

Parental Practices in Early Literacy Development: Insights for Developing a Support Toolkit

Lea B. Del Rosario¹, Cathrine L. Tomas²

Ilocos Sur Polytechnic State College Cervantes Campus, Cervantes Ilocos Sur

DOI: <https://doi.org/10.47772/IJRISS.2026.100400596>

Received: 22 April 2026; Accepted: 28 April 2026; Published: 20 May 2026

INTRODUCTION

Background of the Study

Early literacy is universally acknowledged as the foundation for lifelong learning, academic success, and holistic development. It is during the formative years, typically from birth to age eight, that children acquire foundational skills in reading, writing, and communication. These skills are integral not only to academic achievement but also to overall personal and social development (Saracho, 2023; Salvatierra & Cabello, 2022).

Inline with this, education is a fundamental right and a cornerstone for sustainable development. This study aligns with Sustainable Development Goal 4 (SDG 4) of the United Nations, which seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Within this framework, early literacy is emphasized as a critical component of foundational learning, with parental involvement recognized as a key factor in achieving equitable educational outcomes (UNESCO, 2022).

Parental involvement plays a vital role in early literacy development, as parents serve as children's first teachers and primary facilitators of learning. Research consistently shows that home-based literacy activities—such as shared reading, storytelling, and guided writing—significantly enhance children's cognitive and language development. These practices not only improve vocabulary and comprehension but also cultivate positive attitudes toward reading and learning (Scharnagl & Smidt, 2025). In response, global education initiatives, including UNESCO's Early Childhood Care and Education (ECCE) program and the Global Partnership for Education (GPE), advocate for strengthening parental engagement in literacy development (UNESCO, 2022; GPE, 2021).

Widespread challenges persist, however, in ensuring effective parental practices. Attanasio *et al.* (2022) highlights that families in underprivileged communities often face barriers such as limited access to educational resources, insufficient awareness of literacy strategies, and economic constraints. These issues mandate disparities in early literacy outcomes, particularly in low-income and marginalized regions.

Around the world, disparities in parental involvement remain a pressing issue, particularly in communities affected by poverty, limited educational resources, and social inequality. In both high-income and low-income countries, parents from marginalized backgrounds often struggle to support their children's literacy due to constraints like low parental education levels, lack of reading materials, and minimal institutional support. Wu and Hindman (2025) emphasized how socio-economic status directly impacts parental engagement, noting that families with fewer resources are less likely to implement effective literacy strategies. Similarly, Masudi and Silaji (2024) identified that globally, many parents lack confidence and structured guidance in supporting early literacy, which leads to inconsistent or ineffective home practices. These international trends highlight the urgency of inclusive interventions that bridge the gap between home and school literacy support systems.

In the Philippines, the role of parents in literacy development is both culturally significant and legally mandated. The Philippine Constitution, under Article XIV, Section 1, emphasizes the role of families in education and

mandates the state to support and protect this responsibility. Additionally, Republic Act No. 10157, or the "Kindergarten Education Act," highlights the importance of parental involvement in early childhood programs (Congress of the Philippines, 2012).

Notwithstanding the existence of legal mandates supporting parental involvement in early education, significant challenges persist in actual implementation. Rural families, particularly those in areas like Ilocos Sur, encounter structural barriers such as limited access to age-appropriate reading materials, low literacy proficiency among caregivers, and insufficient guidance on effective home-based literacy strategies (Sigue, 2025). Although initiatives like the Early Language, Literacy, and Numeracy (ELLN) program by the Department of Education are designed to mitigate these issues, they frequently fall short in reaching geographically isolated and underserved communities (Department of Education, 2015). These implementation gaps contribute to continued disparities in early literacy development, especially in remote areas where educational support is most needed.

In Cervantes, Ilocos Sur, parents often rely on traditional practices such as oral storytelling to support literacy. While these methods reflect cultural richness and community-based learning, they are often insufficient to meet the broader literacy needs of children in a rapidly evolving educational landscape. The lack of access to structured resources, coupled with economic constraints, further hampers parents' ability to actively engage in their children's literacy development (Garcia & de Guzman, 2020).

A critical gap persisted between school-based literacy instruction and home-based literacy practices. Schools implemented structured and evidence-based literacy programs, yet many parents lacked the knowledge, skills, and resources needed to reinforce these practices at home. Research indicated that parental involvement was often inconsistent and unstructured, which limited its effectiveness in supporting children's literacy development (Attanasio et al., 2022; Wu & Hindman, 2025; Masudi & Silaji, 2024).

Critically, a significant intervention gap existed in the lack of structured, accessible, and context-specific literacy support tools for parents. While numerous studies highlighted the importance of parental involvement, many focused on identifying relationships between parental practices and children's literacy outcomes rather than developing practical interventions that parents could apply in real-life settings (Cosso *et al.*, 2022; Beltrán-Sierra *et al.*, 2024).

Existing programs and initiatives also fell short in providing concrete, user-friendly, and culturally relevant materials that guided parents on how to effectively support literacy at home. Many interventions remained school-based or teacher-directed, with limited emphasis on equipping parents with structured tools such as guided reading plans, activity templates, and step-by-step literacy strategies (Soyoof *et al.*, 2024; Scharnagl & Smidt, 2025).

This gap became more pronounced in rural and low-resource settings, where access to educational materials and parent-focused literacy programs was limited. Studies showed that without targeted and well-designed support systems, parental involvement often remained inconsistent or ineffective, even when parents were willing to support their children's learning (Attanasio *et al.*, 2022; Romeo *et al.*, 2022). In addition, the absence of localized and adaptable literacy resources limited parents' ability to respond to the linguistic, cultural, and socio-economic needs of their children (Masudi & Silaji, 2024; Salvatierra & Cabello, 2022).

A clear need existed for the development of a contextualized parental support toolkit that translated evidence-based literacy strategies into simple, practical, and culturally responsive activities. Addressing this intervention gap was essential in bridging the divide between research and practice and in ensuring that parents were effectively equipped to support their children's early literacy development.

Given these conditions, there was a need to examine how parents in Cervantes, Ilocos Sur supported their children's early literacy development, identify the challenges they encountered, and evaluate the effectiveness of their practices. This study aimed to address these concerns by exploring parental practices and developing a contextualized parental support toolkit that empowered parents as active partners in their children's literacy learning. Through this effort, the study aimed to contribute to more inclusive, effective, and sustainable early literacy outcomes.

THEORETICAL FRAMEWORK

This study is guided by three major theories: Sociocultural Theory, Ecological Systems Theory, and Social Learning Theory, which explain how children develop literacy skills through interaction, environmental influence, and observation.

The Sociocultural Theory explains that learning occurs through social interaction and guided participation with more knowledgeable individuals. It emphasizes that children develop cognitive and language skills through meaningful engagement with parents and caregivers who provide support during learning activities (Vygotsky, 1978; Crain, 2024). In this study, parental practices such as storytelling, shared reading, and writing activities serve as scaffolding strategies that help children gradually develop literacy skills. This theory supports the study by explaining how active parental involvement enhances children’s literacy development.

The Ecological Systems Theory states that a child’s development is influenced by different environmental systems, particularly the immediate environment or microsystem, which includes the family (Bronfenbrenner, 1979; Palaiologou, 2024). The home environment, parental education, availability of learning materials, and socio-economic conditions play a significant role in shaping children’s literacy development. In relation to this study, the theory explains how these environmental factors affect parental practices and, consequently, children’s literacy outcomes.

The Social Learning Theory explains that children learn behaviors through observation, imitation, and modeling of significant individuals in their environment (Bandura, 1977; Alramamneh et al., 2023). Children tend to imitate their parents’ reading habits, communication styles, and engagement in literacy-related activities. In this study, parental modeling plays a crucial role in influencing children’s literacy behaviors and attitudes toward learning.

These theories collectively explain that children’s literacy development is influenced by parental interaction, environmental conditions, and observed behaviors, which are essential in addressing the concerns of the study.

Conceptual Framework

This study focuses on early literacy development, which refers to the development of basic skills in reading, writing, listening, and speaking during early childhood. These foundational skills are essential for children’s academic success and lifelong learning (Saracho, 2023; Romeo et al., 2022).

Early literacy development is influenced by parental practices that provide children with opportunities to interact with language and print in meaningful ways. Activities such as storytelling, shared reading, writing exercises, and language games help improve children’s vocabulary, comprehension, and communication skills (Pillinger & Vardy, 2022; Napiri, 2026). These practices also foster children’s interest and motivation in learning. To clearly present the relationship among variables, the study ad opts the Input–Process–Output (IPO) Model.

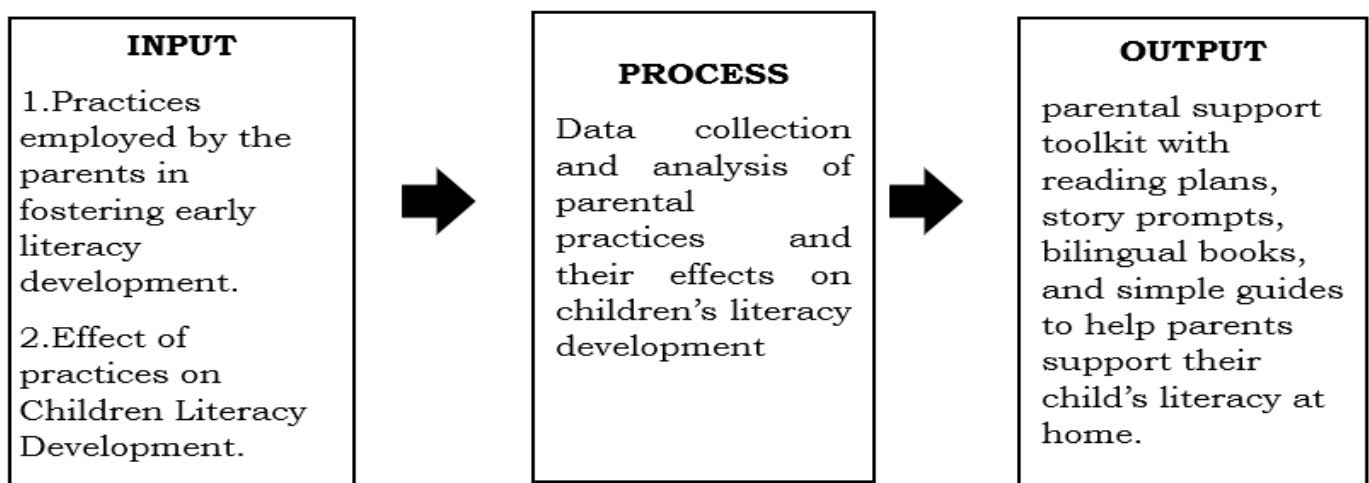


Figure 1. Paradigm of the Study

The IPO table encapsulates the comprehensive approach used in this study to analyze and enhance parental practices in early literacy development.

