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Parental Involvement and Literacy Performance among Learners of Select Public Elementary Schools

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ABSTRACT

Literacy is a fundamental skill essential for every learner's academic success. However, a large number of Grade 1 learners in public schools have difficulty reaching the required reading level. Early grade learners in Manolo Fortich III District, Division of Bukidnon are low in literacy. The association between Grade 1 learner's literacy performance and parental participation was determined in this study. The primary goal was to find out whether parental participation levels have an impact on learners' reading performance. The study specifically outlined the characteristics of the parents, evaluated their involvement in areas like communication with teachers, understanding of beginning reading,home reading practices and homework support and looked at how well the learners performed in five important literacy domains such as phonemic awareness, phonics, fluency and reading comprehension. The study used a documentary analysis research design involving 246 parent-respondents and their Grade 1 learners. Results showed that majority of the parent-respondents were mothers aged 31–40, college graduates and primarily spoke Binisaya at home. Parents were mostly engaged in informal work with earnings below ₱10,000 per month. Despite financial limitations, many parents showed a high level of involvement in supporting their children's literacy. Findings showed that higher parental involvement was associated with better literacy performance particularly in phonemic awareness. This study shown no significant relationship and difference between parents' profile and learners' literacy performance. Thus, concludes stakeholders, school heads, teachers and parents have to provide simple reading guides, conduct parent literacy orientations and promote flexible communication strategies to improve both parental involvement and learner's reading achievement.

Keywords*: literacy performance,parental involvement*

INTRODUCTION

Literacy is still a fundamental ability that learners need to succeed academically and contribute to learning throughout their lives. However, the Grade 1 teachers are increasingly confronted with addressing early reading difficulties among young learners. Many Grade 1 learners in public schools struggle to meet the expected reading level. In Manolo Fortich III District, Bukidnon, low literacy performance remains a concern among early-grade learners. Despite concerted efforts through national programs such as the Early Language, Literacy and Numeracy (ELLN) Program and the Every Child a Reader Program (ECRP), many Grade 1 learners enter primary school with limited phonemic awareness, poor letter-sound recognition, and weak comprehension skills. These gaps place a heavy instructional burden on teachers who must simultaneously deliver grade-level content and provide remedial support to struggling readers. Delivering differentiated reading instruction becomes even more complex in classrooms with high learner-to-teacher ratios and limited instructional time. Teachers often use assessments like the Comprehensive Rapid Literacy Assessment (CRLA) to find out what learners need. However, progress is slow and uneven without enough support from home. Given these challenges, the role of parents has become more critical. The Department of Education has highlighted that literacy development starts at home and stressed the need for strong partnerships between schools and families.

However, parental involvement differs greatly because of factors like education level, work obligations, and socioeconomic conditions. In many rural areas like Manolo Fortich III District in Bukidnon, teachers report that while some parents actively engage in home reading and school communication, others are limited by time constraints or familiarity with early reading strategies. The difference in parental engagement often affects how well learners respond to classroom interventions.

Studies conducted in the Philippine context (Caban, Pido, & Lim, 2024; Escol & Alcopra, 2024) consistently show that active parental participation in home reading, communication with teachers, and support in homework activities positively correlates with children's literacy performance. However, there remains a need for localized, data-driven research to understand better how various parental factors such as age, education, occupation, language use at home, and family income influence literacy outcomes.

Moreover, DepEd's newly issued Order No. 009, s. 2024 focuses on strengthening school-family

partnerships. It highlights that literacy growth is most effective when parents act as co-educators. However, the impact of parental involvement varies depending on sociodemographic factors in rural and semi-urban communities like Manolo Fortich, Bukidnon. This has not been sufficiently explored.

This study seeks to determine the relationship between parental involvement and the literacy performance of Grade 1 learners in selected schools of Manolo Fortich III District, Division of Bukidnon. It aims to contribute to evidence-based strategies for literacy improvement by identifying critical parental factors that may enhance or hinder early reading skills development. Findings from this research are intended to inform teachers, school heads, and policymakers in designing targeted interventions that actively engage families and ultimately foster better literacy outcomes among learners.

Literature and Related Studies

Parental Involvement

It has been shown many times that parental involvement plays a key role in young learners' literacy development. Many studies in the Philippines confirm that parents who actively take part in at-home learning activities help improve their children's reading skills. In addition, Caban, Pido, and Lim (2024) found that Grade 1 students in Cebu who received regular reading help from their parents at home showed better word recognition and comprehension. Escol and Alcopra (2024) found that learners in Bukidnon with parents who were very involved in their education performed very well academically, emphasizing the value of home learning support and parent-teacher collaboration. This was further corroborated by a study conducted in Samar by Yopo (2024) which found that learners with involved parents did better on reading tests. But even with the educational support that the 4Ps programme in Davao Oriental offered, Maimad et al. (2023) found that parental involvement was still low, which hampered learners' literacy development. Gregorio and Panganiban (2023) emphasized the importance of early home literacy practices. They found that storytelling and reading books at home greatly improved vocabulary development for learners in Metro Manila. In order to improve the literacy performance of Grade 1 learners in Region IV-A, David and Romero (2022) highlighted the importance of consistent communication between educators and parents

Similarly, Gacasan (2021) found that learners in Northern Mindanao who had parents who were supportive of them developed their reading skills more than those who did not. In order to encourage families to play an active role in their children's education, the Department of Education (2019) implemented parental involvement as a key strategy in its Early Language, Literacy and Numeracy Programme nationwide. Additionally, UNESCO Philippines (2020) acknowledged the vital role that parental involvement plays in promoting early childhood literacy particularly in communities with limited resources. When taken as a whole, these studies highlight how important it is to build solid relationships between schools and homes in order to improve literacy outcomes.
Communication with Teachers.

Home Reading Practices

A child's literacy development is greatly influenced by the reading habits they develop at home. A love of reading is encouraged as well as the development of critical literacy skills when parents regularly involve their kids in reading activities like storytelling, reading aloud or shared book reading. Children who regularly engaged in reading sessions with their parents at home demonstrated noticeably higher levels of reading fluency and comprehension according to Caban et al. (2024). These beneficial effects are ascribed to the interactive character of at-home reading activities which encourage kids to discuss vocabulary, make predictions about the plot and ask questions all of which enhance language and cognitive development. The importance of consistent read-aloud sessions and having age-appropriate reading materials available at home were also highlighted by Escol and Alcopra (2024). Their research showed that children who grow up in a print-rich home where parents model reading habits and support their children's independent book exploration have better decoding and comprehension abilities in the early grades. Children benefit from reading aloud because it helps them connect spoken and written language which improves their vocabulary and phonological awareness. Beyond early literacy, consistent reading habits at home have long-term advantages. According to Tan and Rivera (2023), they foster children's enthusiasm for reading, improve parent-child relationships, and create a positive outlook on education.

Homework Support

Home support plays a vital role in literacy development. Activities like shared reading, storytelling, and book discussions enhance children's vocabulary, comprehension, and interest in reading (Marulis & Neuman, 2020). Recent studies also highlight that digital tools and interactive reading strategies can further boost parent-child engagement and literacy outcomes (Smith et al., 2024).

Literacy Performance (CRLA)

The Department of Education (DepEd) places a high priority on helping learners develop early literacy skills, especially in the areas of phonemic awareness, phonics, fluency, and reading comprehension, in order to

improve foundational literacy outcomes.DepEd Memorandum No. 173, s. 2019 emphasises the value of early language, literacy, and numeracy skills in Kindergarten through Grade 3 and the application of suitable instruments to evaluate learners' reading proficiency in these areas. The CRLA specifically corresponds with the K to 3 reading components that are prioritised in the Every Child a Reader Programme (ECARP), which emphasizes comprehension, oral reading fluency, phonological awareness, and decoding through phonics (DepEd, 2019).

