating that parental involvement in reading is strongly shaped by parents' own literacy experiences growing up and the literacy norms of their surrounding community. In communities where literacy is highly valued and parents feel confident in their ability to support reading, children tend to receive more frequent and higher-quality literacy experiences at home. This directly relates to this study, as Filipino parents' literacy beliefs, shaped by their own educational backgrounds and community norms, influence how they support their children's reading development.

Cekaite and Evaldsson (2019) highlighted how storytelling and literacy-related conversations between parents and children are shaped by cultural interaction patterns, such as turn-taking, question-asking styles, and storytelling norms. Their research demonstrated that parents' literacy support varies according to sociocultural norms for parent-child communication, showing that literacy learning is not simply a cognitive process but a socially and culturally embedded one. This supports this study's focus on how parental beliefs about appropriate literacy interactions shape the nature of home reading experiences.

Yamamoto and Li (2019) explored intergenerational cultural transmission in immigrant families, showing that parents' beliefs about the importance of literacy are shaped not only by their cultural origins but also by their desire to help their children succeed in the host culture's educational system. This reinforces Vygotsky's emphasis on the interplay between cultural values and formal education in shaping literacy development. In the Filipino context, parents' respect for teachers and formal schooling, combined with their desire to see their children succeed, shapes their construction of their literacy role.

Serpell and Hatano (2021) further applied Sociocultural Theory to examine how parental beliefs influence the design of family literacy programs across different cultural contexts. They found that family literacy programs are more successful when they acknowledge and incorporate parents' culturally embedded beliefs about reading and learning, showing that programs tailored to parents' cultural expectations and values promote greater parental involvement in literacy activities.

Incorporating Sociocultural Theory into this study allows for a comprehensive understanding of how parents' beliefs about their role in their child's literacy development are shaped by cultural norms, family traditions, and school expectations. Parental role construction, shaped by sociocultural factors, directly influences whether parents engage in home reading activities and how they perceive their responsibility for fostering reading skills. By grounding this study in Sociocultural Theory and complementing it with these recent supporting studies, we gain a culturally nuanced understanding of how Filipino parents' beliefs and practices influence their children's early reading development.

This study is also anchored on **Epstein's Theory of Parental Involvement** (1987) of Dr. Joyce L. Epstein, who introduced the Framework of Six Types of Parental Involvement, which became a

cornerstone of her theory. This theory emphasizes the importance of school-family partnerships in promoting student success, including reading development. Epstein (2011) identified six types of parental involvement, highlighting that parents contribute to their children's learning not only by attending school events but also through home-based support, communication with teachers, and direct engagement in learning activities such as reading at home. This theory underscores that parents' beliefs about their role in supporting literacy are shaped by how schools define, communicate, and value parental involvement. When parents perceive themselves as valued educational partners, they are more likely to develop positive beliefs about their own capacity to support reading development, and their involvement extends beyond school events into meaningful home literacy practices. In the Philippine context, where some parents view reading instruction as solely the teacher's responsibility, Epstein's theory highlights the importance of schools encouraging parents to see themselves as co-educators, capable of fostering reading development at home.

One critical belief influencing parental involvement in children's reading development is the value parents place on reading itself. Parents who believe that reading is crucial for their child's academic and future success tend to provide more frequent and structured reading experiences at home. This belief is strengthened when teachers and schools emphasize the importance of reading in early education, making clear that home-based reading support complements classroom instruction. Schools that actively communicate the importance of parental engagement in literacy development help align home and school expectations, reinforcing the belief that reading success depends on collaborative efforts between teachers and parents (Gaspard et al., 2022).

Another factor shaping parents' beliefs about their role is their perceived ability to help their child learn to read, even if they lack formal teaching experience. Parents who believe they can contribute to their child's reading success, whether through storytelling, shared reading, or informal literacy games, are more likely to actively participate in home literacy activities. This sense of competence is influenced by school communication, peer modeling, and parents past experiences with literacy, demonstrating how school-family collaboration helps build positive beliefs about parents' literacy efficacy (Fishman & Nickerson, 2022).

Parents' beliefs about their role in reading development are also shaped by their cultural and personal knowledge, which influences how they view their contributions to literacy. In families where storytelling, oral traditions, and everyday literacy activities are valued, parents are more likely to believe they play an important role in supporting their child's reading development, even if these practices differ from formal school-based approaches. Schools that acknowledge and validate parents' cultural knowledge and literacy practices help reinforce the belief that parents are capable literacy partners (Hedges et al., 2022). This is especially relevant in the Philippine context, where folk stories, religious texts, and family storytelling are integral to family life.

The degree to which parents feel welcomed and respected by the school also influences their beliefs about their educational role. When parents believe the school values their input, invites their participation, and respects their contributions to learning, they are more likely to view themselves as active partners in their child's education, including reading development. This belief is strengthened when schools provide regular updates on children's reading progress, invite parents to participate in literacy activities, and offer simple strategies for supporting reading at home (Hornby & Blackwell, 2018).

The examples set by other parents also influence parents' beliefs about their responsibility for supporting reading. Parents who observe other families actively engaging in reading support activities at home and at school are more likely to adopt similar beliefs about the importance of home reading support. Positive social modeling reinforces the belief that home-based reading practices are both expected and achievable, particularly when reinforced through school newsletters, parent workshops, and community reading programs (Schunk & DiBenedetto, 2021).

Another important factor shaping parents' beliefs is how they interpret their child's reading progress and challenges. Parents who believe that their own involvement directly contributes to their child's reading success are more likely to sustain or increase their support for reading at home. Conversely,

parents who attribute reading difficulties to external factors, such as ineffective teaching or innate learning difficulties, may withdraw their efforts, believing their involvement has limited impact. Schools that recognize and reinforce the link between parental involvement and reading progress can reshape these beliefs, encouraging consistent home reading support even when challenges arise (Glock & Krolak-Schwerdt, 2021).

The extent to which parents feel empowered and confident in their relationship with the school also shapes their beliefs about their role in reading development. Parents who believe they have a voice in their child's education and feel comfortable communicating with teachers are more likely to view themselves as capable and necessary partners in reading development. When schools actively seek parental input, encourage dialogue, and validate parental efforts, they strengthen parents' belief that their role in reading support matters (Ryan & Deci, 2020).

The timing and frequency of school outreach efforts also influence parental beliefs. When schools introduce parental involvement expectations early—before or during the kindergarten year—parents are more likely to form positive beliefs about their role in supporting reading development. Early and ongoing communication from schools, emphasizing that reading development requires both home and school efforts, helps establish long-term beliefs that home reading support is essential (Neal & Neal, 2023).

Finally, the rise of digital learning tools has introduced new beliefs about reading development. Parents' beliefs about the role of technology in fostering reading skills influence whether they encourage their children to use educational apps, e-books, and online story platforms at home. Parents who believe digital tools enhance reading development are more likely to incorporate technology into home literacy routines, whereas those with more traditional beliefs may limit digital literacy exposure. Schools that promote digital literacy as complementary to traditional reading can help shape modern parental beliefs about effective literacy support (Meyers & Jordan, 2023).

In addition to the core theoretical foundations, this study is further grounded in relevant legal policies in the Philippines that emphasize the crucial role of parents in the educational development of their children, particularly in early literacy and reading skills development, and establish the shared responsibility between families and schools in ensuring the holistic development of learners, including their literacy competence. By incorporating these legal foundations, the study situates the examination of parental beliefs within the legal and policy context of the Philippine educational system, reinforcing the importance of home-school partnerships in fostering reading success.

Republic Act No. 10533, the Enhanced Basic Education Act of 2013, established the K to 12 Basic Education Program, expanding basic education to twelve years and institutionalizing early childhood education (ECE) as a key preparatory stage for formal schooling. It explicitly defines the shared responsibility of schools, families, and communities, emphasizing that parents play an essential role in their child's development, particularly in supporting foundational literacy skills at home (Department of Education, 2013). This law recognizes that reading development is not confined to the classroom; instead, parents are expected to create home environments conducive to literacy growth and collaborate with teachers to reinforce early reading skills.

Relatively, Guzman and Umali (2021) found that parents who were made aware of the collaborative learning approach defined under RA 10533 developed stronger beliefs in their capacity to contribute to reading development at home. Hence, Sanchez and Cruz (2022) highlighted how school-led reading programs aligned with RA 10533 helped parents realize their legally recognized educational role, leading to increased parental participation in home reading. On the other hand, Del Rosario (2021) emphasized that parents who actively engaged in school reading campaigns under the K to 12 framework developed greater confidence in their role as literacy supporters. While Pineda and Ramos (2020) noted that policy-oriented parent orientations increased parents' belief that home reading activities were not only beneficial but expected of them under national law.

To this end, Garcia and Lopez (2022) found that parents who were informed of their legal responsibility to support literacy at home felt greater accountability for their child's reading progress. This is likewise supported by Diaz and Santos (2022), who found that schools that explicitly

incorporated RA 10533 messaging into home literacy initiatives were more successful in shaping parents' positive beliefs about reading support. Thus, Reyes and Manalo (2023) highlighted how community-level literacy initiatives aligned with RA 10533 improved both parental beliefs and their actual literacy-supportive behaviors.

Furthermore, Villanueva and Santos (2023) found that parents whose schools frequently referenced RA 10533 as the basis for home literacy partnerships became more engaged in storytelling, book-sharing, and modeling reading. Cruz and Alonzo (2021) explored how K to 12 reading interventions that emphasized parents' legal role increased both their reading confidence and actual participation in literacy activities. Morales and Espiritu (2023) emphasized that RA 10533-aligned school-home collaboration efforts strengthened parents' belief that home reading activities directly influence reading success.

Republic Act No. 10410, the Early Years Act (EYA) of 2013, established the Early Childhood Care and Development (ECCD) System, which formally defines parents as the child's first and most important teachers. It highlights the crucial role of home environments in nurturing early literacy skills, particularly through storytelling, exposure to print, and other pre-reading activities before children enter formal schooling (Early Childhood Care and Development Council, 2013). By embedding family literacy into law, RA 10410 empowers parents to foster reading development at home, especially in under-resourced communities.

Several recent studies have used RA 10410 to examine how legal mandates influence parental beliefs and practices related to early literacy development. One locally conducted study, Pagtulon-An (2022), found that when parents were made aware of their legally designated role under RA 10410, they were more likely to adopt home reading routines and engage in print-rich activities. This is also agreed by Garcia and Fernando (2021), who, similarly, highlighted that family literacy programs integrated into ECCD services boosted parents' confidence in their capacity to support reading. On the other hand, Lopez and de Guzman (2023) showed that local government units that integrated RA 10410 messages into barangay-level parent programs increased parents' positive beliefs about their influence on reading skills. Hence, it is similarly demonstrated that early literacy seminars, framed within the provisions of RA 10410, empowered low-income parents to incorporate regular storytelling into daily routines, as Mendoza and Arrieta (2021) observed.

Consequently, Villanueva and Santos (2023) revealed that parents who understood their legal role as first educators under RA 10410 were more likely to read to their children daily, and Ramos and Tan (2023) exposed that early literacy workshops grounded in RA 10410 significantly improved parental confidence in fostering reading at home.

Furthermore, in the study by Fernandez and Bautista (2022), it was shown that parents trained in mandate-aligned programs became more proactive in modeling positive literacy habits. In addition to this notion, according to Morales and Espiritu (2023), a community-based literacy program emphasizing parents' legal obligations led to increased home reading practices, which is equally supported by Rivera and Cruz (2022), who found that securely improving parents' beliefs about their home literacy efforts directly influences school readiness. Similarly, Salazar and Domingo (2023) concluded that parents' awareness of these directives was directly linked to stronger parental confidence in supporting early literacy skills at home.

DepEd Order No. 42, s. 2017, established the Philippine Professional Standards for Teachers (PPST), which defines teacher competencies, including strengthening school-family partnerships. The PPST mandates that teachers collaborate with parents to support student learning at home, particularly for early literacy development (Department of Education, 2017). This policy reinforces the professional obligation of teachers to engage parents as co-educators, helping shape parents' beliefs about their role in fostering reading skills.