The Input of the study includes the practices employed by parents in fostering early literacy development, such as storytelling, shared reading, writing exercises, and language games. It also includes the effects of these practices on children's literacy development, particularly in terms of vocabulary, comprehension, and reading readiness, as well as parental factors such as education, socio-economic status, and access to resources.

The Process involves the collection and analysis of data regarding parental practices and their effects on children's literacy development. This includes the use of appropriate research methods such as surveys or observations, as well as the application of Sociocultural Theory, Ecological Systems Theory, and Social Learning Theory in interpreting the findings.

The Output of the study is the development of a contextualized parental support toolkit designed to enhance early literacy development. This toolkit includes practical materials such as reading guides, storytelling prompts, writing activities, and simple literacy strategies that parents can use at home.

REVIEW OF RELATED LITERATURE

This section presents a review of studies and literature related to parental practices in early literacy development. The review is organized into three themes, reflecting the key research questions and objectives of this study: (1) Parental Practices in Early Literacy Development, (2) Effects of Parental Practices on Children's Literacy Outcomes, and (3) Development and Use of Parental Support Toolkits.

The first theme explores various parental practices that foster literacy, such as storytelling, shared reading, and writing exercises, highlighting their significance and effectiveness in different cultural and socio-economic contexts. The second theme examines the observed effects of these practices, focusing on how they influence children's literacy skills, including vocabulary, comprehension, and motivation. Finally, the third theme investigates the development and use of parental support toolkits, emphasizing their role in guiding and empowering parents to engage more effectively in their children's literacy development.

Parental Practices and Early Literacy Development

One of the most common practices is shared reading, which has been extensively studied for its effectiveness. Scharnagl and Smidt (2025) highlighted that the problem lies in many parents lacking confidence or knowledge about shared reading strategies. Their findings showed that children whose parents engaged in interactive shared reading demonstrated higher vocabulary retention and reading comprehension. They recommended training programs for parents to learn effective shared reading techniques.

Another practice is the use of writing exercises. Minkov and Aram (2025) identified the problem that parents often overlook writing as a means of literacy development. Their study revealed that children who participated in guided writing sessions with their parents developed better narrative and phonological skills. They recommended encouraging parents to incorporate structured writing activities, such as journaling or co-writing stories, into their routines.

Digital tools have also been integrated into literacy practices. Olszewski and Hood (2022) found that eBooks with embedded dialogic prompts significantly improved children's vocabulary and comprehension. They emphasized that when parents used these tools, they became more interactive and responsive during reading sessions. Their study recommended the widespread adoption of digital storybooks that model interactive reading strategies.

Language games are also effective for literacy development. Salvatierra and Cabello (2022) found that the problem was a lack of access to educational games in low-income communities. Their findings showed that children who played phonemic and word-matching games regularly had better letter recognition and phonemic awareness. They recommended distributing affordable or free literacy games to underserved families.

Phonological awareness activities were examined by Ijalba (2023), who highlighted their importance in early literacy development. Their study revealed that parents who engaged in phonemic activities like rhyming, blending, and segmenting improved their children's reading readiness. The researchers recommended structured workshops for parents to teach phonological awareness effectively.

The study of Kurniawati *et al.* (2024) employed a quantitative research design to examine how family environments influence early childhood literacy development. Using survey instruments administered to parents, the researchers analyzed home literacy practices, availability of reading materials, and parental involvement in children's learning. Statistical analyses were used to determine the relationship between these variables and children's literacy outcomes. The findings revealed that a supportive home environment—characterized by frequent parent-child reading interactions, access to books, and positive parental attitudes toward literacy—significantly enhances early literacy skills. The study emphasized that families serve as the first and most influential context for literacy development, shaping children's readiness for formal schooling.

Wu and Hindman (2025) conducted a quantitative correlational study exploring the relationships among parents' beliefs, home reading practices, and children's literacy development in kindergarten. The researchers utilized structured questionnaires and applied statistical tools such as ANOVA and chi-square analyses to examine differences and associations among variables. Their findings indicated that parents who hold strong beliefs about the importance of literacy are more likely to engage in consistent home reading practices, which in turn positively affect children's literacy skills. The study highlighted that parental beliefs act as a driving force behind literacy-related behaviors, reinforcing the importance of aligning parental perceptions with effective literacy practices.

Bennett (2025) used a mixed-methods multiple-case study design to investigate the effects of a parent-implemented emergent literacy program. Data were collected through interviews, observations, and assessments of children's literacy performance, allowing for both qualitative insights and quantitative measures of progress. The findings demonstrated that structured literacy programs implemented at home significantly improved children's emergent literacy skills, including vocabulary development, phonemic awareness, and print recognition. Additionally, parents reported increased confidence and competence in supporting their children's learning, underscoring the value of empowering families through guided literacy interventions.

Soyoof *et al.* (2024) conducted a narrative review focusing on the role of parent mediation in children's home digital literacy practices. The study synthesized findings from multiple empirical studies using systematic inclusion criteria to ensure rigor. The review found that active parental mediation—such as guiding, co-using, and discussing digital content—enhances children's digital literacy and critical thinking skills. Conversely, lack of parental involvement may limit the educational benefits of digital tools. The study concluded that the home environment remains crucial even in digital contexts, as parents shape how children interact with technology for learning purposes.

Thümmler *et al.* (2022) utilized a theoretical and literature-based approach to explore emotional development and regulation in early childhood education. Drawing from existing empirical studies and developmental theories, the authors analyzed how emotional competence is fostered through interactions between teachers, parents, and children. The findings emphasized that emotional development is closely linked to learning, including literacy acquisition, as emotionally secure children are more engaged and receptive to learning experiences. The study also highlighted the importance of collaboration between educators and families in supporting children's holistic development.

Choy *et al.* (2024) conducted a scoping review to examine the impact of digital parenting on early childhood development. Using systematic search strategies and predefined inclusion criteria, the researchers reviewed a wide range of studies focusing on parental mediation, digital practices, and developmental outcomes. The findings indicated that intentional and guided digital parenting can support cognitive and literacy development, while excessive or unguided screen exposure may hinder learning. The study reinforced the idea that parents play a critical role in shaping children's early experiences with digital literacy.

Torres Illescas *et al.* (2024) employed a mixed-methods research design to investigate effective strategies for promoting early reading development through technology. Data were collected through surveys, classroom

observations, and performance assessments of young learners. The findings revealed that integrating technology with traditional reading practices enhances children's engagement and motivation to read. However, the study also stressed that parental involvement remains essential in reinforcing reading habits at home, suggesting that technology should complement—not replace—family-based literacy practices.

Harini et al. (2023) used a qualitative research approach to examine marketing strategies for early childhood education (ECE) schools in the digital age, with a focus on increasing parental participation. Data were gathered through interviews and document analysis. The findings showed that effective communication strategies, including social media engagement and community outreach, can strengthen parental involvement in early education programs. Increased parental participation was found to positively influence children's learning experiences, including literacy development, by fostering stronger home-school connections.

Cheng et al. (2023) conducted a qualitative study using an ecological systems perspective to explore the challenges faced by early childhood educators in promoting unstructured outdoor play. Data were collected from 40 professionals through interviews and focus group discussions. The findings revealed that collaboration with parents is essential in addressing barriers such as safety concerns and cultural differences. The study highlighted that parental support extends beyond academic learning and plays a significant role in children's overall development, which indirectly supports literacy by promoting holistic growth.

Su and Yang (2024) employed a mixed-methods intervention study to examine the effects of an AI literacy curriculum on young children's perceptions and attitudes toward technology. Data were collected through pre- and post-intervention assessments, as well as parental feedback. The findings indicated that early exposure to AI concepts can enhance children's technological literacy and positive attitudes toward learning. Importantly, parental perceptions and involvement were found to influence the effectiveness of the intervention, reinforcing the critical role of the home environment in supporting emerging forms of literacy.

Wildmon *et. al* (2024) conducted a qualitative study to identify and analyze the barriers to parental involvement in early childhood education. Using interviews and thematic analysis, the researchers explored parents' experiences and challenges in engaging with their children's learning. The findings revealed that time constraints, lack of resources, limited understanding of their role, and socio-economic factors significantly hinder parental participation. Despite these barriers, the study emphasized that creating a home environment that fosters curiosity and modeling positive learning behaviors can enhance involvement, suggesting that schools must provide support systems to empower parents.

Cordova Jr. et al. (2024) utilized an integrative literature review methodology to examine leadership practices in early childhood education and their long-term impact on children's literacy development. By synthesizing findings from various empirical studies, the researchers identified effective leadership strategies that promote literacy-rich environments. The findings indicated that strong instructional leadership, collaboration with families, and sustained literacy initiatives contribute to improved literacy outcomes. The study highlighted that school leaders play a critical role in bridging the gap between home and school, reinforcing the importance of parental involvement in literacy development.

Rohman (2024) employed a qualitative research design focusing on the integration of local cultural values into early childhood education. Data were gathered through observations, document analysis, and collaboration with educators and community members. The findings showed that incorporating cultural values into learning activities enhances children's character development and strengthens parental engagement, as families feel more connected to culturally relevant educational practices. The study concluded that involving parents in culturally grounded learning promotes both literacy and holistic development.

Buka et al. (2022) adopted a conceptual and practice-based approach in examining the role of families in promoting early childhood mental health within pediatric care settings. Drawing on clinical observations and existing literature, the study emphasized family-centered interventions as a primary methodology. The findings highlighted that parents play a crucial role in shaping children's emotional and behavioral development through daily routines and interactions. Positive parenting practices, such as consistent communication and supportive

engagement, were found to contribute to both mental health and early learning outcomes, including literacy readiness.

Hosokawa et al. (2024) conducted an experimental intervention study using randomized allocation methods to assess the effectiveness of social and emotional learning (SEL) programs in early childhood. Data were collected through pre- and post-intervention assessments of children's social-emotional skills. The findings demonstrated that children who participated in SEL interventions showed significant improvements in emotional regulation, reduced anxiety, and enhanced social skills. The study also underscored the importance of consistent emotional support from parents, indicating that family involvement strengthens the impact of school-based interventions.