Furthermore, DepEd Order No. 013, s. 2022 reaffirms the use of literacy data to guide instruction and intervention, particularly in light of the BEDP 2030's strategic goal of improved literacy outcomes. These official guidelines offer the framework for evaluating and enhancing early literacy abilities essential to a learner's academic success. Research has also confirmed that fluency and comprehension indicate the shift from learning to read to reading to learn, while phonemic awareness and phonics are important indicators of early reading proficiency (De Vries & Toh, 2020; National Literacy Trust, 2021). Thus, CRLA integration in literacy programmes offers a useful and legally supported method for assessing and meeting learners' reading needs.

Phonemic Awareness

The Comprehensive Rapid Literacy Assessment (CRLA) measures phoneme awareness, which is the capacity of a learner to identify, recognize, and manipulate individual phonemes or sounds in spoken words. This fundamental ability is essential for the development of early reading skills because it equips learners to correctly decode and spell words by associating letters with sounds. The CRLA assesses phonemic awareness by having learners separate, combine, segment, or replace sounds in spoken words.

According to the CRLA, one of the best indicators of future reading success is phonemic awareness, which is regarded as a pre-phonics skill. Because they are already accustomed to working with the sounds that letters represent, learners who perform well on phoneme awareness tasks usually exhibit greater ease when moving to phonics instruction. On the other hand, it is a crucial area for early literacy intervention since it may indicate possible difficulties with reading acquisition. By using the CRLA tool, teachers can identify a learner's phonemic strengths and weaknesses at an early age and adjust their instruction to meet their specific needs. This diagnostic strategy is in line with DepEd's literacy programmes under the Early Language, Literacy and Numeracy framework and the Every Child a Reader Programme, which place a strong emphasis on the value of early assessment and intervention.

Phonics.

In the Comprehensive Rapid Literacy Assessment, phonics is defined as a learner's capacity to comprehend and use the correspondence between letters and sounds to decode written words. It is a crucial part of early reading education and one of the main areas assessed in CRLA to ascertain the fundamental literacy abilities of learners. Activities that include recognising the sounds of individual letters, sounding out simple words, and matching written letters or letter combinations (graphemes) with their corresponding sounds (phonemes) are used in the CRLA tool to assess phonics.

Children can crack the code of written language with the help of phonics instruction, which makes it essential. Mastery of phonics enables learners to progress from identifying individual letter sounds to combining those sounds into complete words, which eventually leads to fluency and comprehension according to the CRLA framework. In addition to testing decoding accuracy, the phonics component of CRLA assesses how automatically learners can use their phonics knowledge in real-world reading scenarios. Teachers also utilize the results of CRLA phonics assessments to group learners according to their reading levels, create focused interventions, and track learners' progress over time. Both the Every Child a Reader Programme and DepEd's Early Language, Literacy and Numeracy Programme strongly support phonics development, emphasizing systematic and explicit phonics instruction as a framework for successful reading (DepEd, 2019). These programmes support the goals of the CRLA, which is to guarantee that no learner falls behind in learning the fundamentals of reading.

Fluency

The Comprehensive Rapid Literacy Assessment measures fluency, which is the capacity of a learner to read text correctly, fluidly, and expressively. It acts as an intermediary between reading comprehension and word recognition. Fluency is commonly assessed using the CRLA framework by having learners read aloud a grade-level passage in a predetermined amount of time. Their performance is then measured in terms of accuracy rate and words read per minute (WPM). This element is crucial since fluency shows how well a learner can decode words on their own without putting in a lot of work. Learners who read fluently are better able to concentrate on comprehending the text's meaning rather than having trouble with specific words. Teachers can determine which learners may require assistance in improving their reading accuracy and speed by using the CRLA's fluency score classification system.

Fluency is one of the fundamental abilities that the Early Language, Literacy and Numeracy Programme and the Every Child a Reader Program aim to promote, according to the Department of Education (DepEd, 2019). To help learners develop automaticity and expression, these programmes stress the importance of regular reading practice and oral reading exercises. In addition, DepEd Order No. 013, s. The Basic Education Development Plan (BEDP) 2030 for 2022 emphasises fluency as a crucial sign of early graders' reading proficiency and advocates

for the frequent use of diagnostic instruments like CRLA to monitor literacy development. Thus, the fluency component of the CRLA is a predictor of overall reading success in addition to measuring technical reading abilities.

Reading Comprehension

As measured by the Comprehensive Rapid Literacy Assessment, reading comprehension is the capacity of a learner to comprehend, analyze, and react to what they have read. It is the end goal of reading and shows how well a learner can connect ideas, draw conclusions, and derive meaning from texts. Reading comprehension is usually evaluated in CRLA by having learners read a passage and respond to a series of comprehension questions that gauge various comprehension levels, including remembering specifics, recognizing the main idea, formulating predictions, and drawing conclusions. This component is crucial since it integrates all previous literacy skills, phonemic awareness, phonics, vocabulary, and fluency. Reading becomes meaningless word-calling when comprehension is inadequate.

The CRLA framework ensures that learners are decoding texts and engaging with them critically and thoughtfully. This supports the objectives of the Early Language, Literacy and Numeracy Programme and the Every Child a Reader Programme, both of which are run by the Department of Education and highlight comprehension as a key component of functional literacy (DepEd, 2019). Additionally, DepEd Order No. 013, s. Reading comprehension is emphasized as a national focus area in 2022, which outlines the Basic Education Development Plan 2030, especially in early-grade reading assessments. The order encourages schools to use diagnostic tools like CRLA to track reading comprehension levels and guide instruction. Early reading comprehension issues are frequently associated with poor decoding and fluency skills, and learners who have trouble understanding what they read are less likely to succeed in other subject areas, according to Reyes and Dela Cruz (2022). Their research supports using structured skills-based assessment instruments like CRLA to spot gaps early and offer prompt assistance.

Parent's Profile

Several studies provide valuable insights into how parental profiles, including gender roles, involvement, and socioeconomic status, affect children's literacy performance. Jeynes (2020) performed a meta-analysis to explore how parental involvement impacts academic performance. The study emphasizes the critical effects of parental age, education level, and participation in school activities on children's literacy development. It supports the idea that improved literacy outcomes are closely linked to greater parental involvement.

Additionally, Park and Lee (2022) examined how parental occupation, family income, and educational attainment influence learners' literacy outcomes. Their study underscores the importance of socioeconomic status in determining the resources available for children's education and the extent of parental involvement in school-related activities, particularly among low-income families. Cabrera and Tamis-LeMonda (2019) examined how parental gender roles affect literacy development. They found that mothers are usually more involved in their children's literacy activities. However, the study also points out that greater father involvement brings benefits. This involvement helps create a more supportive and balanced home learning environment.

Language Use at Home

Academic preparedness and early literacy acquisition are significantly influenced by the language used at home. Children who speak the same language at home as they do in school are likelier to have stronger foundational literacy skills and make a smoother transition to formal education settings (Stahl & Yaden, 2020). This alignment promotes phonological awareness, comprehension, and vocabulary growth, all essential for early reading success. Nonetheless, the effects of home language use become more nuanced but no less significant in linguistically diverse or multilingual households.

According to recent research, when literacy in both the home and school languages is intentionally supported, bilingual or multilingual environments can offer cognitive benefits like improved executive functioning, metalinguistic awareness, and increased flexibility in language use (Li & Liu, 2023). Long-term academic achievement is promoted by stronger cross-linguistic connections that are formed when children are encouraged to read, write, and converse in their native language in addition to the school language (García & Otheguy, 2021).