PPST implementation has influenced parental beliefs and practices in reading support. This is elaborated on in the study by Del Rosario (2021), who found that teacher-led literacy workshops aligned with PPST standards strengthened parents' belief in their ability to support home reading.

Moreover, as reported by Sanchez and Cruz (2022), PPST-guided home-school literacy partnerships improved parents' self-confidence in fostering reading development.

On the other hand, regular feedback under PPST guidelines reinforced parents' belief that their efforts directly impacted reading progress (Diaz & Ramos, 2021). In line with the performance, teacher-parent communication perceptibly increased parental literacy engagement at home, as observed in the study by Garcia and Lopez (2022). Likewise, Ramos and Tan (2023) emphasized that parents felt more competent in home reading practices after attending PPST-compliant parent training sessions. Thus, teacher-guided reading interventions following PPST raised parents' confidence and strengthened their beliefs about their role (Villanueva & Santos, 2023).

Finally, the various theoretical perspectives and legal foundations reviewed in this study emphasize the critical role of parents in shaping and supporting their children's early literacy development. Research continues to highlight how parental beliefs about their roles, capabilities, and responsibilities significantly influence the ways they engage in activities that promote reading skills at home. These beliefs, shaped by cultural norms, family dynamics, and broader social expectations, contribute to the degree of parental involvement in children's education. Additionally, existing policies and legal frameworks provide a structured foundation that underscores the importance of strengthening home-school partnerships and ensuring that parents are actively involved in their children's literacy journey from the earliest stages. By exploring the interaction between parental beliefs and learners' reading outcomes, this study aims to provide valuable insights into how family engagement can be enhanced to better support reading development, ultimately contributing to improved academic success for young learners. This synthesis of theoretical and legal perspectives serves as a cornerstone for understanding the essential connection between family support and early literacy, particularly in the context of ongoing efforts to improve literacy rates and educational outcomes.

THE PROBLEM

Statement of the Problem

This research assessed the parental beliefs and reading skills of Grade One learners at Lahug Elementary School in the division of Cebu City for the school year 2024-2025 as a basis for a reading skills enhancement plan.

Specifically, it sought answers to the following queries:

1. What is the profile of the learners in terms of:
 - 1.1 age and gender;
 - 1.2 parents' highest educational attainment;
 - 1.3 number of siblings; and
 - 1.4 combined family monthly income?
2. What is the level of beliefs of parents in developing the reading skills of the learners in terms of:
 - 2.1 teaching efficacy;
 - 2.2 positive affect;
 - 2.3 verbal participation;
 - 2.4 reading instruction;
 - 2.5 knowledge base;
 - 2.6 resources; and
 - 2.7 environmental input?
3. What is the level of reading skills of the learners?
4. Is there a significant relationship between the parental beliefs and reading skills of the learners?

5. Based on the findings, what reading skills enhancement plan could be proposed?

Statement of the Null Hypothesis

Based on the objectives of the study, the following null hypothesis was tested at a 0.05 level of significance:

Ho: There is no significant relationship between parental beliefs and learners' reading skills.

Significance of the Study

This study would contribute significantly to various educational entities and school stakeholders, especially to the school where it is conducted. More specifically, the study is helpful for:

Department of Education. The results of this study could provide evidence to guide policy, enhance literacy programs, foster parental involvement, address educational inequalities, and support educators, ultimately improving learners' reading skills and academic success.

School Administrators. This study could guide school administrators in creating a more inclusive, supportive, and effective learning environment by leveraging parental beliefs to improve reading skills. The insights gained can help shape school policies, programs, and practices that promote literacy and foster a collaborative school culture.

Teachers. This study could provide teachers with critical insights as to how parental beliefs shape students' reading skills. It equips them with the knowledge and strategies to enhance their teaching practices, improve student outcomes, and build stronger connections with families to support learners' overall literacy development.

Parents. Parents would be aware that their beliefs, attitudes, and involvement in their children's education can directly impact their children's reading skills and overall academic success. By understanding this connection, parents are empowered to make informed decisions that positively influence their children's educational journey.

Learners. Learners could benefit from increased support, motivation, and a more positive learning environment. This will then contribute to their long-term academic success and personal growth.

Researcher. This study could enhance the researcher's understanding of how parental beliefs influence learners' reading skills, providing valuable insights for improving family engagement and literacy programs.

Future Researcher. This would serve as a valuable reference for exploring parental beliefs and their impact on children's reading skills, offering a foundation for further studies on parental involvement and early literacy development.

RESEARCH METHODOLOGY

This section discusses the research design, research environment, research respondents, research instruments, and research procedures, including the statistical treatment of the data. This is used to outline and provide a clear picture of all the research techniques used.

Design

This research employed a descriptive correlational design, deemed suitable for the study, as it seeks to examine the relationship between parental beliefs and learners' reading skills without altering any variables. This approach enabled the objective collection of data and the statistical examination of the relationship between the two factors. The primary goal was to gather and analyze quantitative data to measure the extent of the relationship and uncover trends, patterns, and associations that offer evidence-based insights into how parental beliefs relate to the development of reading skills among learners.

In addition, the study by Mendoza and Santos (2023) employed a descriptive correlational design to examine the relationship between parental beliefs and children's learning outcomes in foundational literacy and numeracy programs in selected Philippine public schools. Their research emphasized

how this design effectively captures the natural interaction between parental perceptions and children's academic performance without requiring any manipulation of variables. This methodological approach is particularly relevant to the current study, as both investigations share the goal of understanding how parents' beliefs, attitudes, and support contribute to early reading development. By employing a similar design, this study builds upon existing research that underscores the importance of quantitatively identifying patterns and correlations between parental factors and children's reading skills, strengthening the evidence base for parental involvement in early literacy development (Mendoza & Santos, 2023).

Flow of the Study-This research employed the Input-Process-Output (IPO) model as a structural framework to assess the impact of parental involvement and self-efficacy on learners' reading skills. The ultimate objective was to develop a reading skills enhancement plan based on the study's findings.

Input Phase. The research commenced with the identification of key data sources through targeted inquiries derived from the problem statement. The independent variable was parental self-beliefs, and the dependent variable was learners' reading skills. The study collected data using validated survey questionnaires and reading assessments to objectively measure these variables.

Process Phase. The data collection process involved distributing the modified questionnaire to the respondents and collecting data on the children's reading assessments. After gathering the responses, the data were systematically encoded and analyzed using appropriate statistical tools. Descriptive statistics, such as frequency, percentage, and mean, were used to summarize the data, while inferential statistics, such as the chi-square test of independence, were used to assess relationships among the variables.

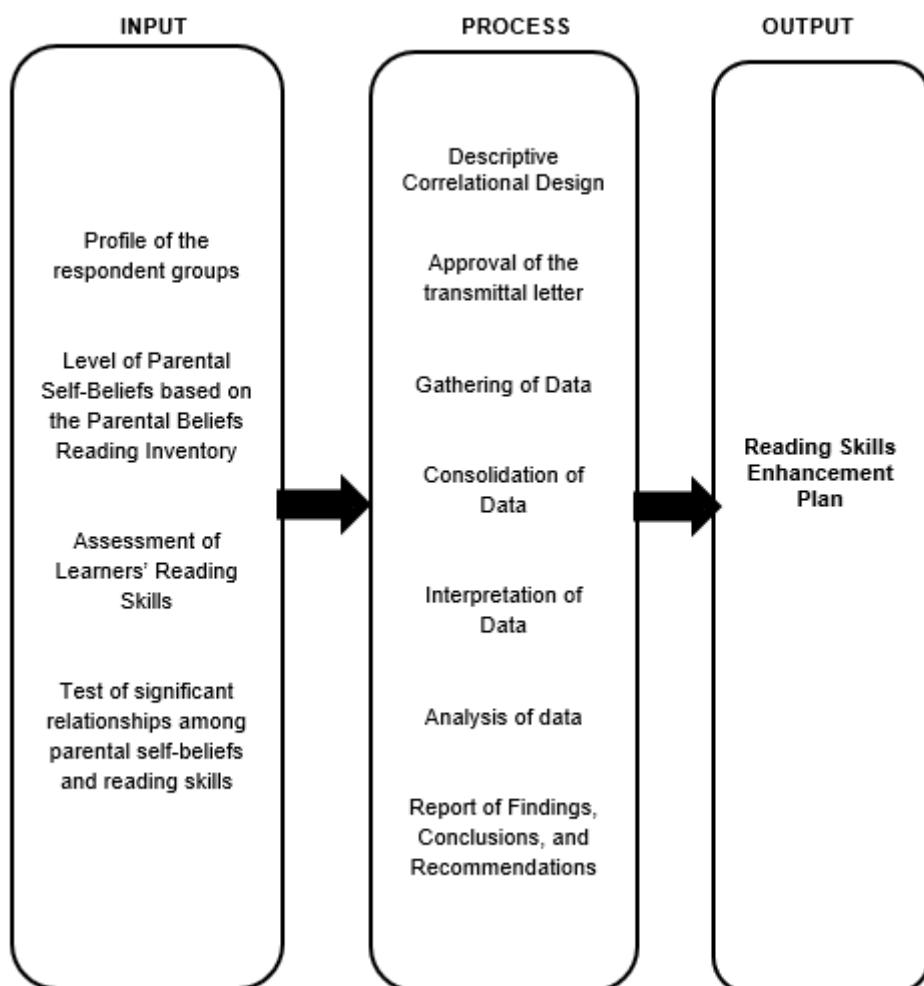


Figure 2. Flow of the Study

Output Phase. The final phase involved interpreting the analyzed data to generate insights and conclusions regarding the extent to which parental beliefs influence reading skills. Based on the results, recommendations were formulated to enhance literacy development, taking into account the level of parental self-beliefs regarding learners' reading skills.

By following this structured research methodology, the study provided a comprehensive understanding of the factors affecting learners' reading skills and offered meaningful implications for educational policies and teaching practices.

Environment

The study was conducted at Lahug Elementary School in Cebu City Division for the school year 2024-2025.

Lahug Elementary School was chosen as the research setting because of its diverse and dynamic student population, providing a rich environment for studying reading and literacy development. As one of the classified *Very Large Schools* in the Cebu City Division, it represents a wide range of learners from different socio-economic backgrounds, allowing for more reliable and comprehensive data. Its urban location and active implementation of DepEd programs, such as the Comprehensive Rapid Literacy Assessment (CRLA), further supported the study's objectives. This setting also provided opportunities to observe how parental involvement influences children's reading performance in a real-world academic environment. Thus, selecting Lahug Elementary School ensured that the findings would be relevant and applicable to broader contexts in early literacy education.

Respondents

The respondents in this study were the parents of grade one learners at Lahug Elementary School. They rated their self-beliefs about reading and how valuable they perceived reading to be for their child's reading skills. Their children, too, were considered respondents because their reading assessment results from the Comprehensive Rapid Literacy Assessment (CRLA) were used. CRLA is a diagnostic tool used by the Department of Education (DepEd) in the Philippines to assess the reading abilities of students in Grades 1 to 3. It helps teachers understand a learner's reading profile and identify areas for support, allowing for tailored instruction and interventions. CRLA is administered twice a year, at the beginning and end of the school year, in accordance with DepEd Order No. 009, s. 2024. The table below presents the distribution of respondents.

Table 1
Distribution of Respondents

Grade - One	n Learners	%	n Parents	%
A	12	10.00	12	10.00
B	7	5.83	7	5.83
C	14	11.67	14	11.67
D	13	10.83	13	10.83
C	15	12.50	15	12.50
D	13	10.83	13	10.83
E	15	12.50	15	12.50
F	6	5.00	6	5.00
G	11	9.17	11	9.17
H	14	11.67	14	11.67
TOTAL	120	100.00	120	100.00



Figure 3. Location Map of the Research Environment

The respondents' responses provided valuable data to examine the relationship between parents' self-beliefs and their child's reading skills and development. The table shows that the respondent dyads (both learners and parents) were distributed across the different grade one sections randomly selected by the researcher for this study. The largest group is in section E, which accounts for 12.5% of both learners and parents, while the smallest group is in section F, with 5% of both learners and parents. The total number of learners and parents is the same (120 each), suggesting a good representation in the sample.