Rafiyya et al. (2024) utilized a quantitative research design to examine early childhood social-emotional development in a developing country context. Surveys and structured instruments were administered to educators to gather data on practices and observed child outcomes. The findings revealed that social-emotional development is influenced by both school practices and family environments, with parental support playing a key role in fostering positive behaviors and learning readiness. The study emphasized that strengthening partnerships between educators and parents is essential for promoting holistic child development.

McWayne *et. al* (2022) employed a mixed-methods approach to explore culturally inclusive family–school partnerships in early childhood education. Data were collected through surveys, observations, and interviews to capture both quantitative and qualitative perspectives. The findings indicated that home-to-school approaches, such as shared reading activities and culturally responsive practices, significantly enhance children's emergent literacy skills. The study highlighted that strong, culturally inclusive partnerships between families and schools lead to increased parental engagement and improved educational outcomes.

Yeti (2024) conducted a qualitative and developmental research study focusing on pedagogical innovation and curriculum adaptation to enhance digital literacy in early childhood. Through case analysis and curriculum evaluation, the study examined how integrating local wisdom into digital learning influences children's development. The findings revealed that adaptive and culturally responsive curricula improve engagement and digital literacy skills, particularly when parents are involved in guiding children's learning at home. The study emphasized that innovation in pedagogy must include family participation to be effective.

Sari et al. (2024) employed a quantitative research design to investigate the relationships among collaboration, innovation, digital learning, and sustainability education in early childhood contexts. Using statistical analysis of survey data, the study found that collaborative efforts among educators, parents, and communities significantly enhance digital literacy and sustainable learning practices. The findings underscored that parental involvement is a key component in fostering innovation and ensuring that digital learning experiences are meaningful and effective.

Luo et al. (2024) used a qualitative exploratory approach to examine the roles, challenges, and developments of AI tools such as ChatGPT in early childhood education. Data were gathered through expert discussions and thematic analysis. The findings indicated that AI can serve as a valuable resource for parental training and support, helping parents better understand how to assist their children's learning. However, the study also highlighted concerns regarding overreliance on technology, emphasizing the need for balanced use and active parental guidance to maximize benefits in early literacy and overall development.

Theories on Early Literacy Development

Crain (2024), in his book *Theories of Development: Concepts and Applications*, employed a comprehensive theoretical review methodology synthesizing major developmental theories from influential scholars such as Piaget, Vygotsky, and Erikson. Through comparative analysis, the book examined how individuals develop cognitively, socially, and emotionally across the lifespan. The discussion highlighted that early childhood is a critical stage where environmental influences, particularly family and social interactions, shape learning and literacy development. The findings emphasized that children construct knowledge through interaction and experience, reinforcing the importance of supportive environments in fostering early literacy.

Beneke, Machado, and Taitingfong (2024) utilized a critical qualitative framework grounded in Critical Race Theory and raciolinguistic perspectives to examine early literacy classrooms in urban settings. Through classroom observations and discourse analysis, the study explored how traditional literacy practices may reflect systemic inequities. The findings revealed that conventional approaches can marginalize diverse learners, while liberatory literacy pedagogies—those that value students' cultural and linguistic identities—promote engagement and empowerment. The study underscored the need for inclusive literacy environments that recognize the socio-cultural contexts of children and their families.

Cordova Jr. et al. (2024) applied an integrative literature review methodology to analyze leadership practices that influence early literacy development. Drawing from both theoretical frameworks and empirical studies, the researchers examined how leadership traits and school practices impact literacy outcomes. The findings indicated that transformational leadership, collaborative school cultures, and family engagement initiatives significantly enhance early literacy development. The study reinforced that effective leadership bridges theoretical principles and practical application, particularly in strengthening home-school partnerships.

Rosmayati and Yulianti (2022) conducted a library-based research study analyzing early childhood education concepts and theories, particularly those proposed by Ahmad Susanto. Using document analysis, the study explored how learning management strategies align with developmental theories. The findings revealed that integrating cognitive, language, and social development theories into teaching practices enhances early literacy, especially reading skills among preschool children. The study emphasized that theory-informed instruction leads to more effective literacy outcomes.

Unsworth et al. (2022) employed a theoretical and research-based approach to examine multimodal literacy in school science. Through analysis of existing studies and pedagogical frameworks, the authors explored how multiple modes of communication—such as visual, textual, and digital—contribute to literacy development. The findings highlighted that multimodal approaches expand children's understanding and engagement, suggesting that literacy is no longer limited to traditional reading and writing but includes diverse forms of meaning-making. This has implications for early childhood education, where varied literacy experiences can support holistic development.

Cohen and Waite-Stupiansky (2022) presented a comprehensive theoretical analysis of early childhood education by examining various foundational theories and their applications. Using a comparative framework, the authors explored how different theoretical perspectives inform curriculum design and teaching practices. The findings indicated that no single theory fully explains child development; rather, an integrated approach is necessary to support early literacy and overall growth. The study reinforced the value of applying multiple theoretical lenses in understanding children's learning processes.

Alramamneh, Saqr, and Areepattamannil (2023) conducted a quantitative study examining the relationship between parental attitudes, early literacy activities, and children's reading literacy. Using survey data and statistical analysis, the researchers explored how theoretical frameworks such as Vygotsky's sociocultural theory and Bandura's social cognitive theory explain literacy development. The findings revealed that positive parental attitudes and frequent literacy activities significantly improve children's reading skills. The study highlighted the role of social interaction and modeling in fostering literacy, supporting key theoretical perspectives.

Veraksa, Colliver, and Sukhikh (2022) employed a theoretical and empirical review to compare Piaget's and Vygotsky's play theories in the context of early childhood education. By analyzing contemporary research, the study examined how play contributes to cognitive and social development. The findings indicated that while Piaget emphasized individual discovery, Vygotsky highlighted social interaction as central to learning. The study concluded that integrating both perspectives provides a more comprehensive understanding of how play supports early literacy and development.

Maureen, van der Meij, and de Jong (2022) conducted an experimental study to evaluate the effectiveness of storytelling activities in enhancing early literacy development. Using control and experimental groups, the researchers measured children's literacy skills before and after the intervention. The findings showed that storytelling significantly improved vocabulary, comprehension, and narrative skills among young learners. The

study emphasized that interactive and engaging literacy activities, supported by both teachers and parents, are effective in fostering early literacy development.

Wu and Hindman (2025) conducted a quantitative correlational study to examine the relationships between parents' literacy beliefs, home reading practices, and children's literacy development in kindergarten. Using structured questionnaires and standardized literacy assessments, the researchers analyzed how parental perceptions influence engagement in literacy activities at home. Statistical analyses revealed that parents' beliefs significantly predict the frequency and quality of home reading practices, which in turn directly affect children's literacy outcomes. The findings emphasized that both parental beliefs and practices are critical factors in shaping early reading development, highlighting the importance of strengthening parents' understanding of literacy.

Soyoof et al. (2024) employed a narrative review methodology to synthesize existing studies on parent mediation and its impact on young children's digital literacy practices. Through systematic selection and analysis of relevant literature, the study explored how parental involvement shapes children's interaction with digital technologies. The findings indicated that active mediation strategies—such as co-viewing, guiding, and discussing digital content—positively influence children's digital literacy and learning outcomes. The review underscored that parental guidance remains essential in maximizing the educational benefits of digital environments.

Cosso et al. (2022) conducted a meta-analysis of parental involvement programs to evaluate their effects on young children's academic and social-emotional outcomes. By aggregating data from multiple studies, particularly those focusing on language and literacy outcomes, the researchers were able to determine overall effect sizes. The findings revealed that parental involvement programs have a significant positive impact on children's literacy development, as well as their social-emotional growth. However, the study also noted a gap in research addressing broader developmental outcomes, suggesting the need for more comprehensive intervention studies.

Zaidman et al. (2023) utilized a systematic review methodology to examine the impact of parental health literacy on children's health outcomes globally. Through the analysis of multiple studies, the researchers explored how parents' knowledge and understanding influence caregiving practices. The findings showed that higher parental literacy levels are associated with better child outcomes, as informed parents are more capable of making appropriate decisions and supporting their children's development. Although focused on health, the study reinforces the broader role of parental literacy in shaping child well-being and developmental success.

Napiri (2026) conducted a quantitative study investigating the relationship between parents' literacy practices and learners' academic performance. Using survey data and academic performance records, the study analyzed how different literacy activities at home contribute to learning outcomes. The findings indicated that consistent parental involvement in literacy practices—such as reading together, providing learning materials, and monitoring academic progress—leads to improved literacy skills and overall academic achievement. The study highlighted the combined effect of multiple parental practices in enhancing children's educational outcomes.

Çaliskan and Ulas (2022) employed an experimental research design to examine the effects of parent-involved reading activities on primary school students' reading comprehension, motivation, and attitudes toward reading. Participants were divided into control and experimental groups, with the latter engaging in structured parent-supported reading interventions. Pre- and post-tests were used to measure changes in reading outcomes. The findings revealed that students who participated in parent-involved activities demonstrated significantly higher reading comprehension, increased motivation, and more positive attitudes toward reading, emphasizing the value of parental engagement.

Romeo et al. (2022) used a multidisciplinary review approach combining neurobiological and behavioral research to examine the relationship between socioeconomic status (SES) and reading outcomes. The study analyzed how environmental factors associated with SES influence brain development and literacy acquisition. The findings indicated that children from higher SES backgrounds tend to have greater exposure to language-rich environments, which supports stronger reading skills. The study highlighted that disparities in parental

resources and involvement contribute to differences in literacy outcomes, underscoring the need for equitable support systems.

Tang et al. (2024) conducted a quantitative study to investigate the effect of parental involvement on preschool children's independent literacy practices and achievement. Using surveys and literacy assessments, the researchers examined how parental teaching behaviors at home influence children's ability to engage in independent reading and writing activities. The findings revealed that active parental involvement significantly enhances children's independent literacy practices and overall achievement, demonstrating the direct impact of home-based support on early learning.

Sari *et al.* (2024) employed a quantitative research design to explore the relationships among collaboration, innovation, digital learning, and sustainability education in early childhood contexts. Using statistical analysis of collected data, the study found that collaborative efforts involving parents, educators, and communities significantly improve children's digital literacy outcomes. The findings emphasized that parental participation is essential in fostering meaningful and sustainable digital learning experiences.

Pillinger and Vardy (2022) conducted a systematic review of dialogic reading literature to evaluate its impact on children's language and literacy development. By analyzing multiple empirical studies, the researchers assessed how interactive reading strategies influence learning outcomes. The findings showed that dialogic reading not only improves children's vocabulary and comprehension but also enhances parental reading behaviors. The study concluded that interactive and responsive reading practices are highly effective in promoting early literacy development and strengthening parent-child learning interactions.