Furthermore, preserving the native tongue promotes cultural identity and fortifies family ties, which are critical for emotional growth and learning motivation. Nonetheless, difficulties could occur if the language used at home and school is incompatible, especially if families are not equipped or confident enough to encourage learning in the school language. Teachers can help close this gap by urging parents to cherish their native tongue while progressively implementing literacy-supporting techniques in the teaching language. According to Alvarez and Kim (2022), programmes incorporating culturally and linguistically responsive practices have enhanced multilingual learners' literacy development.

Theoretical Framework

This study is guided by two foundational perspectives that support investigating the relationship between parental involvement and the literacy performance of Grade 1 learners: the framework of parental involvement and the sociocultural approach to learning. Together, these offer a strong conceptual foundation for

understanding how learning occurs both in and out of the classroom and how parents can actively support early literacy development.

Recent applications of Epstein's model emphasize six forms of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. These are essential components of family-school partnerships (Jafarov & Day, 2020). This study focuses on four key areas: communication with teachers, knowledge of beginning reading, home reading practices, and homework support. Current research shows that when parental involvement is meaningful and matches school goals, it strengthens the home-school connection and supports learners' progress (Cheung & Pomerantz, 2022). This is critical for understanding its role in literacy development. While this study found parents to be actively engaged, the lack of a significant correlation with literacy outcomes suggests that the quality and type of involvement may be more important than how often it occurs (Alsubaie et al., 2023).

On the other hand, the Sociocultural Theory of Learning provides a strong foundation for understanding the dependent variable literacy performance. This perspective, rooted in Vygotsky's original work, has been expanded in recent years to highlight how learning occurs most effectively through social interaction and guided participation (Toral-Borobia et al., 2021). Central to this theory is the Zone of Proximal Development (ZPD), which explains how children advance from what they can do independently to what they can achieve with adult or peer guidance.

Statement of the Problem

This study determined the parental involvement and literacy performance of Grade 1 learners in Manolo Fortich III District, Division of Bukidnon, for the school year 2024 – 2025. Specifically, this study sought to answer the following questions:

1. What is the extent of the parent-respondent's involvement in communication with teachers, knowledge of beginning reading, home reading practices, and homework support?
2. What is the learner-respondent's literacy performance based on phonemic awareness, phonics, fluency, and reading comprehension?
3. Is there a significant relationship between parental involvement and the learner's literacy performance?
4. Is there a significant difference in learners' literacy performance when grouped according to their parents' profiles?

Scope and Limitations

This study examines how parental involvement relates to literacy performance among Grade 1 learners in certain public elementary schools in Manolo Fortich III District, Bukidnon, during the School Year 2024-2025. Although the study employed a stratified sampling method to enhance representativeness, its findings were limited to the local context. They may not generalize to other districts with different socioeconomic or linguistic characteristics. Furthermore, while parental profile and literacy practices are self-reported, which may introduce response biases, the study mitigates this limitation by cross-validating data where possible. Also, the utilization of the post result CRLA Toolkit for Grade 1 for SY 2024-2025 was taken as secondary data.

METHODOLOGY

Research Design

This study utilized a documentary analysis research design involving systematically examining existing documents to gather relevant data and generate insights. Specifically, the study analyzed documentary records related to parental involvement and the literacy performance of learners from selected public elementary schools. These documents included learner assessment results using the Grade 1 Comprehensive Rapid Literacy Assessment (CRLA) toolkit.

Documentary analysis allowed the researcher to interpret quantitative data embedded in written sources without manipulating the variables. This design would be appropriate for the study since it provided access to real-world naturally occurring data that reflect the relationship between parental profiles such as age, sex, educational attainment, occupation, language use at home, and family income, parental involvement practice, and the literacy performance of learners. It would also enable the researcher to explore trends and patterns across various data sources to support a richer understanding of how different aspects of parental engagement relate to literacy outcomes.

Study Setting

The study was conducted in Manolo Fortich III District, Municipality of Manolo Fortich, Division of Bukidnon. This district includes several public elementary schools where Grade 1 learners are in the early stages of literacy development, making it a suitable setting to examine factors influencing reading performance.

Research Respondents and Sampling Technique

The research respondents were the two hundred fifty-six 246 Grade I learners with their parents from select elementary schools in Manolo Fortich III District for the school year 2024-2025. The selection was based on the list of assessed Grade I learners from post-test CRLA data of the said School Year as the focus of the study. The list of respondents was from Plantation Central Elementary School, Camp 1 Elementary School, Gauron Elementary School, Lindaban Elementary School, Mampayag Elementary School, Dahilayan Integrated School, Kalugmanan Elementary School, Bagalangit Elementary School, Sankanan Elementary School, and Naewanan Ta Kibulawan.

Stratified random sampling was used to select the respondents. From a total population of six hundred forty-one Grade 1 learners, the researcher applied Slovin's formula with a 5% margin of error. It resulted in a sample of two hundred fort-six parents. The sample was then proportionally distributed across schools based on enrollment. In this method, the population was first divided into smaller groups or strata such as by school. Then respondents were randomly selected from each group. This ensured equal representation and that each learner had a fair chance of being included.

Stratified sampling helped the study capture variations in literacy performance across different school types, socioeconomic backgrounds and school sizes. By including diverse learner groups, the results more accurately reflected the literacy situation in Manolo Fortich III District and helped identify key influencing factors.

Research Instrument

The gathered necessary data on the relationship between parental involvement and the literacy performance of learners in selected schools, two primary research instruments were utilized like patterned and modified questionnaire from the study of Badidoy and Tapac (2022) and the documentary analysis research which involved the systematic examination of the existing document of the Comprehensive Rapid Literacy Assessment results.

There were 3 parts of the instrument. The first is to answer the profile of the parent-respondents such as age, sex, language use at home, educational attainment, occupation and monthly income. The second part is to assess the extent of parent-respondent's involvement in terms of communication with teachers, knowledge of beginning reading, home reading practices and homework support. The indicators were rated on a 4-point Likert scale such At all Times, Sometimes, Most of the Time and Never. The third part was scores taken from the learner assessment results using the Comprehensive Rapid Literacy Assessment (CRLA) toolkit.

Statistical Treatment of Data

The analysis and interpretation of data was facilitated and utilized the statistical tools:

The parent-respondent's profile was determined. Descriptive statistics such as frequency and percentage were used for continuous variables like age and parent's monthly income while frequency distribution was applied to categorical variables like sex, language used at home, occupation and educational attainment to determine the distribution and proportions of each category. This provided a comprehensive overview of the profile and socio-economic characteristics of the parent-respondents.

The extent of parent-respondent's involvement was determied in terms of communication with teachers, knowledge of beginning reading, home reading practices and homework support. The appropriate statistical treatment was applied using descriptive statistics such as mean and standard deviation.

The learner-respondent's literacy performance was utilized based on phoneme awareness, phonics, fluency and reading comprehension. The appropriate statistical treatment was also applied using descriptive statistics like frequency,mean and standard deviation.

The Pearson product-moment correlation coefficient was applied to assess the significant relationship between parental involvement and the literacy performance of the learners.

The ANOVA was used to compare the literacy performance across these groups and to determine whether there were significant differences.

Ethical Considerations

This research followed ethical standards in educational research to protect the rights, dignity, and welfare of all participants. Ethical guidelines were maintained from the preparation phase through to the end of the study. Before collecting data, informed consent was gathered from all stakeholders, including parents, teachers, and school administrators. They received a clear explanation of the study's purpose, methods, benefits, and possible risks. Participation was completely voluntary, and respondents were informed they could withdraw at any time without facing any penalties. For minor participants, both parental consent and learner agreement were obtained.