Instrument

The researcher utilized survey questionnaires and reading evaluations to gather relevant data. Parents were asked to complete a Questionnaire that collected information about their child's profile and to rate their parental self-beliefs regarding their child's reading ability. The questionnaire was based on Epstein's framework, covering key areas such as teaching efficacy, positive affect, verbal participation, reading instruction, knowledge base, resources, and environmental input. The survey questionnaire consisted of the following sections:

Part I. Profile of the Child. The first portion aimed to collect information on pupils' profiles, including age and gender, parents' highest educational attainment, number of siblings, and combined family monthly income.

Part II. Parental Beliefs Reading Inventory. This section measured the extent to which parents' beliefs affected their children's reading skills. Using Epstein's framework, the study included questions related to parents' teaching efficacy, positive affect, verbal participation, reading instruction, knowledge base, resources, and environmental input. Parents rated statements on the aspects being measured using a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Data Gathering Procedure

The data gathering process was carefully structured into three stages to ensure accuracy, ethical compliance, and validity of results. Each stage followed proper research protocols, from securing official permissions to collecting and analyzing data. The process emphasized transparency, confidentiality, and fairness in selecting respondents. This systematic approach helped ensure reliable and credible research findings.

Preliminary Stage. The researcher formally obtained consent from the Cebu City Schools Division Superintendent through a letter to the Department of Education. After obtaining consent, the researcher presented it to Lahug Elementary School's principal to formally disclose the researcher's plan, set up a meeting with the teachers in grade one, and inform them that pupil and parent respondents would be randomly selected from this grade level.

Data Gathering Stage. The researcher conducted a brief orientation about the research. Important topics, such as the study's objective, the technique, and the protection of respondents' confidentiality, were discussed. The survey questionnaires were distributed after orientation to the parents. These were answered according to the given instructions. Then, the questionnaires were retrieved. Further, the researcher also obtained the data on the reading skills of the concerned pupils whose parents consented to participate in this study from their respective advisers or teachers. The data obtained was from DepEd's prescribed reading assessment, the Comprehensive Rapid Literacy Assessment (CRLA).

Post Data Gathering Stage. The post-data-gathering stage involved organizing, polishing, and analyzing survey data. Descriptive analysis calculated frequencies, percentages, and mean scores, while inferential analysis examined relationships between parents' self-beliefs and their child's reading performance. Parents' self-beliefs examined included teaching efficacy, positive affect, verbal participation, reading instruction, knowledge base, resources, and environmental input.

Ethical Considerations

This study ensured the protection, rights, and confidentiality of all participants. Formal consent was obtained from the Cebu City Schools Division Superintendent, the school principal, and the parent respondents before any data collection. Participants i.e. the parents, pupils, including the teachers, were fully informed about the study's objectives, procedures, and their right to withdraw at any time without penalty. Confidentiality of responses and pupil information was strictly maintained, with all data used solely for academic purposes. The researcher also ensured that no harm or discomfort was caused to the respondents throughout the study.

Statistical Treatment of Data

To ensure accurate findings, the collected data were subjected to several statistical procedures after data collection, with the help of a statistician. To obtain the number of responses in each category, along with their demographic profiles and responses to the parental beliefs reading inventory, a Frequency Count was first used.

Frequency Count. Every response is meticulously noted and totaled. The proportion of respondents in each category was then described using the Simple Percentage, which is calculated by dividing the frequency count by the total number of respondents and multiplying the result by 100 percent.

Percentage. This was calculated by dividing the frequency count by the total number of respondents and multiplying by 100, yielding a clear depiction of the proportion of participants' responses for each item tested.

Weighted Mean. It was used to quantify the degrees of parental self-beliefs based on Epstein's framework, covering key areas such as teaching efficacy, positive affect, verbal participation, reading instruction, knowledge base, resources, and environmental input. This resulted in an average score that accurately reflected parents' self-beliefs about their children's reading skill development.

Standard Deviation. Standard deviation was used in conjunction with the weighted mean to provide a more complete understanding of the response results. It showed how much variation there is from the average (mean). It helped the researcher to assess the reliability and variability of the data being tested.

Chi-Square Test for Independence. The Chi-Square Test for Independence is a statistical test used to determine whether there is a significant association between parental self-beliefs and their children's reading performance. In other words, it assessed whether parents' beliefs were independent of their children's reading skills or abilities.

Scoring Procedure

Data that were collected through survey questionnaires were calculated and interpreted according to the following procedures:

This scale measures the extent of parental self-beliefs in their child's reading development.

Scale	Numerical Range	Descriptive Reading	Verbal Description
5	4.21 - 5.00	Strongly Agree (Very High)	Parents strongly believe that their self-beliefs about reading affect their children's reading ability and development.
4	3.41 - 4.20	Agree (High)	Parents manifest a certain degree of agreement that the way they perceive reading as important to their children affects their reading ability and performance.
3	2.61 - 3.40	Undecided (Moderate)	Parents cannot decide whether their beliefs affect their children's reading development.
2	1.81 - 2.60	Disagree (Low)	Parents lack beliefs that the way they perceive reading as important directly affects their children's reading ability and development.
1	1.00 - 1.80	Strongly Disagree (Very Low)	Parents don't believe that their perception or beliefs about the importance of reading affect their children's ability and performance in reading.

DEFINITION OF TERMS

The following terms are operationally defined according to how it is used in the study for better understanding:

Environmental Input. This refers to the kind of environment where learners belong that influences their reading skills. Children living in a supportive environment with provision for reading materials, such as books, magazines, etc. This also includes the people who value or do not value reading with whom they interact in their everyday life. All these contribute to the environmental factors that support the development of children's reading skills.

Knowledge Base. Parents believe that their children acquire knowledge through reading. Many things can be learned about the unknown when children read. They learn that certain things exist even if children do not see them. This is because they have taught it through the materials they have read.

Learners. Learners in this study are Grade One pupils aged 6-10 years old of an identified school. These learners are the subjects whose reading abilities will be assessed in relation to their parents' beliefs and involvement in their educational process.

Parental Beliefs. Parental beliefs refer to the attitudes, values, expectations, and perceptions that parents hold regarding the importance of education, literacy, and the role of reading in a child's development. These beliefs can shape the way parents approach their children's learning, including how they engage with them during reading activities, the resources they provide, and the expectations they set regarding academic success.

Reading Instruction. This refers to how parents introduce and teach reading to their children. This also includes the different ways that parents use and practice to motivate their children to read and how they develop their reading skills.

Reading Skills. Reading skills encompass a set of abilities that enable a person to read, understand, interpret, and analyze written texts. This includes proficiency in phonics (decoding words), reading comprehension (understanding and making meaning of text), fluency (reading smoothly and accurately), and vocabulary knowledge (understanding the meanings of words). In the context of this study, reading skills specifically refer to the abilities of learners in relation to literacy tasks, such as reading comprehension, fluency, and word recognition. In this study, CRLA is used to assess the reading skills of the learners.

Reading Skills Enhancement Plan. This is the specific output of this study which aims to improve the reading skills of learners by fostering greater parental involvement and addressing the gap between parental beliefs and actions.

Resources. These are the material and immaterial things that parents need when trying to teach reading to their children. This includes a favorable space at home which makes it conducive for learning and the availability of parent's time to spend with their children in reading.

Positive Affect. These refers to how parents positively influence their children towards reading. Parent's personal disposition about reading and books; their own fond memories of reading; the way parents perceive their reading time with their children whether they consider it as bonding time together or a challenging situation to discipline their children looking at it in a positive light that this is a way of guiding their children to develop love for reading.

Teaching Efficacy. This refers to the capability of the parents to help their children to read especially when children are at home and not in school. Their beliefs on themselves that they too are their children's teacher also constitutes to this. This also includes their involvement in teaching reading at home and reinforcing what children learn in school.

Verbal Participation. The way how parents process what they let their children read contribute to this one important factor. This includes the different things that children learn from books or whatever materials they read at home and the way they interpret their reading because parents guide and encourage them to do so.

CHAPTER 2

PRESENTATION, DATA ANALYSIS, AND INTERPRETATION

This chapter presents the analyses and interpretations of the data based on the results of the study, which aimed to assess the impact of parental self-beliefs on the reading skills of the learners at Lahug Elementary School in Cebu City Division. These data were collected during the 2024-2025 school year and served as the basis for a reading skills enhancement plan. With the help of the respondents' participation in this study, the following results and findings are presented and discussed:

PROFILE OF THE RESPONDENTS

This section presents the profile of the pupil respondents in terms of age and gender. It also shows the parent respondents' highest educational attainment, number of children, and combined family monthly income. Knowing the respondents' demographic profile would provide a good overview of their background and offer insights into the complexity of the variables.

Learners' Age and Gender

Including learners' age and gender in this study is important to understand how these factors influence reading development and performance. Age reflects a child's readiness and progress in literacy, while gender may highlight differences in learning interests and motivation. Considering these variables allows for a more accurate and well-rounded analysis of early literacy outcomes.

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
8	2	1.67	6	5.00	8	6.67
7	31	25.83	25	20.83	56	46.67
6	31	25.83	25	20.83	56	46.67
Total	64	53.33	56	46.67	120	100.00

Table 2 presents the age and gender of the grade one pupils who were randomly selected to participate in this study.

In Table 2, it shows that the ages of the grade one pupils who participated in this study ranges from 6-8 years old. Of the 120 total pupil respondents, there were 2 females (1.67%) and 6 males (5%) who were at age 8; there were 31 females (25.83%) and 25 males (20.83%) who were at age 7; and there were also 31 females (25.83%) and 25 males (20.83%) who were at age 6. So, a total of 8 pupils (6.67%) were 8 years old; a total of 56 pupils (46.67%) were 7 years old; and a total of 56 pupils (46.67 %) were 6 years old whose reading skills were utilized in this study. It can be noted that there were an equal number of pupil respondents aged 6 and 7, while only a very few pupils were aged 8.

This is because most grade one pupils are age-appropriate to their grade level since the DepEd requirement for age qualification for kindergarten learners should be 5 years old by June 1 until the end of August of every calendar year (DepEd Order No. 20, Series 2018), thus by the time they enter grade one, they are already at ages 6 or 7. Thus, only a small portion of pupils delayed their enrolment at first grade, whose age is 8.

Parent Respondents

Parents are the key participants in this study because they play a vital role in shaping their children's early literacy experiences and attitudes toward reading. Their beliefs, practices, and level of involvement directly influence how children develop foundational reading skills at home and in school.

Tables 3-5 present data on the parent respondents' highest educational attainment, number of children, and combined family income. These data are helpful because they provide valuable inputs in determining the demographic profile of the parents participating in the study. Understanding the

educational backgrounds, number of family members, and their income helps assess the validity of this study's results.

Parents' Highest Educational Attainment

The inclusion of parents' highest educational attainment in the study is important, as it serves as an indicator of their literacy background, knowledge base, and ability to facilitate their child's learning. Parents with higher levels of education are more likely to possess stronger literacy practices, access to educational resources, and greater confidence in supporting academic tasks. Conversely, limited educational attainment may constrain parents' capacity to engage effectively in their child's literacy development. Examining this variable allows the study to better understand the extent to which parental education influences children's reading performance and to identify potential areas for targeted educational support.

Table 3 shows the highest educational attainment of the parent respondents. This data provides insights into how education affects parents' perceptions and self-beliefs about their children's reading ability, and into how they motivate and facilitate their children's learning.