The reviewed studies consistently show that parental practices such as shared reading, storytelling, writing activities, and language games play a vital role in early literacy development, as they enhance children's vocabulary, comprehension, and phonological awareness. Some studies emphasize structured approaches like guided reading and writing, while others highlight informal and culturally based practices, as well as the use of digital tools to support engagement. However, differences arise in terms of implementation, as many parents—especially in low-resource settings—face challenges such as limited knowledge, lack of materials, and insufficient guidance. Despite these variations, all studies agree on the importance of parental involvement, which justifies the need to examine the specific practices employed by parents in fostering early literacy development in the study area.

Effects of Parental Practices on Literacy Development

The impact of parental practices on children's literacy development has been extensively studied. Research consistently shows that children who experience regular parental engagement in literacy activities exhibit better vocabulary, reading fluency, and comprehension skills. Wu and Hindman (2025) demonstrated that consistent storytelling sessions improved children's listening comprehension by 25%, as well as their motivation to engage in independent reading.

Additionally, Attanasio *et al.* (2022) explored the effects of parental involvement on socio-emotional skills, finding that children whose parents actively engaged in shared reading displayed higher levels of confidence and improved interpersonal communication skills. These findings underscore the holistic benefits of parental practices, beyond academic outcomes.

In low-resource settings, parental involvement has been shown to compensate for gaps in formal education. Steiner *et al.* (2025) found that children in marginalized communities achieved significant gains in literacy when parents used locally available materials for storytelling and writing exercises. This highlights the adaptability and potential of parental practices, even in challenging circumstances.

Kong and Yasmin (2022) conducted a quantitative study to examine the impact of parenting style on early childhood learning, with parental self-efficacy serving as a mediating variable. Using survey instruments and statistical modeling, the researchers analyzed how different parenting styles influence children's learning outcomes. The findings revealed that authoritative parenting, characterized by warmth and support, positively affects children's learning, particularly when parents actively engage in literacy activities such as reading and

storytelling. Moreover, parental self-efficacy was found to strengthen this relationship, indicating that confident parents are more effective in supporting their children's literacy development.

Sengonul (2022) employed a literature review methodology to explore the relationship between parental involvement and children's academic achievement, with particular attention to socioeconomic status (SES). By synthesizing findings from various empirical studies, the research examined how parental education, income, and involvement practices interact to influence literacy development. The findings indicated that parental involvement consistently contributes to improved academic performance, especially in literacy, but this relationship is moderated by SES. The study emphasized that families with higher SES tend to have more resources and opportunities to support their children's learning.

Kim (2022) conducted a second-order meta-analysis of 50 years of research on parental involvement and academic achievement. By analyzing results from multiple meta-analyses, the study provided a comprehensive overview of the effectiveness of different types of parental involvement. The findings revealed that parental expectations and attitudes have the strongest impact on children's academic success, including literacy outcomes, while direct involvement in homework showed weaker or inconsistent effects. This highlights the importance of fostering positive parental beliefs and expectations to enhance children's learning.

Cotton and Shim (2022) utilized a conceptual and review-based approach to examine the social determinants of health and their impact on child and adolescent mental health. The study analyzed how structural factors such as socioeconomic inequality and systemic barriers influence developmental outcomes. The findings indicated that these determinants significantly affect children's well-being and literacy development by shaping access to resources, educational opportunities, and supportive environments. The study underscored that improving parental health literacy and addressing systemic inequities are essential for promoting better developmental outcomes.

Siregar (2025) conducted a qualitative evaluation study to assess the implementation of a reading literacy program in a primary school. Data were collected through interviews, observations, and document analysis involving teachers, students, and parents. The findings revealed that parental involvement plays a crucial role in the success of school-based literacy programs, as children who receive support at home demonstrate higher levels of reading proficiency. The study also highlighted challenges such as limited parental participation and resource constraints, suggesting the need for stronger home-school collaboration.

Jeynes (2024) employed a meta-analysis to examine the relationship between parental expectations and students' academic achievement. By analyzing data from multiple studies, the research identified statistically significant positive effects of parental expectations on student performance. The findings emphasized that when parents hold high but realistic expectations, children are more likely to achieve better academic outcomes, including in literacy. This reinforces the role of parental mindset as a key component of effective involvement.

Mancone *et al.* (2024) conducted a comprehensive review of digital and interactive approaches in promoting health literacy, with implications for early learning. Using systematic literature analysis, the study explored how digital tools and community-based programs contribute to literacy development. The findings indicated that involving parents and caregivers in digital literacy initiatives enhances learning outcomes and supports long-term development. The study highlighted the importance of integrating family participation in literacy programs across different contexts.

Hadley *et al.* (2023) employed a systematic review methodology to examine the relationship between teacher language practices and children's oral language outcomes in early childhood classrooms. By analyzing multiple studies, the researchers explored how instructional practices influence literacy development. The findings revealed that while effective teacher language practices support children's oral language and literacy skills, outcomes are significantly enhanced when complemented by parental involvement at home. The study emphasized the need for consistency between classroom instruction and home learning environments.

Yang *et al.* (2023) conducted a literature review to investigate the relationship between parental involvement and student engagement. Through the synthesis of empirical studies, the research examined how different forms

of parental participation influence children's motivation and learning behaviors. The findings showed that parental involvement positively affects both engagement and literacy outcomes, particularly when parents actively support reading and learning activities at home. The study highlighted that parents play a vital role in shaping children's attitudes toward learning.

Kirksey and Gottfried (2024) conducted a longitudinal quantitative study examining changes in parental involvement following the assignment of an Individualized Education Program (IEP) to students. Using standardized achievement data and statistical analysis, the study tracked reading and math performance over time. The findings indicated that parental involvement tends to increase after IEP assignment, which is associated with improvements in academic outcomes, including literacy. The study underscored the adaptive nature of parental involvement in response to children's educational needs.

Tsirmpa *et al.* (2021) examined parents' beliefs about early literacy using a descriptive research design that explored both facilitative and conventional approaches to literacy development among parents of preschool children. The study found that parents who adopted facilitative beliefs—such as engaging children in meaningful conversations and interactive reading—were more likely to support deeper literacy development, while those with conventional beliefs tended to focus on rote learning and formal instruction. However, the study also acknowledged limitations in capturing the complexity of parental practices across contexts. The findings highlight that parental beliefs significantly shape the quality and type of literacy experiences provided at home.

Campbell (2021) investigated parental expectations of early childhood literacy programs using a qualitative approach that gathered insights from parents and educators. The study revealed that while parents value phonics instruction, they also recognize the importance of play-based literacy approaches in supporting children's engagement and development. The findings suggest that an emergent literacy approach, which integrates phonics with play, is most effective. However, the study noted limitations in balancing structured and unstructured learning, emphasizing the need for intentional integration of both methods in literacy practices.

Wu and Hindman (2025) conducted a quantitative correlational study to examine the relationships between parents' literacy beliefs, home reading practices, and children's literacy development. Using statistical analyses, the study found that parents' beliefs strongly predict the frequency and quality of literacy activities at home, which in turn significantly influence children's reading outcomes. The study concluded that aligning parental beliefs with effective literacy practices is essential, although it acknowledged limitations related to dataset scope and generalizability.

Elliott *et al.* (2021) explored individual differences in parental support for literacy and numeracy through a quantitative research design. The findings indicated that parental involvement varies widely depending on factors such as knowledge, confidence, and available resources. The study concluded that while many parents engage in literacy support, inconsistencies in approach and understanding may affect learning outcomes. It also highlighted limitations in previous research that did not fully capture the diversity of parental practices.

Dasopang *et al.* (2022) utilized a qualitative descriptive approach to examine how millennial parents internalize values and support early childhood development in the digital era. The findings revealed that parents actively integrate cultural and moral values into daily interactions, including literacy-related activities. However, the study also identified challenges such as adapting to digital influences and balancing traditional and modern parenting practices. The research concluded that parental roles are evolving, requiring support systems to guide effective practices.

Jeong *et al.* (2021) conducted a global systematic review and meta-analysis of parenting interventions aimed at promoting early childhood development. The study synthesized findings from multiple empirical studies and found that structured parenting interventions significantly improve children's cognitive, language, and socio-emotional outcomes. The results underscore the effectiveness of guided parental involvement, although the study noted the need for more context-specific interventions to address diverse family environments.

Kong and Yasmin (2022) employed a quantitative research design to examine the impact of parenting style on early childhood learning, with parental self-efficacy as a mediating factor. The findings showed that authoritative

parenting positively influences children's literacy development, particularly when parents actively engage in learning activities. The study concluded that confident and supportive parents are more effective in fostering literacy, highlighting the importance of parental self-efficacy in educational outcomes.

Lanjekar *et al.* (2022) conducted a literature review to analyze the effects of parenting and parent-child relationships on cognitive development. The findings indicated that early interactions between parents and children significantly influence cognitive and literacy development, including language acquisition and problem-solving skills. The study concluded that a strong parent-child relationship provides a foundation for effective learning, although challenges such as behavioral and emotional issues may affect outcomes.

Lubis and Yustika (2025) explored nature-based learning through a qualitative study involving teacher and parent perspectives. The findings revealed that while such approaches support holistic development, including language and motor skills, parental concerns about safety and limited resources may restrict implementation. The study concluded that parental perceptions and support are crucial in determining the effectiveness of alternative learning strategies.

Kambouri *et al.* (2022) employed a mixed-methods approach to examine parent-practitioner partnerships in early childhood education. The study found that strong collaboration between parents and educators enhances children's learning outcomes, including literacy development. However, the research also identified limitations such as communication gaps and differing expectations. The study concluded that effective partnerships require mutual understanding, shared goals, and structured support systems.

These studies consistently affirm that parental beliefs, practices, and involvement play a critical role in shaping children's early literacy development, influencing not only foundational skills but also engagement, motivation, and overall learning outcomes. However, while the literature identifies a range of effective strategies such as shared reading, play-based learning, and structured interventions; it also reveals notable gaps, including inconsistencies in parental implementation, misconceptions about literacy (e.g., overemphasis on rote learning), and limited contextualization of how these practices are actually carried out in everyday home settings. Moreover, existing research often presents these practices in fragmented or program-based forms, with insufficient attention to how parents integrate them naturally within their daily routines, particularly in local or resource-constrained communities. This gap highlights the need to explore and document parents' lived experiences and actual practices in fostering early literacy, as well as the perceived effects of these practices on children's development. Thus, this study was conducted to examine the specific practices employed by parents, determine their effects on children's literacy development, and develop a contextualized parental support toolkit grounded in real-life experiences and needs.