Confidentiality and anonymity were strictly maintained. No personal identifiers, such as names, addresses, or contact details, were included in any reports. Instead, codes or pseudonyms were used in labeling and processing the data. During transcription and reporting, all identifying information was removed to protect privacy. Data security was carefully maintained. Hard copies of surveys and consent forms were stored in a locked cabinet accessible only to the researcher. Digital data were saved in password-protected devices and encrypted storage systems to prevent unauthorized access.After data analysis, proper disposal of documents was implemented in accordance with

data protection guidelines. Printed primary documents, including participant responses and consent forms, were shredded using a cross-cut shredder. Digital files, including secondary sources such as CRLA results were permanently deleted using secure data-erasure tools to ensure no recovery was possible.

The research process aimed to avoid causing any harm—whether psychological, emotional, or academic. All questions were thoughtfully created, and efforts were made to ensure that data collection did not interfere with participants' usual academic or personal routines. Throughout the study, the researcher upheld professional integrity and guaranteed the truthfulness of the findings. No fabrication, falsification or mi tation of data occurred. The study followed the institution's ethical research guidelines and complied wit icable legal and cultural standard.

RESULTS AND DISCUSSION

Problem 1. What is the extent of parent-respondent's involvement in terms of communication with teachers, knowledge of beginning reading, home reading practices and homework support?

Table 1
Summary Distribution of Parent-Respondent's Involvement

Variables	Mean	SD	Interpretation
Communication with Teachers	3.26	0.51	Highly Involved
Knowledge of Beginning Reading	3.50	0.51	Highly Involved
Home Reading Practices	3.15	0.57	Involved
Homework Support	3.34	0.53	Highly Involved
Overall	**3.31**	**0.15**	**Highly Involved**

Legend: 4.00 – 3.26 At All times / Highly Involved 2.50 – 1.76 Sometimes / Slightly Involved
3.25 – 2.51 Most of the Time / Involved 1.75 – 1.00 Never / Not Involved

Table 1 shows the summary distribution of respondents' parental involvement. The overall mean is 3.31 (SD = 0.15), which indicates that these parents are highly involved in supporting their children's early literacy and academic development. They regularly check homework, read with their children, and communicate with teachers. These actions help boost student motivation and literacy achievement. This result is encouraging because it shows strong parental involvement in important areas like communication with teachers, understanding beginning reading, home reading practices, and homework support.

As observed, this level of engagement shows that parents are not only aware of their role in their child's education but are also actively participating in literacy-building activities at home. These include praising efforts, providing reading materials and encouraging good study habits. Such behaviors are closely tied to positive learning outcomes.Also, when parents are consistently involved, learners tend to show stronger reading habits and more classroom participation.

As observed that learners whose parents support them at home are more confident and willing to take risks in reading aloud or tackling challenging texts. Additionally, there are parents who review their children's homework regularly also become more aware of academic gaps. This helps teachers like me to better coordinate support strategies because parents can provide timely feedback. The partnership between home and school becomes stronger when communication is active. Children feel supported on both fronts emotionally and academically which builds their self-esteem and motivation to succeed.

This finding is supported by Garbacz et al. (2021), who highlighted that parental involvement in the early years directly affects academic performance and literacy growth. Additionally, Epstein's Framework of Parental Involvement backs this up by pointing out important areas like learning at home and communicating with teachers. These areas are crucial for building strong partnerships between schools and families. When these connections are solid, both student performance and parental confidence improve. These theories confirm that effective parental engagement is essential for early literacy development and should be supported through school programs and collaboration between teachers and parents.

Moreover, the highest mean of 3.50 (SD = 0.51) with an interpretation of **Highly Involved** belongs to the domain of **Knowledge of Beginning Reading**. This means that parents are highly involved and consistently engaged in understanding the foundational elements of reading. This includes concepts like phonemic awareness, phonics, sight words and decoding strategies. As noticed, many parents appear to be knowledgeable about foundational literacy concepts as these are critical during the initial phases of reading instruction. This is not surprising considering that most of the parents are degree holders and may have extra time to reinforce beginning reading skills at home. Such knowledge enables parents to effectively support their child's early literacy development.

According to Piasta et al. (2020), parents who are knowledgeable in beginning reading contribute

significantly to their children's reading fluency and comprehension because they can provide appropriate guidance and scaffolded support during home reading activities.The researcher had personal insights related to this finding. First, when parents understand the basics of reading instruction, their support becomes more intentional and effectiveand they do not just sit beside their child but guide them with confidence and purpose. Second, the researcher noticed that learners whose parents are knowledgeable in phonics and decoding show more enthusiasm during reading activities in school. It seems that the reinforcement they get at home makes them feel more prepared and motivated. And having parents who can explain unfamiliar words or sounds helps reduce learning gaps especially for struggling readers. Their guidance at home serves as a bridge between classroom instruction and independent practice which helps in strengthening reading comprehension.

On the other hand, the lowest area among the four components of parental involvement was Home Reading Practices, with a mean of 3.15 (SD = 0.57), which we consider Involved. This finding shows that while parents support their children's reading development, there is still inconsistency in how well home reading is done. Unlike general encouragement or verbal praise, which can happen spontaneously and informally, home reading needs more structured involvement. It requires not only time and space for reading but also access to books and the parent's confidence in leading the activity. These needs can be challenging for families, especially those juggling work, household responsibilities, financial issues, or caring for multiple children. While many parents value reading, establishing regular and meaningful reading practices at home can be hard given their daily realities.

As observed, some parents may be willing to support home reading but lack the necessary skills to guide it effectively. They may be unsure about how to help their children read, how to ask comprehension questions, correct reading errors gently or maintain a child's interest in a story. Others may be uncomfortable reading aloud due to their own limited literacy skills, leading them to avoid these situations altogether. In rural areas or underserved communities, families may also face limited access to age-appropriate reading materials, making it harder to create a print-rich home environment. In some cases, reading may be viewed more as a school-based activity rather than something to be reinforced regularly at home. Cultural expectations or lack of experience may result in parents underestimating the importance of shared reading time as a contributor to their child's academic growth.

Moreover, some caregivers may believe that teaching reading is solely the teacher's role, unaware that even simple reading activities at home can greatly benefit their child. In multilingual settings, parents may feel uncertain about which language to use during reading or may avoid participating due to fear of making mistakes. These factors create an emotional barrier where parents doubt their capability to help even when they are motivated to do so. Without guidance from schools, many well-meaning parents are left unsure of where to start or what strategies to use. This highlights the importance of providing simple, parent-friendly literacy resources and training sessions that empower families to take part confidently.

This result aligns with the findings of Neumann et al. (2021). They noted that many parents value reading highly, but this does not always lead to regular practice. Barriers like lack of time, limited resources, and low confidence often prevent consistent reading at home. In these situations, support from schools becomes crucial for closing the literacy gap between home and classroom. Teachers can help by demonstrating simple reading strategies during parent meetings or by sharing easy reading routines. Providing take-home materials like storybooks or reading guides can also encourage families to practice reading more regularly. When schools support families actively, even small efforts can significantly improve children's literacy development.

Problem 2. What is the learner-respondent's literacy performance based on phoneme awareness, phonics, fluency and reading comprehension?