Educational Attainment	Mother		Father	
	f	%	f	%
College Graduate	26	21.67	24	20.00
College Level	35	29.17	23	19.17
High School Graduate	45	37.50	50	41.67
High School Level	7	5.83	13	10.83
Elementary Graduate	4	3.33	4	3.33
Elementary Level	3	2.50	5	4.17
No Formal Education	0	0.00	1	0.83
Total	120	100.00	120	100.00

Based on the data presented in Table 3, the majority of the parent respondents were high school graduates, comprising 41.67% of the total respondents. It is followed by the parents who are college graduates at 20%. Then, parents at the college level accounted for 19.17% of the respondents. Parents who were at the high school level also comprised 10.83% of the respondents. There were also Elementary graduates at 3.33% and parents at the Elementary level at 4.17%. Only 1 parent respondent (0.83%) was reported to have No Formal Education.

In summary, most mothers and fathers have attained at least a high school level of education, with a considerable number having reached or completed college. This indicates that many parents likely have a basic understanding of educational principles, which may positively influence their engagement in and attitudes toward their children's academic development, particularly in supporting reading skills.

The results in Table 3 show that most parents had a high school education, with fewer having only an elementary education or having not reached college. This pattern is significant because, as Hoover-Dempsey and Sandler's (1995) Parental Role Construction Theory suggests, parents' confidence in their role as educators often depends on their own schooling. In line with Vygotsky's (1978) Socio-Cultural Theory, parents with higher educational attainment are generally more capable of providing effective scaffolding for their child's reading development, while those with lower attainment may feel less confident in doing so. However, Epstein's (1987) Theory of Parental Involvement emphasizes that schools can strengthen "learning at home" by engaging parents at all education levels, ensuring that every family contributes meaningfully to children's literacy growth.

Moreover, research consistently shows that parents' educational attainment plays a significant role in shaping their children's reading abilities. Educated parents are more likely to create supportive literacy environments, engage in reading activities with their children, and model positive attitudes toward learning (Santiago, 2023). For instance, a study by Norudin et al. (2024) found that both

mothers' and fathers' education levels significantly moderated the relationship between students' reading self-efficacy and comprehension, with higher parental education strengthening this relationship. In a broader context, Namukose and Sendagi (2023) concluded that parental education positively influences overall academic performance in primary school learners, particularly in literacy-related subjects.

Number of Siblings

Including the number of siblings in the study is important because it can affect how much time and support parents give to each child's reading development. In smaller families, parents may have more time to help each child, while in larger families, attention and resources may be shared among several children. Understanding this helps explain differences in children's reading performance and how family size influences learning at home.

Table 4 presents the number of siblings per family among the respondents. It is crucial in providing a comprehensive understanding of the respondents' background.

Table 4. Number of Siblings		
Number of Siblings	f	%
5 and up	11	9.17
3-4	47	39.17
1-2	62	51.67
Total	120	100.00

In table 4, we can see that more than half of the respondents or 51.67% have 1-2 children or siblings in the family. A significant number of respondents also belong to families who have 3-4 siblings at 39.17%. A small portion of respondents have more than 5 children in the family at 9.17%. This trend is consistent with recent research emphasizing the educational advantages associated with smaller family sizes. For instance, a study by Sari et al. (2020) found that an increase in the number of siblings was negatively correlated with educational outcomes, supporting the resource dilution theory, which suggests that parental time, attention, and financial resources are spread thinner in larger families, thus limiting academic support for each child. Similarly, research during the COVID-19 pandemic by Houtrow et al. (2022) showed that children from larger families experienced reduced learning growth due to challenges in receiving adequate home-based educational support, particularly in literacy-related tasks.

Combined Family Monthly Income

The socioeconomic status can significantly influence children's learning opportunities and literacy development. Family income often determines access to educational materials, reading resources, and supportive learning environments at home. Understanding income levels allows for better interpretation on how parental beliefs interact with economic conditions in shaping learners' reading skills. This variable helps provide a more comprehensive view of the factors that contribute to reading development.

Table 5 below reveals the monthly combined family income of the parent respondents. This income distribution provides context for analyzing learners' access to educational resources, including books, learning materials, and home-based reading support, which are often influenced by socioeconomic status.

Table 5. Combined Family Monthly Income		
Monthly Income (in pesos)	f	%
Above 30,000	18	15.00
25,001-30,000	11	9.17
20,001-25,000	13	10.83
15,001-20,000	29	24.17

10,001-15,000	24	20.00
10,000 and below	25	20.83
Total	120	100.00

Table 5 shows that the most common income bracket is 15,001-20,000 pesos, comprising 24.17% of the respondents. This is followed by those earning 10,000 pesos and below (20.83%) and those earning 10,001-15,000 pesos (20%). The families that earned above 30,000 pesos comprised 15% of the respondents while those who earned 20,001- 25,000 comprised 10.83% of the respondents. The least represented group earns between 25,001-30,000 pesos comprising 9.17% of the respondents.

The distribution of family income among respondents, as shown in Table 5, indicates that a significant proportion comes from low- to lower-middle-income households. This could be related to a study by Michael and Kyriakides (2023), who analyzed data from the Programme for International Student Assessment (PISA) and found that students from lower SES backgrounds exhibited lower reading achievement, with academic motivation factors such as enjoyment of reading and expected occupational status mediating this relationship. Moreover, Yeung et al. (2022) employed an expectancy-value perspective to reveal that SES influences reading achievement through students' motivation and the value they place on reading tasks. These studies underscore the impact of socioeconomic factors on reading abilities, aligning with the income distribution data presented in Table 5.

PARENTS' RESPONSES ON THE LEVEL OF SELF-BELIEFS IN DEVELOPING THE READING SKILLS OF THE LEARNERS

The following sections present and discuss the parents' responses regarding their level of self-beliefs in developing their children's reading skills. Understanding these self-beliefs provides valuable insights into the extent of parental involvement and its possible influence on learners' reading performance.

Teaching Efficacy

The **teaching efficacy of parents** is important in this study because it reflects how confident parents feel in their ability to support their children's learning, especially in reading. Understanding this factor helps determine how parents' confidence and beliefs translate into effective support for their children's reading development.

The data presented in Table 6 shows the level of beliefs of parents in developing the reading skills of learners in terms of teaching efficacy. Parents were asked to answer 9 items from the survey questionnaire. Results are provided below.

Table 6. Level of beliefs of parents in developing the reading skills of the learners in terms of teaching efficacy				
S/ N	Indicators	WM	SD	Verbal Description
1	As a parent, I play an important role in my child's development.	4.73	0.55	Very High
2	There is little I can do to help my child get ready to do well in school.	2.63	1.43	Moderate
3	My child learns many important things from me.	4.39	0.80	Very High
4	I would like to help my child learn, but I don't know how.	2.83	1.36	Moderate
5	I am my child's most important teacher.	4.28	0.89	Very High
6	Schools are responsible for teaching children, not parents.	2.77	1.35	Moderate

7	Parents need to be involved in their children's education.	4.64	0.55	Very High
8	When my child goes to school, the teacher will teach my child everything my child needs to know so I don't need to worry.	3.38	1.37	Moderate
9	Children do better in school when their parents also teach them things at home.	4.55	0.83	Very High
Aggregate Weighted Mean		3.80		High
Aggregate Standard Deviation			1.01	
Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low				

The level parents' beliefs in terms of teaching efficacy in table 6 have the Aggregate Weighted Mean (AWM) of 3.80 and an Aggregate Standard Deviation (ASD) of 1.01 with a verbal description of 'high.' This suggests that parents believe that their ability to help their children to read is important. They believe that they too are their children's teacher in reading especially if their children are at home. They give value on their involvement in teaching reading at home and reinforcing what children learn in school.

Thus, it can be noted that the highest response (4.73) shows that parents do agree that they play an important role in their child's development. They also agree that they need to be involved in their children's education (4.64) and for them, children do better in school when they also teach them things at home (4.55). Furthermore, they also agree that children learn many important things from them (4.39) and that they are their children's most important teacher (4.28). The parents show 'moderate' beliefs about not worrying when children go to school, hence the teacher will teach their children everything they need to know (3.38); and moderate beliefs about not knowing how to help their children learn (2.83). Another moderate response on schools being responsible for teaching children, not parents (2.77), and a moderate response as well in claiming that there is little they can do to help their children get ready to do well in school (2.63).

Further, the results in Table 6 revealed that parents hold a generally high level of belief in their teaching efficacy (WM = 3.80), with very high agreement with the statements "I play an important role in my child's development" and "I am my child's most important teacher." This aligns with Hoover-Dempsey and Sandler's (1995) Parental Role Construction Theory, which explains that parents' engagement in their child's learning is strongly shaped by how they view their role. Since parents in this study recognize themselves as vital contributors to their child's education, they are more likely to participate in literacy activities that promote reading development. However, moderate responses to items such as not knowing how to help or relying on teachers suggest that some parents still experience uncertainty, highlighting the need for schools to provide guidance and resources to strengthen their role in fostering reading skills.

Positive Affect

This section presents and discusses the parents' responses on the factor Positive Affect, which pertains to their emotions, attitudes, and overall enthusiasm toward supporting their children's reading development. This aspect highlights how parents' positive feelings and encouragement can foster a more engaging and motivating learning environment at home.

The data presented in Table 7 show parents' beliefs about developing learners' reading skills in terms of positive affect. Parents were asked to answer 11 items from the survey questionnaire. Results are provided below.

Table 7. Level of beliefs of parents in developing the reading skills of the learners in terms of positive affect

S/ N	Indicators	WM	SD	Verbal Description
1	I find it boring or difficult to read to my child.	2.13	1.08	Low
2	I enjoy reading with my child.	4.23	0.89	Very High
3	I have good memories of being read to when I was a child.	4.08	0.93	High
4	Reading with my child is a special time that we love to share.	4.45	0.80	Very High
5	My child does not like to be read to.	2.23	1.18	Low
6	I feel warm and close to my child when we read.	4.33	0.91	Very High
7	I have to scold or discipline my child when we try to read.	3.02	1.29	Moderate
8	I want my child to love books.	4.51	0.74	Very High
9	I don't read to my child because he or she won't sit still.	2.30	1.19	Low
10	I read to my child whenever he or she wants.	2.80	1.35	Moderate
11	When we read I try to sound excited, so my child stays interested.	4.40	0.77	Very High
Aggregate Weighted Mean		3.50		High
Aggregate Standard Deviation			1.01	

Table 7 further reveals that the parents' beliefs in terms of positive affect is 'high' with an Aggregate Weighted Mean (AWM) of 3.50 and an Aggregate Standard Deviation (ASD) of 1.01. This implies that the parents believe they can positively influence their children to read. Parents' personal disposition toward reading and books; their own fond memories of reading; how parents perceive their reading time with their children, whether they see it as bonding time or a challenging opportunity to discipline their children. They look at it in a positive light, that this is a way of guiding their children to develop a love for reading.

The highest response from parents indicates that they want their children to love books (4.51) and that they consider reading with their children a special time they love to share (4.45). For them, they believe that when they read to their children, trying to sound excited, makes their children interested (4.40) and that they feel warm and close to them when they read (4.33). Parents also enjoy reading with their children (4.23). They also have a 'high' response on having good memories of being read to when they too were children (4.08). On the other hand, parents moderately believe that they have to scold or discipline their children when they try to read (3.02), and in reading to their children, only when they want to. (2.80). However, parents have a low level of self-belief about not reading to their children because their children won't sit still (2.30); their children do not like to be read to (2.23). and finding it tedious or difficult to read to their children (2.13).

Several studies support this research's findings, highlighting the impact of parents' positive attitudes on children's reading development. Grolig and Bartl-Pokorny (2023) and Kuger and Klucznik (2023) found that parents who value reading and engage in literacy activities at home help improve children's literacy skills and motivation. Li and Liu (2019) also noted that parental encouragement boosts children's interest in reading. Similarly, Sari and Purwaningsih (2022) emphasized the link between parental involvement and reading achievement. Early reading exposure, as reported by *The Australian* (2023), further enhances vocabulary and reading interest among young children. These findings reinforce the importance of positive parental affect in supporting children's reading development.