The literature consistently indicates that parental involvement has a positive effect on children's literacy development, with studies showing improvements in vocabulary, reading comprehension, motivation, and even socio-emotional skills. While some studies emphasize the importance of frequent literacy activities, others argue that the quality and consistency of parental engagement are more significant factors. Additionally, several studies highlight that socio-economic status, parental beliefs, and educational background influence the effectiveness of these practices, leading to variations in outcomes across different contexts. Although there is strong agreement on the benefits of parental involvement, these differences suggest that the impact of such practices is not uniform, thereby justifying the need to investigate the effects of parental practices on children's literacy development within the specific context of the study.

The Use of Toolkits in Enhancing Parental Engagement

Parental support toolkits have emerged as effective interventions to guide and empower parents in fostering early literacy. These toolkits provide structured strategies, materials, and step-by-step guidance for engaging children in literacy activities. Meoded *et al.* (2024) found that parents who utilized literacy toolkits reported a 30% increase in their confidence to support their children's reading and writing at home.

In the Philippines, Sigue (2025) evaluated a community-based literacy toolkit distributed to families in rural areas, finding that it significantly improved both parent-child engagement and children's literacy skills. The

toolkit included bilingual storybooks, activity sheets, and guidelines for parents, making it accessible and culturally relevant.

Digital literacy toolkits have also gained traction, particularly during the COVID-19 pandemic. Timmons *et al.* (2021) documented how parents used online resources to supplement home-based learning, noting that digital tools provided flexibility and interactivity that enhanced children's engagement.

Kong and Yasmin (2022) conducted a quantitative study to examine the impact of parenting style on early childhood learning, with parental self-efficacy serving as a mediating variable. Using survey instruments and statistical modeling, the researchers analyzed how different parenting styles influence children's learning outcomes. The findings revealed that authoritative parenting, characterized by warmth and support, positively affects children's learning, particularly when parents actively engage in literacy activities such as reading and storytelling. Moreover, parental self-efficacy was found to strengthen this relationship, indicating that confident parents are more effective in supporting their children's literacy development.

Sengonul (2022) employed a literature review methodology to explore the relationship between parental involvement and children's academic achievement, with particular attention to socioeconomic status (SES). By synthesizing findings from various empirical studies, the research examined how parental education, income, and involvement practices interact to influence literacy development. The findings indicated that parental involvement consistently contributes to improved academic performance, especially in literacy, but this relationship is moderated by SES. The study emphasized that families with higher SES tend to have more resources and opportunities to support their children's learning.

Kim (2022) conducted a second-order meta-analysis of 50 years of research on parental involvement and academic achievement. By analyzing results from multiple meta-analyses, the study provided a comprehensive overview of the effectiveness of different types of parental involvement. The findings revealed that parental expectations and attitudes have the strongest impact on children's academic success, including literacy outcomes, while direct involvement in homework showed weaker or inconsistent effects. This highlights the importance of fostering positive parental beliefs and expectations to enhance children's learning.

Cotton and Shim (2022) utilized a conceptual and review-based approach to examine the social determinants of health and their impact on child and adolescent mental health. The study analyzed how structural factors such as socioeconomic inequality and systemic barriers influence developmental outcomes. The findings indicated that these determinants significantly affect children's well-being and literacy development by shaping access to resources, educational opportunities, and supportive environments. The study underscored that improving parental health literacy and addressing systemic inequities are essential for promoting better developmental outcomes.

Siregar (2025) conducted a qualitative evaluation study to assess the implementation of a reading literacy program in a primary school. Data were collected through interviews, observations, and document analysis involving teachers, students, and parents. The findings revealed that parental involvement plays a crucial role in the success of school-based literacy programs, as children who receive support at home demonstrate higher levels of reading proficiency. The study also highlighted challenges such as limited parental participation and resource constraints, suggesting the need for stronger home-school collaboration.

Jeynes (2024) employed a meta-analysis to examine the relationship between parental expectations and students' academic achievement. By analyzing data from multiple studies, the research identified statistically significant positive effects of parental expectations on student performance. The findings emphasized that when parents hold high but realistic expectations, children are more likely to achieve better academic outcomes, including in literacy. This reinforces the role of parental mindset as a key component of effective involvement.

Mancone *et al.* (2024) conducted a comprehensive review of digital and interactive approaches in promoting health literacy, with implications for early learning. Using systematic literature analysis, the study explored how digital tools and community-based programs contribute to literacy development. The findings indicated that involving parents and caregivers in digital literacy initiatives enhances learning outcomes and supports long-

term development. The study highlighted the importance of integrating family participation in literacy programs across different contexts.

Hadley *et al.* (2023) employed a systematic review methodology to examine the relationship between teacher language practices and children's oral language outcomes in early childhood classrooms. By analyzing multiple studies, the researchers explored how instructional practices influence literacy development. The findings revealed that while effective teacher language practices support children's oral language and literacy skills, outcomes are significantly enhanced when complemented by parental involvement at home. The study emphasized the need for consistency between classroom instruction and home learning environments.

Yang *et al.* (2023) conducted a literature review to investigate the relationship between parental involvement and student engagement. Through the synthesis of empirical studies, the research examined how different forms of parental participation influence children's motivation and learning behaviors. The findings showed that parental involvement positively affects both engagement and literacy outcomes, particularly when parents actively support reading and learning activities at home. The study highlighted that parents play a vital role in shaping children's attitudes toward learning.

Kirksey and Gottfried (2024) conducted a longitudinal quantitative study examining changes in parental involvement following the assignment of an Individualized Education Program (IEP) to students. Using standardized achievement data and statistical analysis, the study tracked reading and math performance over time. The findings indicated that parental involvement tends to increase after IEP assignment, which is associated with improvements in academic outcomes, including literacy. The study underscored the adaptive nature of parental involvement in response to children's educational needs.

The reviewed studies highlight the growing recognition of the need for structured tools to support parents in promoting early literacy development, as many parents lack the necessary knowledge and resources to effectively implement literacy practices at home. Some studies focus on intervention programs and guided activities that improve both children's literacy skills and parental confidence, while others emphasize the importance of culturally relevant and context-specific materials. However, a common limitation across the literature is the lack of accessible, user-friendly, and localized parental support tools that parents can easily apply in real-life situations. This gap between theoretical knowledge and practical application supports the need for developing a contextualized parental support toolkit.

Existing literature consistently emphasizes that parental practices play a crucial role in shaping children's early literacy development; however, studies reveal variations in the types, quality, and effectiveness of these practices. Research has identified several commonly used strategies, including shared reading, writing activities, language games, phonological exercises, and the integration of digital tools. For instance, Scharnagl and Smidt (2025) and Olszewski and Hood (2022) highlighted the effectiveness of interactive shared reading and digital storybooks in enhancing vocabulary and comprehension, while Minkov and Aram (2025) emphasized the often-overlooked role of writing activities in developing narrative and phonological skills. Similarly, Salvatierra and Cabello (2022) and Ijalba (2023) underscored the importance of phonemic and language-based activities in improving early reading readiness. Despite these findings, gaps remain as many parents lack sufficient knowledge, confidence, and resources to effectively implement such practices. Studies further demonstrate that parental beliefs, home environments, and socio-economic conditions significantly influence literacy outcomes (Kurniawati *et al.*, 2024; Wu & Hindman, 2025; Romeo *et al.*, 2022), reinforcing the idea that literacy development is deeply embedded in the family context.

Moreover, literature highlights that parental involvement yields not only cognitive but also socio-emotional benefits, including increased motivation, confidence, and communication skills among children (Cosso *et al.*, 2022; Kong & Yasmin, 2022). However, barriers such as time constraints, limited resources, and lack of guidance hinder effective parental engagement (Wildmon *et al.*, 2024). While interventions such as parent-implemented literacy programs and digital mediation strategies have shown promising results (Bennett, 2025; Soyooof *et al.*, 2024), there remains a lack of structured, context-specific frameworks that consolidate these practices into practical guidance for parents. Additionally, although toolkits and learning resources have been

introduced to support parental involvement (Sigue, 2025; Timmons *et al.*, 2021), their accessibility and contextual relevance, particularly in rural settings, remain limited.

Theoretical perspectives further support the importance of parental involvement in literacy development. Vygotsky's sociocultural theory emphasizes learning through guided interaction, Bandura's social learning theory highlights modeling and reinforcement, and Bronfenbrenner's ecological systems theory underscores the influence of the home environment on child development. These theories collectively affirm that parents serve as primary facilitators of early literacy learning. Despite strong theoretical and empirical support, there is still a need to examine how these practices are actually implemented by parents in specific contexts, what effects they produce, and how they can be translated into a structured and accessible support system.

Given these gaps, the present study was conducted to (1) identify the practices employed by parents in fostering early literacy development, (2) examine the perceived effects of these practices on children's literacy outcomes, and (3) develop a contextualized parental support toolkit based on the study's findings.

Research Questions

This study explored and analyzed the parental practices employed in fostering early literacy development, with the aim of identifying effective strategies and developing a contextualized parental support toolkit. Specifically, the study sought to answer the following questions:

1. What are the practices employed by parents in fostering early literacy development?
2. What are the effects of these practices on children's literacy development?
3. What components and features should be included in a parental support toolkit based on the study findings?

Importance of the Study

The findings of this study may be valuable to the following:

Parents. This study provides valuable insights that could enable parents to adopt effective strategies in supporting their children's early literacy development at home.

Participants. Participants could gain a deeper understanding of their current involvement in their children's literacy learning and identify areas for improvement.

Educational Institution. The findings could assist schools in strengthening parent-school partnerships and enhancing literacy programs that foster student achievement.

BEED Department. The study could contribute to the enhancement of teacher education curricula by highlighting the importance of parental engagement in early literacy.

Teachers. Teachers could be better informed about parental support practices, allowing them to collaborate more effectively with families to promote literacy development.

BEED Researchers. This research offers a foundation for further investigation into the role of parental involvement in early literacy and its impact on learner outcomes.

Future Researchers. The studies provide a basis for subsequent research focused on family engagement and educational interventions in literacy development.

To Education Policy Makers. The results could inform the formulation and implementation of policies aimed at encouraging and facilitating active parental participation in early childhood literacy education.

METHODOLOGY

This chapter presented the systematic procedures and methodological framework employed in the conduct of the study. It discussed in detail the research design, locale and population of the study, research instrument, data collection procedure, treatment of the data, and ethical considerations. Each component was carefully structured to ensure that the study rigorously addressed its objectives and generated credible, reliable, and meaningful findings regarding parental practices in fostering early literacy development.