Table 2
Distribution of Learner-Respondent's Literacy Performance in terms of Phonemic Awareness

Score	Description	Frequency	Percentage
15-20	Moderate Refresher	229	93.1
0-14	Full Refresher	17	6.9
	Total	**246**	**100**

Legend: 15 – 20 / Moderate Refresher/Developing 0 – 14 / Full Refresher / Emergent

Table 2 reflects the literacy performance of Grade 1 learners in terms of **phonemic awareness**. Out of 246 learner-respondents, 229 students (93.1%) were described as **Moderate Refresher** and interpreted as **Developing**. This means that the vast majority of learners are categorized as developing. The respondents acquired a moderate level of phonemic awareness which is a foundational skill necessary for decoding and early reading success. These learners demonstrate the ability to identify, manipulate and distinguish individual sounds in spoken words which is

essential for blending and segmenting words during reading.This result is encouraging, as it indicates that most Grade 1 learners are developing phonemic awareness at a pace appropriate for their age and grade level. It also reflects that classroom instruction, early reading programs and interventions are largely effective in addressing learner's phonological needs. The high percentage of learners at the Developing level suggests that minimal remediation may be required for most learners and they are likely ready to transition into more advanced literacy tasks such as decoding and fluency building.

As noticed during the administration and scoring using CRLA toolkit, most learners demonstrated familiarity with key phonemic tasks such as identifying beginning or ending sounds, blending phonemes and segmenting words into individual sounds. This reinforces the importance of maintaining strong phonemic instruction in early grades especially through activities like rhyming, segmenting and sound blending. Teachers and reading specialists should continue using evidence-based strategies that promote phonological skills while providing targeted support to those who remain below benchmark. Moreover, sustaining parent involvement in early literacy practices at home can further strengthen the development of phonemic awareness, bridging school-based learning with everyday language experiences. Also, the researcher seen how young learners become more confident readers when phonemic awareness is consistently practiced both in school and at home. She could recall several Grade 1 learners who initially struggled with sound blending but made noticeable progress after parents were guided to play sound games and rhyming activities at home. It reminded me that when teachers and parents work together, learners build stronger decoding skills faster and with more enthusiasm. This collaborative approach truly supports early reading success. Phonemic awareness is well-known as a basic skill for early reading development. According to Ehri (2020), children who develop strong phonemic skills are better able to decode and spell words, leading to improved reading fluency and comprehension. More recent studies echo this finding, showing that structured phonemic awareness instruction in the primary grades significantly boosts literacy outcomes (McArthur et al., 2022). The fact that a vast majority of the students in this assessment are performing at a developing level indicates that literacy instruction is being delivered in alignment with evidence-based practices likely incorporating explicit and systematic teaching of sounds and word patterns.

On the other hand, 17 learners (6.9%) were described as Full Refresher, having scored between 0 to 14 in phonemic awareness. These learners fall under the Emergent level which means they have limited ability to recognize and work with sounds in spoken words. This implies that these learners are at risk of falling behind their peers in reading and may need more focused, targeted instruction. During the assessment, these learners showed difficulty with key tasks such as identifying beginning and ending sounds, blending phonemes and segmenting words. These are important skills for learning how to read and without them, learners may continue to struggle as they move to higher grade levels.

From personal experience, the researcher seen how learners with very low phonemic awareness often lack confidence and become less motivated to participate in reading activities. Some of them avoid tasks that involve reading aloud because they feel unsure or embarrassed. She have also noticed that small-group instruction using games like clapping syllables, matching sounds to pictures or using letter tiles helps make learning more fun and easier to understand. When parents actively help, learners become more engaged.

This observation is backed by Piasta et al. (2020), who stressed that early and focused phonemic instruction is crucial for struggling readers. They also discovered that students achieve better results when instruction includes ongoing monitoring and support from both school and home. Likewise, Moats (2020) pointed out the significance of clear and multisensory teaching methods in building phonological skills, particularly for learners who start off behind.

Hence, early intervention is crucial during this stage of literacy development, as phonemic awareness forms the foundation for decoding and word recognition. Castles, Rastle, and Nation (2020**)** highlight that timely support in phonological processing helps prevent long-term reading challenges. Schools should implement evidence-based strategies such as one-on-one tutoring, small group instruction and multisensory phonemic activities. Teachers must also be equipped to identify and support at-risk learners through targeted instruction. Addressing these needs early can help close the literacy gap and ensure all learners start their reading journey strong.

Additionally, consistent reinforcement at home can significantly improve learners' phonemic skills and boost their reading readiness. Teachers should collaborate with parents by providing simple, engaging activities they can do with their children at home. It is also helpful to monitor these learners closely through formative assessments to track their progress and adjust instruction as needed. With timely and appropriate intervention, these Full Refresher learners can gradually build the foundational skills they need to succeed in reading.

Table 3
Distribution of Learner-Respondent's Literacy Performance in terms of Phonics

Score	Description	Frequency	Percentage
17-20	At Grade Ready	166	67.5
7-16	Transitioning	71	28.99

0-16	Emergent	9	3.7
	Total	**246**	**100**

Legend: 17 – 20 / Grade Ready 7 – 16 / Light Refresher 0 – 6 / Full Refresher

Table 3 shows the distribution of Grade 1 learner-respondent's literacy performance in terms of **Phonics**. The results indicate that out of 246 learners, 166 (67.5%) were classified as **At Grade Ready** having achieved scores between 17 to 20. This result implies that the majority of learners have developed adequate phonics skills appropriate for their grade level. This hig percentage of learners categorized as At Grade Ready reflects a promising level of instructional success in phonics within the Grade 1 classrooms. It indicates that foundational literacy strategies such as direct phonics instruction, guided reading sessions and multisensory approaches are likely being implemented effectively. Furthermore, this level of readiness implies that most learners possess the necessary decoding skills to transition from learning to read toward reading to learn.

As observed through the assessment process, these learners demonstrated proficiency in decoding words using letter-sound correspondences, recognizing phoneme-grapheme patterns and applying phonics rules when reading simple words. Their ability to read fluently allows them to shift their focus from decoding individual words to understanding the meaning of the text which is essential for deeper comprehension. From my personal experience as a teacher, the researcher seen that regular practice of letter-sound correspondence and decoding activities contributes a lot to learners becoming confident readers at this level. When phonics instruction is made consistent and fun like through songs, flashcards and games learners show faster progress. Second, she have noticed that children who receive early exposure to phonics even before entering Grade 1, often perform better because they already have some familiarity with letters and sounds usually introduced by parents or older siblings. Third, working closely with Grade 1 teachers has shown her the importance of differentiated instruction grouping learners based on their reading level and providing extra support to those who need more time has helped more learners become Grade Ready.This insight reflects that effective phonics instruction, combined with early reading support has successfully equipped these learners with the foundational skills needed for independent reading. Their performance reflects the strength of early literacy instruction and highlights the importance of continuing to reinforce phonics alongside vocabulary and comprehension strategies.

According to Ehri (2020), mastery of phonics contributes significantly to word reading efficiency and fluency which in turn enhances overall reading comprehension and academic performance. Additionally, Castles, Rastle and Nation (2020) states that systematic phonics instruction significantly impacts reading development especially when introduced in the early grades. The fact that nearly 70% of Grade 1 learners performed, At Grade Level in phonics suggests that current classroom practices are effectively grounded in structured literacy approaches. This indicates that most learners have developed strong decoding and word recognition abilities enabling them to read fluently and comprehend texts more easily.

Meanwhile, 9 learners (3.7%) were described as **Emergent**, scoring between 0 to 6, which means they have very limited phonics skills. They are at the earliest stages of development and may struggle with identifying letter-sound relationships, blending or recognizing basic sight words. These learners possess very limited phonics skills and are likely struggling with the most basic aspects of sound-symbol correspondence and word decoding.