Moreover, the very high agreement on enjoying reading together, creating special bonding moments, and fostering a love for books aligns with Vygotsky's (1978) Socio-Cultural Theory, which emphasizes that learning occurs through meaningful social interactions. When parents engage positively in shared reading, they provide emotional support and scaffolding within the child's Zone of Proximal Development, making reading both enjoyable and effective. Such positive experiences not only strengthen literacy skills but also build motivation and a lasting appreciation for reading.

Verbal Participation

This factor emphasizes the importance of dialogue, questioning, and shared discussions that promote language development and comprehension. Examining parents' verbal participation helps determine how active communication at home supports and enhances the learners' reading skills.

The data in Table 8 show parents' beliefs about developing learners' reading skills in terms of verbal participation. Results are provided below.

Table 8. Level of beliefs of parents in developing the reading skills of the learners in terms of verbal participation				
S/ N	Indicators	WM	SD	Verbal Description
1	When we read I try to sound excited so my child stays interested.	4.48	0.67	Very High
2	Children learn new words, colors, names, etc., from books.	4.56	0.59	Very High
3	Reading helps children be better talkers and better listeners.	4.63	0.62	Very High
4	My child knows the names of many things he or she has seen in books.	4.21	0.81	Very High
5	When we read, I want my child to help me tell the story.	4.38	0.59	Very High
6	I ask my child a lot of questions when we read.	4.33	0.65	Very High
7	When we read, I want my child to ask questions about the book.	4.41	0.74	Very High
8	When we read we talk about the pictures as much as we read the story.	4.42	0.60	Very High
Aggregate Weighted Mean		4.42		Very High
Aggregate Standard Deviation			0.66	

Table 8 indicates an overall 'very high' level of belief with an Aggregate Weighted Mean (AWM) of 4.42 and an Aggregate Standard Deviation (ASD) of 0.66. This suggests that in terms of verbal participation, the parents believe that their involvement in teaching reading to their children is very important. The way they process what they let their children read is very helpful. The parents strongly agree or believe that their guidance and encouragement given to their children in learning and reading different things from books or whatever materials they read at home, helping them interpret what their children read is indeed very beneficial.

It is notable that all components tested or being answered by parents received responses or ratings of 4 and above, a clear implication that parents believe that all these are very useful to their children's reading development. The aggregate SD is also very low, less than 1 (0.66), which implies that parents share the same responses and level of beliefs in terms of providing the much-needed verbal participation that they could extend to help their children advance their reading levels.

Studies highlight the importance of parental verbal participation in developing early literacy skills. Dodici, Draper, and Peterson (2003) found that parent-child verbal interactions were key predictors of vocabulary and phonemic awareness development. Baker, Vernon-Feagans, and the Family Life

Project Investigators (2015) showed that fathers' verbal input during shared book activities enhanced children's vocabulary and problem-solving skills. Additionally, Bus, van IJzendoorn, and Pellegrini (1995) found that early parent-child book reading positively impacted language and literacy outcomes, including vocabulary acquisition. Al-Mahrooqi and Denman (2023) emphasized that verbal interactions during reading activities contribute to language skills such as listening and speaking. These studies support the current findings that verbal participation during reading sessions plays a vital role in fostering children's literacy development.

Reading Instruction

This factor examines the strategies and practices parents use to help improve their child's reading fluency, comprehension, and overall literacy skills. Understanding parents' approaches to reading instruction provides valuable insight into how home-based teaching contributes to the development of learners' reading abilities.

The data presented in Table 9 shows the level of beliefs of parents in developing the reading skills of the learners in terms of reading instruction. Results are provided below.

Table 9. Level of beliefs of parents in developing the reading skills of the learners in terms of reading instruction				
S/ N	Indicators	WM	SD	Verbal Description
1	I read with my child so he/she will learn the letters and how to read simple words.	4.52	0.67	Very High
2	Parents should teach children how to read before they start school.	4.55	0.62	Very High
3	My child is too young to learn about reading.	1.87	1.11	Low
4	When we read, I have my child point out different letters or numbers that are printed in the book.	4.33	0.83	Very High
Aggregate Weighted Mean		3.81		
Aggregate Standard Deviation			0.81	High

Table 9 shows that in terms of Reading Instruction, the Aggregate Weighted Mean (AWM) of 3.81, and an Aggregate Standard Deviation (ASD) of 0.81. indicate an overall 'high' level of belief for parents which implies that how parents introduce and teach reading to their children is perceived as important and valuable. The parents believe and agree that employing different ways or strategies in making their children read can help motivate their children and develop their reading skills.

It is found out that majority of parents highly believed that reading to their children will help them learn letters and simple words (4.52) and that it is important that they try to teach reading to their children even before they start schooling (4.55). Most parents also strongly perceive that teaching reading to their children by letting them point out different letters or numbers printed on the book is very useful (4.33). Interestingly, parents don't really think highly that their children are too young to learn how to read (1.11). This implies how parents value the importance of reading.

These results are supported by some studies like that of Osabinyi and Ouko (2020) which found that parents who read with their children and teach letters and simple words significantly contribute to early literacy skills. Also, Schnell (2018) emphasized that children whose parents were actively engaged in reading practices, such as teaching sight words and letters, performed better in reading. Badidoy and Tapac (2020) also showed that home-based literacy activities, including letter identification, helped improve children's reading abilities. These studies align with the current findings, where parents strongly value teaching their children foundational reading skills before school, reinforcing the vital role of parental involvement in early literacy.

The high level of belief in their role in reading instruction further aligns with Epstein's (1987) Theory of Parental Involvement, which highlights "learning at home" as a crucial component of family

engagement in education. By actively participating in early reading instruction, parents create literacy-rich home environments that reinforce school-based learning and promote children's readiness for academic tasks. Such involvement demonstrates that parents recognize themselves not only as caregivers but also as essential partners in fostering foundational literacy development.

Knowledge Base

This part presents and discusses the parents' responses on the factor Knowledge Base, which highlights how well parents are informed about effective ways to nurture their children's reading skills. Examining this, provides insight into how their awareness and understanding influence the quality of guidance and support they offer to their children's reading development.

Table 10 shows the level of beliefs of parents in developing the reading skills of the learners in terms of knowledge base.

Table 10. Level of beliefs of parents in developing the reading skills of the learners in terms of knowledge base				
S/ N	Indicators	WM	SD	Verbal Description
1	I try to make the story more real to my child by relating the story to his or her life.	4.43	0.55	Very High
2	Stories help build my child's imagination.	4.53	0.55	Very High
3	My child learns lessons and morals from the stories we read.	4.43	0.59	Very High
4	Reading helps children learn about things they never see in real life (like Eskimos and polar bears).	4.35	0.72	Very High
5	My child learns important life skills from books (like how to follow a cooking recipe, how to protect themselves from strangers).	4.31	0.72	Very High
Aggregate Weighted Mean		4.41		Very High
Aggregate Standard Deviation			0.62	

Table 10 indicates that in terms of the knowledge base, parents' level of beliefs is very high. This is supported by their collective responses with an Aggregate Weighted Mean (AWM) of 4.41 and an Aggregate Standard Deviation (ASD) of 0.62.

In terms of knowledge base, across all indicators tested, the parents gave a rating of 4 or higher. This means they firmly believe that their children acquire knowledge through reading. Many things can be learned about the unknown when children read. They learn that certain things do exist, even if children don't see them. This is because they have taught it through the materials they have read.

Several studies support the findings that parents highly value reading as a tool for enhancing their children's cognitive development, imagination, and understanding of real-life lessons. Sénéchal and LeFevre (2002) demonstrated that parental involvement in reading activities significantly contributes to children's literacy development, helping them learn lessons and morals from stories. Similarly, Whangmooklang and Samahito (2022) found that storytelling fosters cognitive and emotional growth, strengthening imagination and problem-solving skills. Rowe (2012) emphasized the importance of inferential language during shared reading, which helps children learn about new concepts and scenarios beyond their direct experiences. Al-Mahrooqi and Denman (2023) also highlighted that parents who actively engage in reading help children develop essential life skills, supporting the belief that reading provides valuable lessons and knowledge. These studies align with the current data, reinforcing the value of reading for both cognitive and practical learning.

Resources

This factor, Resources, pertains to the availability and accessibility of materials and tools that support their children's reading development. Understanding the level of resources available to parents provides insight into how the home environment contributes to fostering and sustaining learners' reading skills.

The data presented in Table 11 shows the level of beliefs of parents in developing the reading skills of the learners in terms of resources. Parents were asked to answer 4 items from the survey questionnaire. Results are provided below.

Table 11. Level of beliefs of parents in developing the reading skills of the learners in terms of resources				
S/ N	Indicators	WM	SD	Verbal Description
1	Even if I would like to, I'm just too busy and too tired to read to my child.	2.42	1.21	Low
2	I don't read to my child because we have nothing to read.	2.09	1.13	Low
3	I don't read to my child because there is no room and no quiet place in the house.	2.09	1.18	Low
4	I don't read to my child because I have other, more important things to do as a parent.	2.15	1.29	Low
Aggregate Weighted Mean		2.19		Low
Aggregate Standard Deviation			1.20	

Table 11 presents the parents' responses or level of beliefs in terms of resources is relatively 'low' with an Aggregate Weighted Mean (AWM) of 2.19, although their responses varied a little compared to other factors tested previously, as the Aggregate Standard Deviation (ASD) is 1.2. For them, their busyness, the lack of reading materials and availability of space for reading don't necessarily hinder them from helping their children read. They also don't agree that reading with their children should be of less priority. It has to be given time even if they have some other things to do.

Studies highlight that resource limitations, such as time constraints and lack of materials, hinder parents from engaging in reading activities with their children, supporting the findings in Table 11. Epstein (1995) found that working parents often struggle to prioritize educational activities due to busy schedules. Similarly, Russell and Granville (2005) identified time limitations as a significant barrier to parental involvement in reading. Additionally, Al-Ali et al. (2021) noted that socioeconomic factors limit access to educational resources, such as books and quiet spaces, further hindering parents' ability to read with their children. These studies align with the low belief in resource availability reported in Table 11.

Moreover, findings that parents reported a low level of constraints related to resources supports the mandate of Republic Act No. 10410, or the Early Years Act of 2013, which emphasizes the importance of providing young children with holistic support—including early literacy opportunities—within the family and community setting. The law recognizes parents as the primary educators in the early years, highlighting that when resource-related barriers are minimized, families are better positioned to nurture foundational reading skills at home, thereby complementing school-based instruction (Republic Act No. 10410, 2013).

Environmental Input

This section presents and discusses the parents' responses on the factor Environmental Input, which focuses on the home environment and social influences that shape children's reading development. It highlights how exposure to reading materials and a literacy-rich atmosphere at home can enhance learners' interest and proficiency in reading.

The data presented in Table 12 shows the level of beliefs of parents in developing the reading skills of the learners in terms of environmental input. Results are provided below.

Table 12. Level of beliefs of parents in developing the reading skills of the learners in terms of environmental input				
S/N	Indicators	WM	SD	Verbal Description
1	Some children are natural talkers, others are silent. Parents do not have much influence over this.	3.07	1.31	Moderate
2	Children inherit their language ability from their parents, it's in their genes.	3.30	1.21	Moderate
Aggregate Weighted Mean		3.18		Moderate
Aggregate Standard Deviation			1.26	

Table 12 reveals that parents' level of beliefs in terms of environmental input is at 'moderate' level. Their responses have an aggregate weighted mean (AWM) of 3.18 and an Aggregate Standard Deviation (ASD) of 1.26. Specifically, parents moderately agreed with the notion that language ability is inherited (WM = 3.30) and that children's talkativeness is a natural trait not heavily influenced by parents (WM = 3.07). These results suggest that while parents acknowledge some environmental impact, they generally lean toward viewing language and reading skills as more biologically. This implies further that parents don't really rely on their genes or family histories to influence their children's ability to learn to read. This indifference shows that parents can't decide if these contributing factors are helpful or not as seen in the majority of their responses. than shaped through parental involvement or home-based practices. Or this could indicate that parents have a balanced view, recognizing both the genetic and environmental contributions to language development, but not overly emphasizing either factor.