Research Design

This study employed a Basic Qualitative Research Design, which was deemed most appropriate for exploring the practices of parents in fostering early literacy development among their children. Qualitative research is particularly suited for studies that aim to understand human experiences, behaviors, and social processes within their natural context (Creswell & Poth, 2018). In this study, the focus was on capturing the lived experiences, perspectives, and insights of parents as they engaged in literacy-related activities with their children. Unlike quantitative approaches that rely on numerical data, this design allowed the researcher to obtain rich, descriptive data that revealed not only what practices parents used but also how and why these practices were implemented.

The use of a basic qualitative design enabled the researcher to examine the meanings that parents attach to their actions, their motivations, and their perceived outcomes (Merriam & Tisdell, 2016). It provided flexibility in data collection, allowing participants to freely express their experiences while still being guided by the research objectives. This approach was particularly important in understanding the contextual realities of parents in Cervantes, Ilocos Sur, where socio-cultural and economic factors may influence literacy practices.

Locale and Population of the Study

The study was conducted in Cervantes, Ilocos Sur, a municipality characterized by strong family ties, community cohesion, and active parental involvement in children's upbringing. The choice of this locale was significant, as it provided a rich context for examining how parents support early literacy development within a community setting where family plays a central role in children's learning. The socio-cultural environment of Cervantes, including its linguistic diversity and communal practices, also contributed to shaping the literacy experiences of young children.

The participants of the study consisted of parents of children aged four to six years old, which is widely recognized as a critical period for early literacy development (Snow, Burns, & Griffin, 1998). During this stage, children begin to develop foundational skills such as letter recognition, phonemic awareness, vocabulary acquisition, and early comprehension. Parental involvement at this stage is crucial, as children rely heavily on guidance and support from adults in their immediate environment (Sénéchal & LeFevre, 2002).

A purposive sampling technique was employed to select participants who could provide rich and relevant data (Patton, 2015). Specific criteria were established to ensure that the participants were actively engaged in their children's literacy development. These criteria included: (1) consistency in conducting literacy-related activities such as reading, storytelling, or writing exercises; (2) allocation of at least 30 minutes daily for literacy engagement; and (3) active involvement in guiding, assisting, and monitoring their children's learning. By selecting participants who met these criteria, the study ensured that the data collected reflected meaningful experiences and practices. This approach strengthened the depth and quality of the findings, as it focused on parents who were directly involved in fostering early literacy development.

Research Instrument

The primary research instrument used in this study was a semi-structured interview guide, which was specifically designed to gather comprehensive and in-depth information from the participants. Semi-structured interviews are widely used in qualitative research as they allow for both consistency in questioning and flexibility in responses (Kallio *et al.*, 2016). This format enabled the researcher to explore predetermined topics while also allowing participants to elaborate on their experiences.

The interview guide consisted of several sections. The first section focused on gathering background information about the participants, including their educational background, occupation, and available resources at home. The second section explored the specific practices employed by parents in fostering early literacy development, such as shared reading, storytelling, writing activities, language games, and the use of digital tools. The third section examined the perceived effects of these practices on children's literacy development, including improvements in vocabulary, comprehension, confidence, and engagement. Finally, the interview guide included questions on parents' suggestions for tools or support systems that could enhance their involvement in literacy development.

Data Collection Procedure

The data collection process followed a systematic and ethical approach to ensure the accuracy and integrity of the data. The researcher first secured permission from relevant authorities, including school administrators and community leaders, to conduct the study. This step ensured that the research was formally recognized and supported within the community.

After obtaining approval, the researcher identified potential participants based on the established criteria and invited them to participate in the study. The purpose, scope, and significance of the study were clearly explained to the participants to ensure transparency and understanding. Informed consent was obtained prior to the conduct of the interviews, emphasizing that participation was voluntary and that participants had the right to withdraw at any time without any consequences (Orb, Eisenhauer, & Wynaden, 2001).

The interviews were conducted individually in a quiet and comfortable setting chosen by the participants. This helped create a conducive environment for open and honest communication. Each interview lasted approximately 30 to 45 minutes and was audio-recorded with the participants' consent to ensure accurate documentation of responses. Field notes were also taken to capture non-verbal cues and contextual details that enriched the data.

Throughout the data collection process, the researcher maintained neutrality, professionalism, and respect for the participants. This ensured that the data gathered were authentic, reliable, and reflective of the participants' actual experiences.

Data Analysis

The data collected from the interviews were analyzed using thematic analysis, a method widely used in qualitative research for identifying patterns and themes within textual data (Braun & Clarke, 2006). The process began with the transcription of interview recordings verbatim to ensure accuracy. The researcher then conducted repeated readings of the transcripts to become familiar with the data and gain a deeper understanding of the participants' responses.

Next, significant statements and recurring ideas were identified and coded. Coding involved assigning labels to relevant segments of data that represented meaningful units of information. These codes were then grouped into categories based on similarities and relationships. From these categories, broader themes were developed, reflecting key aspects of the study such as parental practices, perceived effects, and challenges.

Ethical Considerations

The study strictly adhered to established ethical principles to ensure the protection and respect of participants. Informed consent was obtained prior to participation, and the purpose, procedures, and rights of the participants were clearly explained. Participants were assured that their involvement was voluntary and that they could withdraw at any time without any negative consequences.

Confidentiality and anonymity were maintained throughout the study. Pseudonyms were used in place of participants' real names, and all identifying information was removed from the data. All collected data, including audio recordings and transcripts, were securely stored and accessed only by the researcher. These measures ensured that participants' privacy was protected.

Furthermore, the study ensured that no harm or discomfort was inflicted on the participants. The researcher conducted the interviews in a respectful and sensitive manner, allowing participants to share only what they were comfortable disclosing. Ethical principles such as respect for persons, beneficence, and justice were upheld throughout the research process (Belmont Report, 1979). These considerations ensured that the study maintained both ethical integrity and academic rigor.

FINDINGS AND DISCUSSION

This chapter presents the results and discussion of the study on parental practices in fostering early literacy development. Through the use of thematic analysis, patterns and meanings were systematically derived from the participants' responses, allowing the researcher to interpret how parents support their children's literacy learning in the home environment. The results are organized according to the Statement of the Problem, specifically: (1) the practices employed by parents in fostering early literacy development and (2) the perceived effects of these practices on children's literacy development. Each theme is supported by corresponding codes and verbatim responses, which are analyzed and interpreted using relevant theories and related literature.

Practices Employed by Parents in Fostering Early Literacy Development

The results reveal that parents play an active and facilitative role in supporting their children's early literacy development through a variety of practices embedded in daily routines, interactions, and home-based experiences. Based on the participants' accounts, literacy learning is not limited to formal instruction but is naturally integrated into everyday activities such as conversations, play, and exposure to environmental print. Parents demonstrate flexibility in their approaches by adjusting their strategies according to their child's needs, interests, and level of understanding, indicating an awareness of their role as primary facilitators of learning.

These practices, while varied in form, reflect real-life parental actions that contribute to the development of foundational literacy skills. Rather than relying solely on structured teaching methods, parents engage in both intentional and spontaneous strategies, ranging from guided instruction to informal interactions. This highlights the dynamic nature of home-based literacy learning, where teaching and learning occur simultaneously through meaningful engagement.

To provide a clearer understanding of these practices, the results are organized into themes and codes derived directly from the data. Each code represents an observable parental action and is examined in relation to how it supports or limits children's literacy development. The discussion further evaluates these practices using Vygotsky's Sociocultural Theory, particularly the concept of scaffolding, to determine the extent to which parental guidance facilitates learning. In this way, the analysis does not only describe what parents do but also examines how these practices contribute to or may have limitations in supporting early literacy development.

Employing Letter–Sound Exposure. The results reveal that parents employ various strategies to introduce and reinforce letter–sound relationships as part of their children's early literacy development. Based on the participants' responses, this practice is carried out through both structured and informal approaches, allowing children to become familiar with letters and their corresponding sounds in meaningful and engaging ways. Parents do not rely on a single method; instead, they combine repetition, interaction, and exposure within everyday contexts to support learning.

The data further show that letter–sound exposure is often integrated into daily routines, such as singing, playing, and observing printed materials in the environment. These practices reflect how parents make use of available resources and real-life situations to facilitate learning, rather than limiting instruction to formal teaching settings. Through these interactions, children are gradually introduced to the foundational skills needed for reading, including phonological awareness and print recognition.

This theme highlights that parents play a significant role in initiating early literacy learning by providing opportunities for children to encounter letters and sounds in both direct and indirect ways. However, the manner in which these practices are carried out varies, with some demonstrating guided interaction while others rely

primarily on repetition or exposure. As such, each practice is examined in detail to determine how it supports or may have limitations in fostering literacy development.

Using songs to reinforce letter–sound recognition. The result establish that parents commonly use songs, particularly the alphabet song, as a strategy to introduce and reinforce letter–sound recognition among their children. Based on the participants’ verbatim responses, this practice is frequently integrated into daily routines and play-based interactions, allowing children to engage with letters in an enjoyable and repetitive manner. The participants’ statements further support this practice:

Nangrugik nga nangisuro babaen panagkanta iti ABC (I started teaching through singing the ABC song.) (P1)

Kankantaen mi nga anaildaw diay ABC tapno kasla isu panag memorize na. (We sing the alphabet every day so my child remembers.) (P17)

Agusasar kami iti kanta nalaklakana nga imimorize. (I use songs because it is easier for my child.) (P8)

NO dadduma ag kankanta kami uary agayayam isuna. (Sometimes we sing while playing.) (P29)

These responses indicate that parents rely on singing as a practical and accessible approach to expose children to letters and sounds. The use of rhythm, repetition, and music helps sustain children’s attention and supports memory retention. The results suggest that this practice is often informal and embedded in everyday parent–child interactions, reflecting how literacy learning naturally occurs within the home environment rather than through structured instruction.

From these data, it can be inferred that songs serve as an introductory strategy for developing phonological awareness. Through repeated exposure to the alphabet sequence, children begin to recognize patterns in sounds and letters, which are essential for early reading development. However, the result also reveal that this approach tends to focus on memorization rather than deeper understanding of letter–sound relationships. While children may become familiar with the sequence of letters, there is limited evidence of guided interaction that helps them connect these letters to their corresponding phonetic sounds.

This result aligns with Salvatierra and Cabello (2022), who found that children who engage in phonemic and sound-based activities demonstrate improved letter recognition and phonological awareness. Similarly, Ijalba (2023) emphasized that phonological awareness activities involving repetition and sound exposure play a significant role in enhancing children’s reading readiness. These studies support the present results by showing that repetitive and auditory-based strategies, such as singing, contribute positively to the development of foundational literacy skills.