As observed during the assessment process, these learners demonstrated difficulty in identifying letter sounds, blending phonemes and reading even simple CVC (consonant-vowel-consonant) words. These are the skills that are essential for early reading development. This finding implies the urgent need for targeted and structured phonics intervention for this small but important group of learners. Their performance suggests that without timely support, these learners risk falling further behind in foundational literacy.

On a deeper perspective, these children often feel frustrated or embarrassed during reading time and this emotional barrier may reduce their motivation to learn. Another insight is that they tend to benefit more from one-on-one or small group instruction where they feel less pressure and can receive immediate guidance. Also, even simple, consistent home support ike letter-sound games or reading aloud with parents can make a significant difference if teachers can involve families early.

This situation backs the study by McArthur et al. (2022), which highlighted that early help for students with phonological processing challenges is key to preventing long-term reading failure. By spotting these students early and offering targeted, evidence-based instruction, schools can help narrow the gap and make sure that every child develops the basic skills needed for reading success. Without timely support, these students may keep falling behind, which can lead to less motivation and bigger academic gaps over time. Early screening tools and regular progress checks are vital for finding at-risk students before problems become serious. Giving teachers specialized training and resources can improve the effectiveness of interventions, making sure that support is both prompt and focused.

Table 4
Distribution of Learner-Respondent's Literacy Performance in terms of Fluency

Rating	Description	Frequency	Percentage
76-100	At Grade Ready	104	42.3
51-75	Transitioning	76	30.9
26-50	Developing	55	22.4
0-25	Emergent	11	4.5
	Total	**246**	**100**

Legend: 76-100-Grade Ready/Meets Expectation 51-75 –Transitioning/Light Intevention
26-50- DevelopingModerate Intervention 0-25 – Emergent/Full Refresher

Table 4 showcases the fluency assessment results for Grade 1 learner-respondents, revealing a varied level of reading proficiency across the sample. Out of 246 learnerss, 104 learners (42.3%) met the expected fluency standard, reading between 76%–100% of a grade-level passage accurately within one minute. These learners are considered **At Grade Ready** and interpreted as **Meets Expectations.**

During the assessment process, these learners showed they could decode words efficiently while keeping reading accuracy. This indicates they are starting to develop reading fluency. Their performance suggests they are becoming automatic, especially with high-frequency words that often appear in Grade 1 texts. Automaticity means being able to recognize words quickly and easily, without thinking about it. This skill is important because it lets readers focus more on understanding the text instead of just recognizing words. The learners' fluency also indicates that they can use their phonics knowledge well. They can blend letter sounds, recognize familiar word patterns, and use context clues when they come across unfamiliar words.

Further, these reading behaviors signal that the learners are not just decoding by rote memorization but are engaging in strategic and skill-based reading which is essential for progressing to more complex texts and achieving reading independence. This finding implies that a significant portion of learners have developed foundational fluency skills, allowing them to decode words quickly and read with understanding. Their reading fluency suggests that they are beginning to transition from learning to read, toward reading to learn. From the researchers point of view, these learners often show confidence and enthusiasm during reading time especially when they recognize the words and understand what they read. Another insight is that fluent readers are more likely to volunteer for oral reading which further builds their speaking skills and self-esteem. At this stage they benefit greatly from frequent practice with leveled readers and repeated reading which helps improve both their reading rate and comprehension. Fluency at this stage plays a crucial role in building confident, independent readers.

As emphasized by Kuhn et al. (2020), fluency encompasses accuracy, rate and prosody (expression) and is essential for the development of reading comprehension. When learners read fluently, they are better able to construct meaning from text, engage with more complex materials and perform well in other subject areas. This finding underscores the importance of continued fluency instruction through repeated reading, modeling fluent reading and providing ample opportunities for oral practice in the classroom.

Meanwhile, only 11 learners (4.5%) were described as **Emergent** and placed in the **Full Intervention** category. This means that they are only able to read less than 25% of the passage correctly within one minute. These learners are considered the most at risk, as they are likely struggling with important early reading skills such as identifying letter sounds, blending sounds to form words and recognizing common words quickly. They have a very limited decoding skills, low word recognition, and minimal fluency development. Their performance reflects significant struggles in foundational reading components particularly phonemic awareness, phonics and automaticity which are crucial for developing reading fluency.Also, implies that these learners require intensive, individualized interventions to build foundational literacy skills and catch up with their peers. Without targeted support, they may fall further behind, making it more difficult to attain reading proficiency in later grades. Based on the researchers perspective, these learners often avoid reading aloud, showing signs of low self-esteem and frustration when asked to decode unfamiliar words. Some of them may know the alphabet but struggle to connect sounds with letters, showing gaps in phonemic understanding. These learners benefit most from one-on-one support, repetitive phonics drills and the use of multisensory strategies like tapping out sounds or using visual aids during reading activities.

As observed during the assessment, emergent readers often exhibited hesitation, frequent errors and difficulty recognizing even high-frequency words resulting in extremely slow and labored reading. These characteristics suggest that the learners are still in the early stages of developing sound-symbol relationships and are not yet ready to engage in fluent, meaningful reading. Their limited fluency not only affects word recognition but also severely impairs comprehension, as their cognitive load is consumed by decoding individual words rather than understanding the overall text. This result shows a strong need for immediate, focused and intensive support. If their reading needs are not addressed early, these learners may continue to fall behind and have a harder time catching up

as the lessons get more difficult. This can also affect their performance in other subjects that require reading such as Math, GMRC,Language, Reading and Literacy and Araling Panlipunan.

This result echoes the findings of McArthur et al. (2022), who emphasized that early intervention for learners with phonological processing difficulties is crucial to prevent long-term reading failure. Learners in the Emergent category must be given focused attention through explicit phonics instruction, scaffolded practice and regular progress monitoring. Supporting these children early with structured interventions can bridge the gap in literacy skills and prevent the widening of learning disparities over time.According to Torgesen and Hudson (2021), giving support early especially to learners who are far behind is one of the best ways to prevent long-term reading problems.

Table 5
Distribution of Learner-Respondent's Literacy Performance in terms of Reading Comprehension

Rating	Description	Frequency	Percentage
76-100	At Grade Ready	48	19.5
51-75	Transitioning	83	33.7
26-50	Developing	57	23.2
0-25	Emergent	58	23.6
	Total	**246**	**100**

Legend: 5 – At Grade Ready /Meets Expectations 3 – Transitioning/ Light Intervention
1 – Developing / Moderate Intervention 0 - Emergent / Full Intervention

Table 5 presents the distribution of learner-respondent's literacy performance in terms of **reading comprehension**. The data reveal that 83 learners (33.7%) fall under the **Transitioning** category with 3 to 4 correct answers out of the comprehension assessment. They are interpreted as **Light Intervention** which implies that these learners are nearing grade-level expectations but still require light intervention to fully mas\ter comprehension skills. They may have already developed some foundational abilities such as understanding parts of a story, recognizing main ideas and making simple connections but they may not yet demonstrate these skills consistently.

Based on personal experience, one insight is that many of these learners can answer literal questions but struggle with inferential or "why" questions which require deeper thinking. A second insight is that they often rely heavily on pictures or single-word clues instead of fully understanding the text, showing a need to strengthen vocabulary and context understanding. A third insight is that these learners show improvement when guided with prompts or graphic organizers indicating that they benefit from structured comprehension strategies during reading sessions. These learners are progressing, they still need structured support to move from partial to full comprehension. They may benefit from strategies such as guided reading sessions, explicit vocabulary instruction and questioning techniques that build inference and critical thinking. This matches the findings of Kim and Schallert (2020). They highlighted that early readers need repeated exposure to organized reading discussions and support to improve their understanding. Supporting Transitioning learners with targeted strategies like guided reading, think-alouds and story maps can help move them toward full comprehension mastery and prepare them for more complex texts in later grades.According to Duke and Cartwright (2021), reading comprehension is a complex process involving not just decoding but also language development, background knowledge and reasoning, all of which must be supported through well-designed classroom instruction.