Recent research supports the moderate parental beliefs reflected in Table 12, emphasizing the interplay between genetic and environmental factors in children's language development. Cheung et al. (2024) found that while children's genetic tendencies, such as negative emotionality, can affect language development, nurturing parenting behaviors, such as warmth and sensitivity, significantly enhance language outcomes. Similarly, Ramírez-Esparza et al. (2024) highlighted that increased adult vocalizations directly correlate with more child vocalizations, showing the power of environmental input through parent-child interactions. In addition, Paradis (2024) demonstrated that parental attitudes and consistent use of heritage language at home are strong predictors of children's vocabulary and grammatical development. These findings align with the view that language development is shaped by both inherited traits and the language-rich environments parents create.

However, the moderate level of parental beliefs somewhat contrasts with Vygotsky's (1978) Socio-Cultural Theory, which emphasizes that children's language and literacy development are primarily shaped by social interaction and guided learning experiences within their environment. According to this view, parents play an active role in scaffolding their child's language and reading skills, demonstrating that environmental input—such as shared reading, conversations, and exposure to print—can significantly enhance literacy development beyond inherited abilities.

SUMMARY ON THE LEVEL OF BELIEFS OF PARENTS IN DEVELOPING THE READING SKILLS OF THE LEARNERS

This section presents and discusses the summary of parents' level of beliefs in developing their children's reading skills. This part provides an overview of how strongly parents believe in their ability to influence and support their child's literacy growth. Summarizing these findings offers a clearer understanding of the overall parental mindset toward reading development and its potential impact on learners' reading performance. This section presents and discusses

Table 13 presents the summary on the level of beliefs of parents in developing the reading skills of their children in terms of teaching efficacy, positive affect, verbal participation, reading instruction, knowledge base, resources, and environmental input. The results are given below.

Components	WM	SD	Verbal Description
Teaching Efficacy	3.80	1.01	High
Positive Affect	3.50	1.01	High
Verbal Participation	4.42	0.66	Very High
Reading Instruction	3.81	0.81	High
Knowledge Base	4.41	0.62	Very High
Resources	2.19	1.20	Low
Environmental Input	3.18	1.26	Moderate
Grand Mean	3.62		
Grand Standard Deviation		0.94	High

Based on the summary of data presented in Table 12, the parents' level of beliefs in terms of Verbal Participation (rated at WM 4.42, SD 0.66) and in terms of Knowledge Base (rated at WM 4.41, SD 0.62) emerged to be at a 'Very High' Level. Further, their level of beliefs in terms of Teaching Efficacy (rated at WM 3.80, SD 1.01), Positive Affect (rated at WM 3.50, SD 1.01, and Reading Instruction (rated at WM 3.81, SD 0.81) are at 'High' level. In terms of Environmental Input (rated at WM 3.18, SD 1.26), the level of beliefs for parents rests at a 'Moderate' level. While in terms of Resources (rated at WM 2.19, SD 1.20), the level of parents' beliefs is at 'Low' level.

These data imply that on top of all other factors, the parent's highly believed that their verbal participation which refers to how they process what they let their children read, the way they help interpret their reading, their guidance and encouragement for their children were perceived to be very helpful. Another highly perceived by parents to be very important is in terms of Knowledge Base. For them, a lot of knowledge can be acquired by their children through reading. A lot of unknown things can be learned when their children read. They get to know that certain things do exist even if their children don't see them.

It is also important to note that parents consider also these indicators: Teaching Efficacy, Positive Affect, and Reading Instruction to be helpful. They believe that their efficiency as parents to teach their children even before they come to school greatly help their children. Their positive disposition towards reading is also a good influence on their children. Moreover, their ability to teach their children, the strategies they use when they let their children read can be also very beneficial for the development of the reading skills of their children.

However, in terms of Environmental Input, their belief is at moderate level. Thus, it implies that parents can't really decide if these are helpful or not to their children's ability to read. Maybe having a family history of good readers is good but not really a reliable thing to consider when it come to the reading development of their children.

Lastly, in terms of Resources, the 'Low' level of beliefs of parents indicate that this factor should not hinder their children's ability to learn how to read. They perceived resources to have less influence in the reading development of their children.

The results presented in Table 13, which show a generally high level of parental belief in their role in developing children's reading skills—particularly in verbal participation and knowledge base—are well-supported by recent research and theoretical frameworks. According to a study by Eckerth et al. (2024), parents who value early literacy skills and actively engage in home-based reading practices significantly contribute to their children's reading development, reinforcing the observed high ratings in areas like verbal participation and reading instruction. Similarly, Maruli et al. (2021) found a strong

positive correlation between parental involvement and students' reading achievement, emphasizing the role of parental teaching efficacy and affect in literacy growth. These findings align with Bandura's Social Cognitive Theory, which asserts that children learn behaviors and skills, such as reading, through observation and interaction with more knowledgeable others, particularly parents (Zhang et al., 2021). Furthermore, the very high belief in the value of a strong knowledge base among parents mirrors findings by Al Kaabi et al. (2023), who observed that parents' understanding of early literacy significantly impacts their children's reading success. However, the low belief score regarding access to resources reflects the findings of Al-Ahdal et al. (2022), who highlighted that despite strong literacy beliefs, many parents lack adequate materials or support to fully implement literacy activities at home. These findings collectively affirm that while parents hold strong beliefs in their capacity to support reading development, structural limitations—particularly related to resources and environmental factors—may hinder the full realization of their involvement.

Finally, these findings resonate with Epstein's (1987) Theory of Parental Involvement, which emphasizes "learning at home" as a vital dimension of family engagement. When parents actively participate in conversations, provide literacy support, and recognize their role in instruction, they create enriched home environments that promote reading development. At the same time, the relatively low score on resources suggests the need for stronger school–home partnerships to ensure that families, regardless of limitations, are supported in fostering children's literacy growth.

Level of Reading Skills of the Learners

This part presents the distribution of learners according to their level of reading skills. The table classifies learners as *Reading at Grade Level*, *Transitioning Reader*, *Developing Reader*, or *Emerging Reader* based on their reading performance. This presentation aims to provide a clear overview of the learners' current literacy proficiency, which serves as a basis for understanding their reading development and identifying those who may require further instructional support.

The data in Table 14 show the learners' reading skills. These learners were the children of the parent respondents of this study. These data were based on the CRLA assessment results provided by their teachers.

Table 14. Level of Reading Skills of the Learners		
Reading Skills	f	%
Reading at Grade Level	39	32.50
Transitioning Reader	43	35.83
Developing Reader	23	19.17
Emerging Reader	15	12.50
Total	120	100.00

Table 14 shows the distribution of reading skills among 120 learners. 32.5% of students are reading at grade level, demonstrating that they meet the expected reading standards for their grade. The largest group, 35.83%, consists of transitioning readers, who are close to achieving grade-level proficiency but may need additional support to reach this stage. 19.17% of learners are classified as developing readers, indicating they still need significant improvement to reach grade-level expectations. Finally, 12.5% of students are emerging readers, still in the early stages of reading development and likely requiring foundational interventions. Overall, 68.33% of students are either at or approaching grade level, while 31.67% of learners may benefit from targeted support to improve their reading skills. This suggests that while most students are on track, there is a need for focused interventions for the developing and emerging readers to ensure they catch up with their peers and achieve full literacy development.

This further highlights the persistent challenge in ensuring that all learners acquire foundational literacy skills during the early years. In response, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, mandates a learner-centered curriculum that prioritizes literacy as a core competency across grade levels. Similarly, Republic Act No. 10410, the Early Years Act of 2013, underscores the critical role of the first eight years of life in establishing essential skills such as

reading, with parents recognized as primary educators in partnership with schools and communities. Thus, the results affirm the need for strengthened collaboration between home and school to fully realize the goals of these policies in promoting early literacy and ensuring reading readiness for all learners (Republic Act No. 10410, 2013; Republic Act No. 10533, 2013).

TEST OF RELATIONSHIP BETWEEN PARENTAL SELF-BELEIFHS AND READING SKILLS OF THE LEARNERS

This part presents and discusses the **test of relationship between parental self-beliefs and the reading skills of the learners** to determine whether parents' confidence and beliefs in supporting their children's reading development have a significant association with the learners' actual reading performance. Understanding this relationship provides valuable insights into how parental attitudes and self-efficacy contribute to shaping children's literacy outcomes.

The data or results are presented in Table 15.

Table 15. Test of relationship between Parental Self-Beliefs and Reading Skills of the Learners					
Variables	df	χ^2 -value	p - value	Decision	Remarks
Parental Beliefs and Reading Skills	3	4.741	0.192	Do not reject Ho	Not Significant
*significant at p<0.05 (two-tailed)					

Table 15 presents the results of a test assessing the relationship between parental self-beliefs and learners' reading skills. The test statistic is 4.741, and the corresponding p-value is 0.192. Since the p-value exceeds the significance threshold of 0.05, the decision is to not reject the null hypothesis (Ho), indicating that there is no significant relationship between parental self-beliefs and the reading skills of the learners. In other words, the data suggest that, based on this analysis, parents' beliefs do not significantly affect students' reading performance. This finding implies that other factors may be contributing to the development of reading skills, or that the effect of beliefs of parents may not be strong enough in this context to be statistically detectable. Therefore, it is important to explore additional variables that might influence reading outcomes.

Moreover, the following findings based on the theories and legal bases anchored by this study are also very important to note: According to Hoover-Dempsey and Sandler's (1995) theory, parents' engagement is strongly influenced by how they perceive their role in their child's learning. The non-significant finding suggests that while parents may hold strong beliefs about their role, these beliefs alone may not directly translate into measurable differences in learners' reading performance, especially when other factors such as teaching quality, resources, and learner readiness are also at play. From the perspective of Vygotsky's (1978) Socio-Cultural Theory, literacy develops through social interactions and scaffolding within the learner's environment. The lack of a significant relationship between parental beliefs and reading outcomes implies that beliefs, without consistent guided practices such as shared reading and dialogue, may not be sufficient to influence children's literacy progress. This highlights the importance of transforming parental beliefs into active and supportive literacy practices at home. In line with Epstein's (1987) framework, which underscores "learning at home" as a dimension of effective family engagement, the findings suggest that while parents recognize the importance of their role, belief alone may not directly predict reading achievement. Active involvement—through home reading activities, communication with teachers, and the provision of learning resources—remains essential for translating beliefs into actual literacy gains. The non-significant relationship found in Table 15 resonates with the mandates of RA 10410 and RA 10533, which both emphasize shared responsibility between home, school, and community in developing foundational skills such as reading. These results suggest that while parents' beliefs are important, achieving reading proficiency requires a holistic and collaborative approach that combines parental involvement, quality instruction, and supportive learning environments (Republic Act No. 10410, 2013; Republic Act No. 10533, 2013).

CHAPTER 3

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents an overview or summary of the process of this study. It also presents the primary findings of the study and the conclusions drawn from these findings. Furthermore, recommendations that would be helpful for future studies and actions are also presented.

SUMMARY

This research assessed the impact of the parental self-beliefs on the reading skills of the learners who were also their children. This is conducted at Lahug Elementary School, one of the schools in the Cebu City Division for the school year 2024-2025. The primary respondents of this study were the 120 randomly selected grade one pupils and their parents. The results of this study will serve as the basis for a proposed Reading Enhancement Plan that will be helpful to our learners. The research used a questionnaire based on Epstein's framework, covering key areas such as teaching efficacy, positive affect, verbal participation, reading instruction, knowledge base, resources, and environmental input. Parents were asked to provide their child's profile and rate their parental self-beliefs regarding their child's reading ability using the given indicators.

The data were statistically analyzed using frequency, percentage, weighted mean, standard deviation, and the chi-square test for independence (χ^2).