The literature also highlights that exposure alone is not sufficient to fully support literacy development. Wu and Hindman (2025) found that the effectiveness of parental practices is strengthened when parents engage in intentional interaction, such as prompting, questioning, and providing feedback. In the same way, Bennett (2025) demonstrated that structured and guided literacy practices at home lead to stronger development of phonemic awareness and print recognition. These results suggest that while songs are effective in providing exposure, their impact becomes more meaningful when combined with active parental guidance.

Furthermore, Kurniawati *et al.* (2024) emphasized that a supportive home environment characterized by frequent parent–child interactions significantly enhance children’s literacy skills. This supports the present findings, where singing is used as a shared activity that promotes engagement and interaction. However, without additional strategies that guide understanding, the learning process may remain at a surface level.

From the perspective of Vygotsky’s Sociocultural Theory, this practice demonstrates partial alignment with the concept of scaffolding. Parents act as the more knowledgeable other by modeling the alphabet through singing, allowing children to observe and imitate. However, the scaffolding process appears limited, as there is minimal evidence of step-by-step guidance, prompting, or gradual release of responsibility. The interaction remains primarily at the level of repetition and imitation rather than guided construction of knowledge.

This means that the practice may have limitations in fully supporting literacy development, particularly in helping children develop decoding skills and deeper phonemic awareness. Without explicit guidance, children may struggle to connect letter names with their corresponding sounds. Despite this limitation, the use of songs contributes positively by creating an engaging learning environment, increasing children's motivation, and building their confidence in interacting with letters.

The results indicate that using songs is a valuable and accessible parental practice in fostering early literacy development. While it effectively supports initial exposure and engagement, its impact can be enhanced through the inclusion of guided interaction and scaffolding strategies. By extending this practice beyond memorization and incorporating questioning, prompting, and feedback, parents can better support their children's transition from familiarity with letters to meaningful understanding of letter-sound relationships.

Using visual materials to introduce letters. The result present that parents utilize visual materials such as flashcards, books, and printed objects as a strategy to introduce and reinforce letter recognition and corresponding sounds. Based on the participants' responses, this practice is often carried out through direct interaction, where parents present visual stimuli and guide their children in identifying letters and producing their sounds. The following responses from the participants illustrate this practice:

Agus-usar nak iti flashcard nga adda letters na, ibaga iti uni then tuladen na. (I use flashcards and show the letter, then I say its sound and let my child repeat it.) (P3)

Itoduk diay letra idiyay libro tapus damagek no ania diyay. (I point at letters in books and ask my child what it is.) (P11)

No agbasbasa kami, ipakpakiyak dagiay letra ken explain explain ko no haan na ammu. (When we read, I show the letters and explain them.) (P6)

Kitkitan na dagiay pictures amin met lang dagiay letters no ag study kami. (I let my child look at pictures and letters while we study.) (P21)

These responses indicate that parents intentionally use visual aids to support literacy learning by making abstract concepts, such as letters and sounds, more concrete and observable. The use of flashcards, books, and other printed materials allows children to visually recognize symbols while simultaneously associating them with sounds through guided interaction. The results suggest that this practice is more structured compared to other strategies, as it involves deliberate teaching and focused attention on specific literacy skills.

From these data, it can be inferred that visual materials play a significant role in supporting print awareness and phonics development. By repeatedly exposing children to letters in visual form, parents help strengthen recognition and familiarity, which are essential components of early reading. The process of showing, naming, and repeating also indicates that some level of guided instruction is present, allowing children to actively participate in the learning process.

This result is supported by Olszewski and Hood (2022), who found that literacy materials, particularly those that include interactive elements, significantly improve children's vocabulary and comprehension when used with parental guidance. Their study emphasized that when parents actively engage with children using reading materials, the learning process becomes more interactive and effective. Similarly, McWayne, Melzi, and Mistry (2022) highlighted that home-based literacy practices, including shared use of books and print materials, enhance children's emergent literacy skills, particularly in print recognition and language development.

In addition, Kurniawati *et al.* (2024) emphasized that access to reading materials and active parental involvement in literacy activities significantly contribute to children's literacy outcomes. This supports the present results, where parents who utilize visual materials create opportunities for repeated exposure and interaction, strengthening children's familiarity with written language. The availability and use of such materials reflect a supportive home literacy environment that promotes learning.

The literature also suggests that the effectiveness of visual materials depends on how they are used. Wu and Hindman (2025) found that parental practices become more impactful when they involve intentional engagement, such as asking questions, providing feedback, and guiding children's responses. Without these elements, the use of materials may become passive, limiting children's deeper understanding of letter-sound relationships.

From the perspective of Vygotsky's Sociocultural Theory, this practice demonstrates strong alignment with scaffolding. Parents act as facilitators by modeling letter recognition, guiding children through questioning, and providing immediate feedback. The process of showing letters, asking for responses, and allowing repetition reflects step-by-step support, which helps children gradually develop independent recognition skills. This guided interaction is consistent with the concept of the Zone of Proximal Development, where learning occurs with the assistance of a more knowledgeable other.

Despite this alignment, some limitations may still be observed. In cases where the interaction is limited to showing and repeating without further explanation or contextualization, children may develop recognition skills without fully understanding how letters function within words. This suggests that while the practice is effective in developing foundational skills, it may require additional strategies, such as contextual reading or application, to support deeper literacy development.

The results indicate that the use of visual materials is an effective and commonly employed parental practice in fostering early literacy development. Through structured and interactive engagement, parents are able to support children's recognition of letters and their corresponding sounds. When combined with guided interaction and meaningful application, this practice becomes highly aligned with scaffolding and contributes significantly to children's early reading development.

Using environmental print to support recognition. The outcomes that parents utilize environmental print, such as signboards, product labels, and printed materials in their surroundings, as a strategy to reinforce their children's letter-sound awareness. Based on the participants' responses, this practice is carried out by drawing the child's attention to letters encountered in everyday situations and prompting them to identify or produce corresponding sounds. This can justify by the following verbatims responses:

No adda makitak a letra iti signboard, damagek kanyana no anya ti uni na. (Whenever we see letters on signboards, I ask my child what sound it makes.) (P5)

Itudok dagiti letra iti pakete ket ibagak nga basaen na. (I point out letters on packages and ask my child to read them.) (P14)

No rumuar kami, ipakitak dagiti letra iti tindaan ket damagek no ania dagita. (When we go outside, I show letters on stores and ask what they are.) (P9)

Usaren ko dagiti adda iti aglawlaw mi tapno isuro dagiti letra. (I use things around us to teach letters.) (P22)

These responses indicate that parents extend literacy learning beyond structured activities by integrating it into real-life contexts. Environmental print serves as an accessible and continuous learning resource, allowing children to encounter letters in meaningful and functional situations. The results suggest that parents maximize available materials in their environment, transforming ordinary experiences into opportunities for literacy development.

From these data, it can be inferred that exposure to environmental print strengthens children's print awareness and contextual understanding of written language. By repeatedly encountering letters in everyday settings, children begin to recognize that print carries meaning and is part of daily communication. The interactive nature of this practice, where parents ask questions and prompt responses, also encourages active engagement in learning.

This result is supported by Kurniawati *et al.* (2024), who found that a supportive home literacy environment—characterized by frequent interactions with printed materials and parental involvement—significantly enhances

children's early literacy skills. Their study emphasized that access to print and active engagement with it improves children's readiness for formal reading. Similarly, Napiri (2026) reported that consistent exposure to literacy practices at home, including the use of available materials in the environment, contributes to improved literacy skills and academic performance. These results affirm that environmental print serves as a valuable resource in supporting early literacy development.

Furthermore, Tang *et al.* (2024) highlighted that parental involvement in everyday literacy interactions promotes children's independent engagement with reading and learning. This supports the present result, where children are encouraged to interact with print in natural contexts, fostering both recognition and interest in literacy activities.

The view of Vygotsky's Sociocultural Theory, this practice demonstrates alignment with scaffolding when parents actively guide the child's attention and provide prompts that support understanding. By asking questions and encouraging responses, parents assist children in interpreting environmental print, thereby supporting learning within the Zone of Proximal Development. This interaction reflects the role of the parent as a facilitator of learning.

The result also suggest that this practice may have limitations when guidance is minimal. In cases where parents simply point out letters without further explanation or interaction, the learning process may remain surface-level. Children may recognize letters but may not fully understand their corresponding sounds or meanings. This indicates that exposure alone may not be sufficient without intentional scaffolding.

This limitation is supported by Pillinger and Vardy (2022), who emphasized that interactive and responsive engagement is more effective than passive exposure in developing children's literacy skills. Their results suggest that learning becomes more meaningful when children are actively guided and involved in the process rather than simply observing.

Despite these limitations, the use of environmental print remains a meaningful and practical strategy in supporting early literacy development. It allows children to experience literacy as part of their daily lives, making learning more relevant and engaging. When combined with guided interaction and purposeful questioning, this practice can effectively support the development of print awareness, letter recognition, and early reading skills.

The result highlight that utilizing environmental print is an important parental practice that connects literacy learning to real-world experiences. Its effectiveness, however, is strengthened when supported by active parental guidance and scaffolding.

Correcting errors through guided repetition. The data shows that parents reinforce their children's letter-sound awareness through repetition and drilling of previously introduced letters and sounds. Based on the participants' responses, this practice involves repeatedly exposing the child to the same letters and prompting them to recall and produce the corresponding sounds until familiarity is achieved. This is supported by the following verbatim responses:

Ul-uliten ko dagiti letra ken dagiti uni kada aldaw tapno matandaan na. (I repeat the letters and sounds every day so my child will remember them.) (P2)

Kanayon ko nga i-review dagiti inadal mi tapno saan na malipatan. (I always review what we studied so my child will not forget.) (P10)

Palubosan ko nga ibaga na manen ken manen dagiti uni. (I let my child say the sounds again and again.) (P18)

Ibagak kanyana nga uliten dagiti letra agingga nga umiso. (I ask my child to repeat the letters until he/she gets it right.) (P25)

These responses indicate that repetition is a commonly used strategy among parents to strengthen children's memory and familiarity with letters and sounds. The result show that parents intentionally revisit previously

learned content as a way to reinforce learning and ensure retention. This practice is often embedded in daily routines, making it a consistent component of home-based literacy support.