Furthermore, only 48 learners (19.5%) out of the 246 Grade 1 respondents achieved an "At Grade Level" rating in reading comprehension, correctly answering 5 out of 5 questions. This result indicates that less than one-fifth of the learners demonstrated full mastery of the expected comprehension skills for their grade level. These learners were able to accurately recall details, identify main ideas and make appropriate inferences based on the passage, reflecting a solid understanding of the text and the ability to apply cognitive strategies effectively.

This result prompted me to consider three key insights. First, it emphasizes the need for direct teaching of comprehension skills. Learners should be taught not just to read but also to think while reading. This involves picking out key details, grasping the main idea, and making inferences. Using strategies like questioning, summarizing, and visual aids, such as graphic organizers, can help learners understand texts better. Second, the low performance of most learners highlights the importance of early and ongoing reading support. As a teacher, I recognize the urgency of spotting struggling readers early. Providing tailored instruction through strategies like guided reading or step-by-step programs can help prevent learning gaps from widening. Third, this data reminds me that comprehension involves more than just answering correctly. It requires cognitive strategies that allow learners to derive meaning from the text. Teaching children to think while reading through strategies like predicting, visualizing, and connecting ideas can boost their confidence and performance. While some learners are doing well, the low percentage indicates that most still require help in improving their understanding of texts. It also shows the need to

continue challenging grade-level readers with higher-level thinking tasks, exposure to more complex texts, and discussions that encourage deeper analysis.

According to Connor et al. (2021), learners who achieve grade-level comprehension early gain from instruction that builds on their existing skills. This includes focusing on text structure, inferencing, and vocabulary growth, all crucial for long-term reading success. Teachers need to adjust their instruction to meet the different levels of comprehension in the classroom. This might involve creating flexible reading groups, assigning texts at various levels, and designing activities that gradually become more complex. In my classroom practice, I also see the benefit of integrating content-area reading to enhance comprehension across subjects. Topics like Science and Araling Panlipunan can provide rich opportunities to apply reading strategies in meaningful ways. Additionally, reading aloud and think-aloud methods can showcase metacognitive processes that students can adopt. Involving families by sending home comprehension-based reading guides can reinforce what is done in the classroom. Most importantly, fostering a love for reading by offering diverse texts, allowing choices, and celebrating reading progress can motivate learners to keep developing their skills.

Besides these strategies, it is also vital to build reading stamina by gradually increasing the length and complexity of the texts learners engage with. Encouraging daily independent reading helps learners develop focus and endurance, which are crucial for comprehension, especially in longer passages. Using digital tools such as interactive e-books or comprehension apps can support different learning styles and give learners immediate feedback. Furthermore, collaborative reading activities like literature circles or peer discussion groups can deepen understanding by allowing learners to hear various perspectives and clarify their own interpretations. Lastly, assessment should measure not only basic understanding but also include tasks that require learners to justify their answers, make personal connections, and reflect on what they've read. These practices mirror real-world reading purposes and help develop skilled readers.

Problem 3. Is there a significant relationship between parental involvement and the learner's literacy performance?

Table 6
Distribution of Correlation Between Parental Involvement and Learners' Literacy Performance

Table 6 shows the link between certain home literacy support factors and Grade 1 students' performance

Parental Involvement		Literacy Performance				
		Phonemic Awareness	Phonics	Fluency	Reading Comprehension	Over-All
Communication with Teachers	r-value	-0.40	.003	.003	-.034	**.003**
	p-value	.53 NS	.90 NS	.96 NS	.93 NS	**.96** **NS**
Knowledge of Beginning Reading	r-value	.08	-.001	.01	-.03	**-.05**
	p-value	.21 NS	.98 NS	.76 NS	.64 NS	**.40** **NS**
Home Reading Practices	r-value	.019	-.039	-.035	-.060	**-.020**
	p-value	.77 NS	.54 NS	.58 NS	.34 NS	**.75** **NS**
Home Support	r-value	0.18	.009	-.033	-.021	**-.028**
	p-value	.78 NS	.88 NS	.60 NS	.74 NS	**.66** **NS**

in four areas: phonemic awareness, phonics, fluency, and reading comprehension, as well as the overall literacy mean. The results indicate that all correlation coefficients (r-values) were weak, with none meeting the usual standard for statistical significance ($p > .05$). This suggests that the home literacy support factors measured in this study were not

consistently connected to students' literacy outcomes. The overall mean correlation scores for each variable also did not show any significant connection to literacy outcomes, indicating that the data did not support a relationship between home literacy practices and performance. Therefore, the null hypothesis is accepted. There is no significant relationship between parental involvement and students' literacy performance.

The variable **Communication with Teachers** produced correlation l coefficients raging from r = -0.040 and p= 0.003 with p-values such as p=.535 for phonemic awareness and p= .965 for the over all mean. Although some r-values were negative such as r = -0.034 for reading comprehension, they were too weak to be considered meaningful. These results suggest that increased or decreased communication between parents and teachers was **not significantly associated** with learner's literacy scores across any of the domains including their overall performance.

These results suggest that the frequency or amount of communication between parents and teachers whether it increased or decreased, did not show a meaningful connection to the literacy performance of the Grade 1 learners in this study. In other words, learners did not perform significantly better or worse in reading skills such as phonemic awareness, phonics, fluency or comprehension based on how often their parents communicated with their teachers. Even when looking at the overall literacy score, the data showed no statistically significant relationship.

This may imply that simply having communication between home and school is not enough to improve learner's academic outcomes unless that communication is focused, clear and supports learning goals**.** As noticed, some parents communicated about general concerns rather than academic matters or that the communication was one-sided or irregular, which limits its impact on student progress. According to Kim and Sheridan (2022), the quality, content and mutual collaboration between parents and teachers play a more important role than the quantity of contact. Therefore, while parent-teacher communication is valuable, it must be purposeful and aligned with instructional goals.

The same trend was observed with **Knowledge of Beginning Reading** and **Home Reading Practices** which yielded mixed positive and negative r-values, none of which reached statistical significance (e.g., r = .080, p = .212 for phonemic awareness; r = -0.020, p = .753 for overall mean). The correlation analysis also revealed **weak negative relationships** between certain home literacy support variables and learner's literacy performance. Specifically, Knowledge of Beginning Reading showed a negative correlation with overall literacy performance (r = -0.053**,** p = .405**),** while Home Reading Practices exhibited negative correlations with fluency **(**r = -0.035**,** p = .582**),** reading comprehension **(**r = -0.060**,** p = .349**)**, and the overall literacy score **(**r = -0.020**,** p = .753**).** Although these r-values are negative, they fall within the **very weak correlation range** and none of the corresponding p-values reached statistical significance (p > .05).

Statistically, these results suggest that there is no significant or dependable inverse relationship between the identified home literacy practices and learner literacy outcomes. Although the direction of the coefficients might imply that greater parental knowledge or home reading activity is linked to slightly lower literacy performance, the small magnitude of the r-values and the absence of statistical significance indicate that these patterns could result from random variation within the sample.