FINDINGS

Based on the data collected, statistically treated, and analyzed, the researcher found the following findings:

The pupil-respondents are in the age bracket of 6–8 years old. The majority were ages 6 and 7, which aligned with the expected age range for first graders, with a slightly higher representation of females. The parent respondents, on the other hand, the majority have graduated from high school, a considerable number have some college education or are college graduates, and a very small portion are elementary graduates or have no formal education. In terms of family structure, most respondents came from families with 1-2 children, followed by families with 3-4 children, and the fewest represented families with 5 children or more. In terms of their economic profile, most respondents came from families with a combined monthly income of 15000 pesos or less; only a few belonged to the higher brackets.

In terms of teaching efficacy, parental self-beliefs were high, though responses showed some variability. This suggests that while most parents acknowledge their role in their child's reading development, some may need support or guidance in fulfilling this role effectively.

In terms of positive affect, most parents have a positive attitude towards reading with their children and recognize its importance for developing reading skills. These strong positive emotional connections to reading with their children suggest that they will likely support the development of their child's early reading skills. However, challenges such as behavioral issues or the child's lack of engagement could impede the full benefits of reading time.

In terms of verbal participation, parents' beliefs are at a very high level. They value parental involvement in facilitating verbal interactions during reading sessions. Parents demonstrated a strong commitment to engaging their children in the reading process by encouraging questions, helping tell the story, and discussing pictures alongside the narrative. This indicates that parents believe verbal participation is essential for fostering their children's language and cognitive skills.

In terms of reading instruction, their parental beliefs place significant value on it and they take an active role in supporting their children's early literacy development. With an emphasis on foundational skills such as letter recognition, word learning, and basic concepts. Parents believe in the importance of laying a strong literacy foundation before formal schooling begins.

In terms of the knowledge base, parental belief is at a very high level. This indicates that parents not only value reading as a means to enhance their children's cognitive skills and imagination but also

recognize its importance in teaching real-life lessons and knowledge that goes beyond the immediate experience.

In terms of resources, the parents have a low level of belief that this can affect the reading development of their learners or children. For them, resource limitations—whether related to time, space, or materials—are not perceived as major obstacles to reading with children. Parents seem to believe that they can engage in reading activities even with busy schedules, limited reading materials, or less-than-ideal spaces.

In terms of environmental input, parents hold a moderate belief in the role of both inherent traits and environmental factors in developing their children's language skills and reading abilities.

Examining the level of reading skills of the learners, a notable proportion of students are performing at or near grade level (68.33% when combining Grade Level and Transitioning readers), but there is still a considerable number of learners (31.67%) who fall below this benchmark, highlighting a need for targeted reading interventions.

Finally, based on the results of this study, it is found out that there is no statistically significant relationship between parents' beliefs about reading and the actual reading performance of their children. In other words, while parents may hold strong or positive beliefs about the importance of reading, these beliefs alone do not appear to have a measurable impact on their children's reading skill levels as assessed in this context.

CONCLUSION

The findings indicate that although parents generally have positive beliefs about reading, these beliefs do not significantly influence their children's reading performance. This implies that simply valuing reading is not enough; actual involvement—such as reading regularly with children or providing reading resources—is likely more impactful. To improve reading outcomes, it is important to support parents in turning their beliefs into consistent, practical home reading activities.

RECOMMENDATION

Based on the findings, it is recommended that schools and educational programs focus on encouraging active parental involvement in children's reading development. This can be achieved by providing parents with resources, such as books and practical tips for engaging in reading activities at home. Additionally, bridging the gap between positive parental beliefs and actual reading behaviors is necessary, so initiatives should support parents in turning their beliefs into consistent actions. Targeted interventions for struggling readers and literacy programs for parents can further strengthen children's reading skills and enhance overall literacy development. Finally, the adoption and implementation of the Reading Skills Enhancement Plan based on this study is strongly recommended for the welfare and benefit of the children.

CHAPTER 4

OUTPUT OF THE STUDY

This chapter presents the proposed reading enhancement plan based on the findings of the study. It is presented as follows.

Rationale

The proposed reading skills enhancement plan is grounded in the need to address a key gap identified in the study: while many parents hold positive beliefs about the importance of reading, these beliefs do not consistently translate into actions that support their children's literacy development. Results of the study showed no significant relationship between parental beliefs and learners' reading skills, suggesting that positive attitudes alone are not sufficient to improve outcomes. This indicates a disconnect between what parents believe and what they do to support their children's reading progress.

Bridging this belief-action gap is important. By equipping parents with the knowledge, tools, and opportunities to take consistent, meaningful actions—such as engaging in daily reading routines,

attending workshops, and using practical reading guides—the plan aims to transform passive support into active involvement. Strengthening this link between belief and behavior can foster a more supportive home literacy environment, leading to more substantial improvements in children's reading performance.

Objectives

The main goal of this proposed reading skills enhancement plan is to improve learners' reading skills by fostering greater parental involvement and addressing the gap between parental beliefs and actions.

Here are three objectives based on this goal:

1. To enhance parents' understanding of their role in supporting their children's reading development at home.
2. To strengthen the connection between parental beliefs and concrete reading practices through structured guidance and support.
3. To foster a home literacy environment that encourages regular reading habits and promotes early literacy skills among learners.

Scheme of the Implementation

The implementation of the Reading Skills Enhancement Plan will follow a structured, phased approach to strengthen parental involvement in children's literacy development. Initially, capacity-building activities such as parent workshops will be conducted to provide foundational knowledge and practical strategies for supporting reading at home. These sessions will aim to enhance parents' understanding of their critical role in early literacy.

To complement this, the program will encourage the establishment of a daily reading routine, supported by the distribution of reading materials and guides. Parents will receive reading kits that include books, instructional guides, and simple tracking tools to promote consistent reading habits. Regular monitoring will be conducted through scheduled check-ins to offer support, reinforce engagement, and address challenges parents may encounter.

Throughout the implementation period, learners' reading progress will be assessed to determine the impact of increased parental involvement. In the final phase, feedback from both parents and educators will be collected to evaluate the program's effectiveness and identify areas for improvement. This scheme is designed not only to provide resources but also to foster collaboration between home and school to enhance children's reading outcomes.

PROPOSED READING ENHANCEMENT PLAN MATRIX

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Suggested Evaluation Measures for Actual Accomplishment	Remarks
Parental Engagement in Reading	Strengthen parental engagement in children's reading.	Organize workshops on reading strategies for parents. Distribute reading guides with practical tips. Encourage a daily reading routine with dedicated time for parents and children.	Parents, Students, Teachers	10,000 PHP	School Funds, Community Grants	1st Quarter of SY. 2025-2026	Increased parental involvement in reading activities. Improved reading skills in children. Parents will establish consistent reading routines.	Positive feedback from parents. Regular participation in reading activities.	
B. Bridging the Belief-Action Gap	Bridge the belief-action gap of parents to develop children's	Create an online platform for tracking reading progress and resources.	Teachers, School, Students	10,000 PHP	School Funds, PTA Funds	Throughout SY. 2025-2026	Parents transition from belief to active participation.	Increased use of the platform.	

	reading performance	Provide incentives for consistent parental involvement. Establish regular communication between teachers and parents regarding students' reading progress.					Regular engagement by parents in reading. Improved communication and support for reading development.	More parents involved in reading activities. Teachers' regular feedback to parents.	
C. Resource Provision	Provide adequate reading resources and opportunities to parents and pupils to help improve reading performance	Distribute reading kits with books, flashcards, and literacy games. Set up a book-sharing program for families. Provide access to digital resources like e-books and audiobooks.	Teachers, Administrators, Parents, Teachers Librarian ICT Coordinators	30,000 PHP	School Funds, Donations	1st Semester SY. 2025-2026	Parents will have resources to engage in effective reading. Increased access to reading materials for all families. Broader access to literacy tools for parents and students.	Number of kits distributed and feedback from parents. Successful implementation of book-sharing program. Usage of digital resources.	
D. Targeted Interventions for Struggling Readers	Implement effective ways of reading remediations or interventions to help struggling readers improve their reading abilities.	Provide individualized or small-group reading support for struggling readers. Establish peer reading programs with older or advanced readers. Offer after-school reading clubs for additional support.	Teachers, Pupils	5,000 PHP	School Funds, Sponsorships	2 nd Semester SY. 2024-2025	Struggling readers will show improvement in reading skills. Improved reading skills through peer support. Increased reading proficiency and confidence.	Reading assessments for targeted students. Monitoring progress in peer reading activities. Participation and progress in after-school programs.	
E. Monitoring and Feedback	Provide constant and prompt monitoring and feedbacking to sustain and strengthen reading activities or initiatives.	Conduct regular assessments of reading skills. Gather feedback from parents about reading activities and workshops. Teachers track student progress and adjust instruction as needed.	Teachers, Students, Parents	5,000 PHP	School Funds, Community Partnerships	Throughout SY. 2025-2026	Continuous improvement in reading skills. Adjustments made to meet parent and child needs. Better alignment of reading support strategies.	Assessment data to track improvement. Feedback surveys from parents and teachers. Regular communication between parents and teachers	

BIBLIOGRAPHY

1. Alampay, L. P. (2020). Parenting in the Philippines. In H. Selin (Ed.), *Parenting Across Cultures* (pp. 89-107). Springer. https://doi.org/10.1007/978-3-030-35590-6_8

2. Al-Ahdal, A., & Al-Mutairi, K. (2022). Parental involvement and literacy practices in early education. *Journal of Educational Psychology*, 114(2), 305-317. <https://doi.org/10.1037/edu0000732>
3. Al-Ali, N. M., Alshammari, A. R., & Alhumaid, M. A. (2021). The role of parents in early childhood education in Saudi Arabia. *Children and Youth Services Review*, 120, 105681. <https://doi.org/10.1016/j.childyouth.2020.105681>
4. Al Kaabi, M., Al Mulla, H., & Al Shamsi, M. (2023). The impact of parental literacy knowledge on early childhood reading outcomes. *Journal of Early Childhood Education Research*, 17(3), 45-62. <https://doi.org/10.1080/01443410.2023.1852945>
5. Al-Mahrooqi, R., & Denman, C. (2023). Investigating the relationship between parental attitudes toward reading and early literacy activities. *Journal of Literacy Research*, 55(2), 210-226. <https://doi.org/10.1186/s40536-023-00187-3>
6. Aram, D., & Levin, I. (2022). Home Literacy Environment and Preschool Children's Emergent Literacy Skills: A Meta-Analysis. *Review of Educational Research*, 92(1), 3-45. <https://doi.org/10.3102/00346543211055820>
7. Badidoy, S., & Tapac, M. (2020). The role of parental involvement in enhancing early literacy skills among kindergarten learners in the Philippines. *EPRA International Journal of Multidisciplinary Research*, 6(1), 26-30. <https://eprajournals.com/IJMR/article/14819>
8. Baker, C. A., Vernon-Feagans, L., & the Family Life Project Investigators. (2015). Fathers' language input during shared book activities and its links to children's achievement. *Journal of Literacy Research*, 47(3), 213-237. <https://doi.org/10.1177/02711214030230030301>
9. Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
10. Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.
11. Bus, A. G., van Ijzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on the effects of reading to children. *Reading Research Quarterly*, 30(4), 315-343. <https://doi.org/10.1598/RRQ.30.4.1>
12. Caesar, C. H., & Nelson, J. L. (2014). Parental involvement in language and literacy acquisition through bilingual journaling. *Journal of Early Childhood Literacy*, 14(1), 35-52. <https://doi.org/10.1177/0265659013513028>
13. Cekaite, A., & Evaldsson, A. C. (2019). Storytelling and Moral Stances in Family Interactions: Cultural Learning in Everyday Practices. *Discourse Studies*, 21(6), 597-613. <https://doi.org/10.1177/1461445619844341>
14. Cheung, C. S., & Pomerantz, E. M. (2022). Why Does Parents' Involvement Enhance Children's Achievement? The Role of Parent-Oriented Motivation. *Developmental Psychology*, 58(5), 835-849. <https://doi.org/10.1037/dev0001308>
15. Cheung, H., et al. (2024). Disentangling genetic and environmental influences on early language development: The interplay of genetic propensity for negative emotionality and surgency, and parenting behavior effects on early language skills in an adoption study. *Child Development*. <https://doi.org/10.1111/cdev.14021>
16. Del Rosario, R. A. (2021). Parental involvement in Early Literacy Development: Insights from Low-Income Filipino Families. *International Journal of Educational Development*, 83, 102406. <https://doi.org/10.1016/j.ijedudev.2021.102406>
17. Del Rosario, R. A. (2021). Parental Involvement in Early Literacy Development. *International Journal of Educational Development*, 83, 102406.
18. Department of Education. (2019). *Philippines Early Grade Reading Assessment (EGRA) 2019 National Report*. Department of Education, Republic of the Philippines.