One plausible explanation for the negative trend could be **reverse causality** or **compensatory behavior**. Rather than suggesting that increased home literacy support leads to lower literacy performance, it is more likely that parents became more involved because their children were already experiencing difficulties in reading. As observed, higher levels of parental support may represent a reactive effort rather than a preventive one, as families try to address gaps they have noticed in their child's literacy skills. This suggests that the negative relationships found may not reflect the ineffectiveness of home support but rather the timing and nature of that support. This interpretation aligns with the concept of compensatory behavior, where families intensify home-based efforts to respond to academic challenges.

As noted by Tan et al. (2021), parents often become more involved when they learn about their child's learning difficulties, especially in basic skills like reading. Timmons and Pelletier (2021) state that literacy practices at home work best when they are consistent, suitable for the child's development, and closely matched with what is taught in the classroom. If home support is unstructured or does not match school methods, it may have little effect or even be harmful.

On the other hand, **Homework Support** yielded the weakest and most inconsistent correlation results of all, with r-values ranging from r = -0.033 to r = 0.018, all with p-values above .60**,** confirming **no significant relationships**. The correlation between Homework Support and the overall literacy mean was particularly weak r = -0.028 (p = .660)**,** further reinforcing the the conclusion that home-based assistance with assignments did not make a measurable difference in this sample. Taken collectively, these results emphasize that while home support and involvement are important in theory, the measured variables in this study did not significantly impact the learners' performance including their overall mean literacy score.

Although homework help is often seen as valuable, this study suggests its impact may vary depending on the quality and approach used at home. Some parents may lack confidence or unintentionally cause confusion, especially with early literacy tasks that need specific strategies. As Tan et al. (2021) noted, support is most effective when it is developmentally appropriate and matches classroom teaching. The lack of significant results across literacy areas implies that homework support alone may not strongly predict literacy success. This supports the view that family involvement must be well-structured, purposeful, and coordinated with school goals to be truly effective

(Timmons & Pelletier, 2021; UNESCO, 2022). Schools may consider offering parent orientations or simple literacy workshops. These would equip families with effective homework support strategies that match the curriculum. This can help bridge the gap between parental intentions and instructional needs, reducing confusion and increasing impact.

Problem 4. Is there a significant difference in learner's literacy performance when grouped according to their parent's profile?

Table 7
Summary Difference of Respondent's Literacy Performance When Grouped According to Their Characteristics

Respondents Characteristics	Literacy Performance							
	Phonemic Awareness		Phonics		Fluency		Reading Comprehension	
	F-value	P-value	F-value	P-value	F-value	P-value	F- value	P- value
Age	.26	.90 NS	.83	.50 NS	1.34	.25 NS	.05	.99 NS
Sex	3.43	.03 S	5.18	.006 S	1.77	.17 NS	.31	.73 NS
Language Used at Home	1.65	.17 NS	.31	.81 NS	.96	.40 NS	.29	.82 NS
Father's Educational Attainment	.33	.85 NS	1.24	.29 NS	.44	.77 NS	.31	.86 NS
Mother's Educational Attainment	.09	.98 NS	.17	.95 NS	.53	.71 NS	.18	.94 NS
Father's Occupation	1.56	.15 NS	1.78	.10 NS	.30	.93 NS	.36	.90 NS
Mother's Occupation	.29	.93 NS	.34	.91 NS	.66	.67 NS	1.08	.36 NS
Family Monthly Income	.72	.72 NS	.47	.82 NS	.48	.82 NS	.22	.96 NS
OVERALL	**.67**	**.60**	**2.26**	**.10**	**.17**	**.91**	**.47**	**.75**
	NS		**NS**		**NS**		**NS**	

Table 7 presents the summary difference of respondent's literacy performance when grouped according to their characteristics. The analysis of variance (ANOVA) results for the overall mean literacy performance in relation to respondents' characteristics reveal that none of the demographic variables produced statistically significant differences. The overall F-values were all below the critical threshold, and their corresponding p-values were well above 0.05, indicating no significant relationship. Specifically, sex ($F = 0.479$, $p = .751$), age ($F = 0.678$, $p = .607$), language used at home ($F = 0.296$, $p = .829$), parent's educational attainment, occupation and family income all yielded non-significant results ($p > .60$). This confirms that learner's overall literacy scores did not significantly vary across any of the examined background characteristics. Hence, the null hypothesis is **Accepted.** There is no significant difference in learner's literacy performance when grouped according to their profile. Statistically, this implies that parent's profile differences among the respondents did not influence the cumulative literacy outcomes of the Grade 1 learners in this study. Despite existing assumptions that factors such as parental education or income could directly affect learner's learning, the results indicate otherwise, at least in the context of this sample. These findings suggest that external socio-demographic characteristics may not serve as reliable predictors of early literacy achievement, especially when students are still developing foundational reading skills.

As observed in the overall analysis, the weak F-values and high p-values may reflect the fact that other variables such as school-based instruction, teacher effectiveness and access to structured reading support may have a more immediate and measurable influence on early literacy. This aligns with the views of the OECD (2021), which argue that while socio-demographic factors matter in the long term, the quality of literacy instruction and learning environments plays a more crucial role in shaping outcomes at the foundational stage. Therefore, the lack of significant difference in the overall mean underscores the need to focus on pedagogical strategies and classroom-level interventions to improve reading outcomes, rather than relying solely on background characteristics.

However, among all variables examined, only sex showed a statistically significant difference in learners' phonemic awareness ($F = 3.430$, $p = .034$) and phonics performance ($F = 5.183$, $p = .006$), both at $p < .05$. This suggests that male and female learners performed differently in these foundational literacy domains, particularly

in recognizing sounds and decoding words. One possible explanation for this result is that females generally develop language-related skills slightly earlier than males, including stronger verbal memory and greater auditory sensitivity, which are crucial for processing phonemes and applying phonics rules (Vágvölgyi et al., 2020). Additionally, girls tend to exhibit greater attentiveness and self-regulation in early learning settings, enabling them to follow structured reading instruction more effectively.

As noted in early childhood education literature, social factors may also play a role in this gap. Girls often have more access to language-rich interactions and reading experiences at home. Parents and caregivers tend to engage more verbally with female children. This early advantage can translate into stronger foundational reading skills once formal instruction begins. According to the OECD (2021j), while both sexes can achieve equally high literacy levels over time, differences in early development and learning behaviors often influence initial literacy outcomes particularly in phonemic processing and decoding accuracy. These findings suggest a need for more gender-responsive instruction that supports all learners in building early literacy skills regardless of developmental pacing or social expectations.

Conclusion

The parent-respondents mostly are college graduate mothers between the ages of 31-40, predominantly speaking Bisaya at home, earning below the poverty line from informal jobs, has a role of caregiver and highly involved in terms of beginning reading. Their chid's literacy performance in phonemic awareness shows in developing stage while phonics and fluency shows grade level ready.Furthermore, parent's profile has no significant relationship and difference with learners literacy performance.

Recommendations

Based on the conclusion, the following are the recommendations:

1. Stakeholders should support literacy initiatives of the schools through parent seminars and supplying reading materials.
2. School Heads are encouraged to enhance parental involvement programs focused on early reading by providing parents with appropriate reading materials and guidance to support Grade 1 learners' literacy.
3. Schools should promote consistent and engaging home reading practices by providing accesssble reading materials, simple reading guides and suggested reading routines.
4. Teachers should implement targeted strategies to improve reading comprehension by providing explicit instruction in vocabulary and story elements.
5. Teachers should prioritize structured in-class interventions such as guided reading and comprehension drills.
6. Teachers should conduct regular literacy assessments and use performance-based groupings to deliver targeted instruction that addresses actual skill gaps rather than relying on parent's profile.
7. Parents should schedule daily reading session with their children and post reading questions to improve home reading learning.

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