19. Dodici, B. J., Draper, A. P., & Peterson, C. A. (2003). Parent–child interactions and early literacy development in low-income households. *Journal of Early Childhood Literacy*, 3(3), 241-263. <https://doi.org/10.1177/02711214030230030301>
20. Eckerth, J., Pérez, J., & Lee, H. (2024). Home-based literacy practices and children's early literacy development: A longitudinal study. *Child & Youth Care Forum*, 53(4), 537-554. <https://doi.org/10.1007/s10566-024-09813-9>
21. Epstein, J. L. (1995). School, Family, Community Partnerships: Caring for the Children We Share. *Phi Delta Kappan*, 76(9), 701-712.
22. Epstein, J. L. (2001). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Boulder, CO: Westview Press.
23. Fishman, C. E., & Nickerson, A. B. (2022). The Theory of Planned Behavior and Parental Involvement: Factors Influencing Parents' Intentions to Engage with their Children's Schools. *School Community Journal*, 32(1), 65-85.
24. Gaspard, H., Häfner, I., Parrisi, C., & Nagengast, B. (2022). Parents' Beliefs about the Importance of Reading: Implications for Parental Involvement in Reading Activities at Home and Children's Reading Motivation and Competence. *Learning and Instruction*, 80, 101616.
25. Glock, S., & Krolak-Schwerdt, S. (2021). Attribution Theory and Parental Involvement: Understanding Parents' Perceptions of Children's Academic Outcomes. *Educational Psychology*, 41(3), 313-331.
26. Grolig, L., & Bartl-Pokorny, K. D. (2023). Parents' literacy beliefs and home literacy activities: Relations with children's early literacy skills and reading motivation. *Frontiers in Psychology*, 14, Article 1038. <https://www.mdpi.com/2076-328X/14/11/1038>
27. Guzman, M. S., & Umali, M. D. (2021). Parental Engagement in the Context of the Philippine K to 12 Program: Understanding Parents' Beliefs and Practices. *Asia Pacific Journal of Education*, 41(4), 716-731. <https://doi.org/10.1080/02188791.2021.1873096>
28. Hedges, H., Cooper, M., & Paki, V. (2022). Parents' Funds of Knowledge and Relationships in Early Childhood Settings: Enhancing Educational Partnerships. *Early Childhood Research Quarterly*, 60, 109-120. <https://doi.org/10.1016/j.ecresq.2022.01.004>
29. Hoover-Dempsey, K. V., Ice, C. L., & Whitaker, M. C. (2010). Motivation and Commitment to Family-School Partnerships. In S. L. Christenson & A. L. Reschly (Eds.), *Handbook of School-Family Partnerships* (pp. 30-60). Routledge.
30. Hornby, G., & Blackwell, I. (2018). Barriers to Parental Involvement in Education: An Update. *Educational Review*, 70(1), 109-119.
31. Houtrow, A. J., et al. (2022). Family composition and children's learning during the COVID-19 pandemic. *Journal of Marriage and Family*, 84(2), 485–503. <https://doi.org/10.1111/jomf.12912>
32. Kuger, S., & Kluczniok, K. (2023). Parental attitudes toward reading and early literacy activities: The role of home literacy environment in children's reading literacy. *Large-scale Assessments in Education*, 11(1), Article 12. <https://largescaleassessmentsineducation.springeropen.com/articles/10.1186/s40536-023-00187-3>
33. Li, M., & Liu, Y. (2019). Parental encouragement and reading motivation: The mediating role of reading self-concept. *Frontiers in Psychology*, 10, Article 609. <https://doi.org/10.3389/fpsyg.2019.00609>
34. Marsh, J., & Hallet, E. (2022). Digital Literacy and the Home: A Sociocultural Perspective on Parent-Child Engagement. *Journal of Early Childhood Literacy*, 22(1), 81-103. <https://doi.org/10.1177/14687984211012045>

35. Maruli, S., Roni, Y., & Mulyadi, A. (2021). Parental involvement and its effect on reading achievement in high school students. *Jurnal Pendidikan Tambusai*, 5(3), 4801-4807. <https://jptam.org/index.php/jptam/article/view/1660>

36. Martini, F., & Sénéchal, M. (2019). Learning Literacy Skills at Home: Parent Teaching, Motivation, and Family Literacy Environments. *Reading and Writing*, 32(9), 2315-2337. <https://doi.org/10.1007/s11145-019-09955-8>.

37. Mendoza, J. T., & Santos, P. R. (2023). Parental Beliefs and Learning Outcomes in Foundational Literacy and Numeracy: A Descriptive Correlational Study in Philippine Public Schools. *Journal of Educational Research and Practice*, 13(2), 45-57. <https://doi.org/10.55921/jerp.v13i2.245>.

38. Mendoza, R., & Arrieta, S. (2021). Family Literacy in the Philippines: Parental Beliefs and Home Literacy Practices in Low-Income Households. *Asia-Pacific Education Researcher*, 30(5), 487-500. <https://doi.org/10.1007/s40299-021-00592-x>

39. Meyers, E., & Jordan, A. (2023). Parental Beliefs and Digital Literacy Practices: An Ecological Systems Perspective. *Journal of Family Studies*, 29(1), 118-134.

40. Michael, D., & Kyriakides, L. (2023). Mediating effects of motivation and socioeconomic status on reading achievement: A secondary analysis of PISA 2018. *Large-scale Assessments in Education*, 11(1), 31. <https://doi.org/10.1186/s40536-023-00181-9>

41. Namukose, J., & Sendagi, S. M. (2023). Parental education and its influence on learners' academic performance in Uganda's primary schools. *South Journal of Education*, 2(1), 22–30. <https://education.sjpublisher.org/index.php/sjedu/article/view/12>

42. Neal, J. W., & Neal, Z. P. (2023). Updating Ecological Systems Theory: A Networked Perspective on Development. *Journal of Applied Developmental Psychology*, 84, 101478.

43. Norudin, M. M., Adnan, M., Mohamed, A. R., & Saleh, S. (2024). The role of parents' education level in moderating the relationship between primary students' reading self-efficacy and reading comprehension. *International Journal of Academic Research in Progressive Education and Development*, 13(1), 110–122. <https://hrmars.com/index.php/IJARPED/article/view/21729>

44. Osabinyi, E. G., & Ouko, O. (2020). Parental involvement and its impact on early literacy skills: A study in Kiambu County, Kenya. *International Journal of Educational Research and Reviews*, 8(2), 52-59. <https://oapub.org/edu/index.php/ejse/article/view/4629>

45. Pagtulon-An, I. (2022). Parental Involvement and Reading Achievement in Philippine Elementary Schools: Challenges and Opportunities. *Asia Pacific Journal of Educators and Education*, 37(1), 1-15. <https://doi.org/10.21315/apjee2022.37.1.1>

46. Paradis, J. (2024). The role of parental characteristics, home language use, and schooling in children's Mandarin heritage language development in Canada. *Frontiers in Language Sciences*. <https://doi.org/10.3389/flang.2024.1435200>

47. Piaget, J. (1971). The Theory of Stages in Cognitive Development. In D. Green, M. P. Ford, & G. B. Flamer (Eds.), *Measurement and Piaget* (pp. 1-11). McGraw-Hill.

48. Ramírez-Esparza, N., et al. (2024, January). Talkative parents a key factor in children's language development. *UConn Today*. <https://today.uconn.edu/2024/01/talkative-parents-a-key-factor-in-childrens-language-development/>

49. Reyes, L. D., & Manalo, L. P. (2023). Community-Based Early Literacy Programs and Parental Involvement: The Role of Local Governments in Fostering Reading Readiness. *Philippine Journal of Education and Human Development*, 8(2), 120-135.

50. Rowe, M. L. (2012). The role of inferential language in cognitive development. *Journal of Child Language*, 39(3), 436-453. <https://doi.org/10.1017/S0305000911000591>

51. Russell, A., & Granville, S. (2005). *Parental involvement in children's learning at home: A review of the literature*. Scottish Executive Education Department.

52. Ryan, R. M., & Deci, E. L. (2020). *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer.

53. Sanchez, E. A., & Cruz, J. R. (2022). Family Literacy and School Partnerships. *Philippine Journal of Education and Human Development*, 8(2), 91-105.

54. Santiago, M. P. (2023). Socioeconomic status and parental involvement as factors influencing children's reading achievement. *Journal of Childhood Literacy and Societal Issues*, 1(2), 56–67. <https://joclsi.com/index.php/joclsi/article/view/27>

55. Sari, M., Suryadarma, D., & Suryahadi, A. (2020). Family size and educational attainment in Indonesia: Evidence from longitudinal data. *Asian Population Studies*, 16(1), 45–61. <https://doi.org/10.1177/2096531120921703>

56. Sari, R. P., & Purwaningsih, E. (2022). The correlation between parental involvement, reading motivation, and reading achievement among senior high school students. *Jurnal Pendidikan Tambusai*, 6(1), 456–464. <https://jptam.org/index.php/jptam/article/view/1660>

57. Schnell, E. (2018). Parental involvement and reading achievement among elementary school students. *Moorhead State University Theses and Dissertations*. <https://red.mnstate.edu/thesis/119>

58. Sénéchal, M., & LeFevre, J. A. (2002). Parental involvement in the development of children's reading skills: A longitudinal study. *Developmental Psychology*, 38(5), 1012-1028. <https://doi.org/10.1037//0012-1649.38.5.1012>

59. Serpell, R., & Marfo, K. (2021). Contextualizing Child Development Research in the Global South: Sociocultural Perspectives on Early Childhood Literacy. *Early Childhood Research Quarterly*, 56, 40-51. <https://doi.org/10.1016/j.ecresq.2020.10.005>

60. Silinskas, G., Niemi, P., & Lerkkanen, M. (2020). Maternal and Paternal Home Literacy Involvement in Children's Reading and Spelling Skills in Grade 1. *Early Child Development and Care*, 190(4), 505-519. <https://doi.org/10.1080/03004430.2018.1479400>

61. The Australian. (2023, March 7). Bookworm babies do better in kindergarten. *The Australian*. <https://www.theaustralian.com.au>

62. Vellymalay, S. K. N. (2013). Effects of family size on parental involvement in their children's education. *Journal of Human Capital Development*, 6(2), 99–114. <https://jhcd.utm.edu.my/jhcd/article/view/2153>

63. Vygotsky, L. S. (1978). *Mind in society: The Development of Higher Psychological Processes*. Harvard University Press

64. Whangmooklang, P., & Samahito, N. (2022). The impact of storytelling and role-play on young children's cognitive and emotional development. *Early Childhood Education Journal*, 50(2), 209-220. <https://doi.org/10.1007/s10643-021-01232-3>

65. Yeung, S. S. S., King, R. B., Nalipay, M. J. N., & Cai, Y. (2022). Exploring the interplay between socioeconomic status and reading achievement: An expectancy-value perspective. *British Journal of Educational Psychology*, 92(3), 1196–1214. <https://doi.org/10.1111/bjep.12495>

66. Zhang, Y., Liu, F., & Yu, W. (2021). Parental support in reading development: The role of social cognitive theory. *Frontiers in Psychology*, 12, 746608. <https://doi.org/10.3389/fpsyg.2021.746608>