From these data, it can be inferred that repeated exposure plays a significant role in helping children internalize foundational literacy skills. Through constant review and practice, children become more confident in recognizing letters and producing their corresponding sounds. Repetition supports the transition from initial recognition to automatic recall, which is essential in early reading development.

This results is corroborated by Ijalba (2023), who emphasized that phonological awareness activities involving repeated sound practice significantly improve children's reading readiness. Similarly, Salvatierra and Cabello (2022) found that consistent engagement in phonemic and word-matching activities enhances children's letter recognition and phonemic awareness, demonstrating that repetition strengthens foundational literacy skills. In addition, Napiri (2026) reported that consistent parental involvement in literacy practices, including repeated exposure and review, contributes to improved literacy skills and overall academic performance. These studies support the present results by showing that repetition is an essential component in reinforcing early literacy learning.

From the perspective of Vygotsky's Sociocultural Theory, this practice demonstrates partial alignment with scaffolding. When repetition is combined with guidance—such as modeling correct pronunciation, giving feedback, and gradually allowing the child to respond independently—it supports learning within the Zone of Proximal Development. In this process, parents act as facilitators who assist children in strengthening their skills through guided and supported practice.

The results also suggest that this practice may have limitations when used in isolation. When repetition becomes purely mechanical and lacks interaction, explanation, or meaningful context, it may lead to surface-level learning or memorization. Children may be able to recall sounds but may not fully understand how to apply them in actual reading situations. This indicates that repetition alone may not fully support deeper literacy development if it is not integrated with interactive strategies.

This limitation is supported by Pillinger and Vardy (2022), who emphasized that interactive and responsive literacy practices are more effective than passive repetition in improving children's vocabulary and comprehension. Their results suggest that learning becomes more meaningful when children are actively engaged through dialogue rather than simply repeating information.

Despite these limitations, repetition remains a valuable and practical strategy in supporting early literacy development. It is particularly effective in reinforcing previously learned concepts and building children's confidence. When combined with scaffolding techniques such as questioning, modeling, and contextual learning, repetition can significantly enhance children's literacy skills.

The results highlight that repeating and drilling letter-sound associations is a supportive parental practice that strengthens memory and retention of foundational literacy skills. Its effectiveness, however, is maximized when it is paired with guided interaction and meaningful learning experiences.

Engaging in Shared Reading. The results reflect that parents actively engage their children in shared reading as a key practice in fostering early literacy development. Based on the participants' narratives, shared reading is not simply reading aloud but a collaborative activity where both parent and child participate in the reading process. This interaction allows parents to guide, support, and monitor their children's reading while creating meaningful learning experiences. Through shared reading, parents facilitate not only decoding skills but also comprehension, vocabulary development, and engagement with texts.

Practicing shared reading through participation The data indicate that parents involve their children directly in the reading process by taking turns, guiding them while reading, and encouraging active participation. This practice transforms reading into an interactive activity rather than a passive task. This is supported by the following verbatim responses:

Agbasaak ti maysa a parte ken agsubli ti ubing ko iti sumaruno. (I read one part and my child reads next.) (P14)

Agsinnublat kami agbasbasa iti rabii. (We take turns reading at night.) (P3)

Agbasbasa kami a dua ken agbingay kadagiti parte. (We read together and share parts.) (P26)

Tultulongak isuna bayat nga agbasbasa isuna nga naladaw. (I guide while my child reads slowly.) (P38)

These responses indicate that parents do not position children as passive listeners but as active participants in reading activities. The results show that shared reading is commonly practiced through turn-taking and guided participation, allowing children to gradually engage in the reading process. Parents provide immediate support when needed, especially when children encounter difficulty, making reading both interactive and supportive.

From these data, it can be inferred that participation-based shared reading enhances children's engagement, reading confidence, and fluency. By actively involving children, parents create opportunities for practice within a supportive environment. This not only strengthens reading skills but also fosters a positive attitude toward reading, as children experience reading as a collaborative and enjoyable activity.

The results corroborate the study of Scharnagl and Smidt (2025), which found that children whose parents engaged in interactive shared reading demonstrated higher vocabulary retention and reading comprehension. Similarly, Pillinger and Vardy (2022) emphasized that dialogic or interactive reading practices significantly improve children's language and literacy development by encouraging active participation and responsiveness during reading. Moreover, McWayne, Melzi, and Mistry (2022) highlighted that shared reading as a home-based practice enhances emergent literacy skills and strengthens parent-child learning interactions. These studies support the present results, showing that active parental involvement in reading leads to better literacy outcomes.

From the perspective of Lev Vygotsky, this practice reflects scaffolding within the Zone of Proximal Development (ZPD). Parents act as more knowledgeable others who guide children during reading by providing support, modeling correct reading, and gradually allowing children to take on more responsibility. Through turn-taking and guided participation, children are able to perform reading tasks that they may not accomplish independently. Over time, this support is reduced as children gain confidence and competence, leading to independent reading.

The results also suggest that shared reading strengthens the social and emotional aspects of learning. The interaction between parent and child creates a supportive learning environment where children feel encouraged to participate without fear of making mistakes. This aligns with the idea that learning is socially constructed and is most effective when it occurs through meaningful interaction.

The results demonstrate that practicing shared reading through participation is an effective parental practice that promotes engagement, builds reading confidence, and enhances early literacy development. Through interactive and guided reading experiences, parents play a crucial role in supporting their children's journey toward becoming independent readers.

Explaining unfamiliar words during reading. The data highlight that parents support their children's comprehension by explaining unfamiliar words encountered during reading. Based on the participants' verbatim responses, this practice involves simplifying meanings, using examples, and providing immediate clarification to help children understand the text.

I-explain ko dagiti sao babaen iti ladawan. (I explain words using pictures.) (P5)

I-connect ko ti kahulugan iti tunay a biag. (I connect the meaning to real-life situations.) (P19)

I-explain ko iti nalaka a wagas tapno maawatan na. (I explain in a simple way so my child understands.) (P32)

Tulungan ko isuna nga maawatan ti sao. (I guide my child to understand the word.) (P11)

These responses indicate that parents actively intervene when children encounter unfamiliar words, ensuring that meaning is constructed during the reading process. The results show that instead of ignoring difficult words,

parents intentionally provide explanations using strategies such as visual support, real-life connections, and simplified language. This makes reading more meaningful and prevents misunderstanding.

From these data, it can be inferred that explaining unfamiliar words significantly enhances children's vocabulary development and reading comprehension. Immediate clarification allows children to understand the text more deeply, while repeated exposure to explained words supports retention. The use of contextual and relatable explanations also helps children connect new vocabulary to prior knowledge, making learning more effective.

The results corroborate the study of Scharnagl and Smidt (2025), which emphasized that interactive shared reading—where parents actively explain and discuss content—improves children's vocabulary retention and comprehension. Similarly, Pillinger and Vardy (2022) found that dialogic reading practices, including explaining and discussing unfamiliar words, significantly enhance children's language development. Furthermore, Maureen, van der Meij, and de Jong (2022) highlighted that interactive storytelling and explanation improve vocabulary and comprehension skills among young learners. These studies support the present results, showing that parental explanation during reading is a critical factor in literacy development.

From the perspective of Lev Vygotsky, this practice reflects guided learning and scaffolding. Parents act as more knowledgeable others who assist children in understanding language beyond their current level. By simplifying meanings and providing context, parents help children operate within their Zone of Proximal Development. Over time, as children gain more vocabulary knowledge, they become more capable of independently understanding unfamiliar words.

The results also suggest that this practice promotes active meaning-making. Children are not only decoding words but also understanding their meanings, which is essential for reading comprehension. This highlights that literacy development is not limited to reading words but involves constructing meaning through interaction and guidance.

The results present that explaining unfamiliar words during reading is an essential parental practice that strengthens vocabulary, enhances comprehension, and supports deeper engagement with texts.

Guiding decoding by assisting sound blending. The data display that parents support their children's reading development by guiding them in blending letter sounds to form words. Based on the participants' verbatim responses, this practice involves assisting children in connecting individual sounds and helping them decode unfamiliar words during reading. This is reflected in the following statements:

Ipakita ko no kasano nga i-blend dagiti sounds. (I show how to blend the sounds.) (P21)

Tulungak nga i-connect dagiti sounds no agbasbasa. (I help connect sounds when reading.) (P34)

I-guide ko isuna no saan na mabasa ti sao. (I guide when my child cannot read the word.) (P2)

Tumulongak iti panangibaga iti sounds dagiti letra. (I assist in sounding out letters.) (P28)

These responses indicate that parents take an active instructional role when children encounter difficulty in reading. The results show that instead of directly giving the correct word, parents guide children through the process of sounding out and blending letters. This approach allows children to understand how words are formed, making reading a more meaningful and skill-based process.

From these data, it can be inferred that assisting sound blending strengthens children's decoding skills, which are essential for early reading development. By learning how to combine individual sounds, children become more capable of reading unfamiliar words independently. This process supports the transition from basic letter recognition to fluent reading, while also building confidence in reading tasks.

The results corroborate the study of Ijalba (2023), which emphasized that phonological awareness activities such as blending and segmenting significantly improve children's reading readiness. Similarly, Salvatierra and Cabello (2022) found that children who engage in phonemic activities demonstrate stronger letter recognition

and sound manipulation skills. Furthermore, Napiri (2026) highlighted that consistent parental involvement in literacy practices, including guided reading support, leads to improved literacy outcomes among children. These studies support the present results, emphasizing that guided sound blending at home enhances children's decoding abilities.

From the perspective of Lev Vygotsky, this practice reflects strong scaffolding within the Zone of Proximal Development (ZPD). Parents act as more knowledgeable others who guide children step-by-step in blending sounds until they can perform the task independently. By providing assistance only when needed and gradually reducing support, parents help children internalize the decoding process and develop independent reading skills.

The results also suggest that this practice promotes active learning. Instead of relying on memorization, children engage in the cognitive process of decoding, which strengthens their understanding of how language works. This leads to more sustainable literacy development.

The results reveal that guiding decoding through sound blending is a critical parental practice that enhances children's reading ability, supports independent learning, and strengthens foundational literacy skills.

Providing reading materials for practice. The data present that parents support their children's reading development by providing various reading materials for practice. Based on the participants' verbatim responses, this practice includes obtaining books, using available printed materials at home, and ensuring that children have access to resources for continuous reading. This can be seen in the following responses:

Nangalaak iti libro idiaiy eskwelaan tapno magamit mi. (I borrow books from school.) (P16)

Agatangak iti libro para iti practice na. (I buy books for practice.) (P7)

Usaren mi dagiti printed materials ditoy balay. (We use printed materials at home.) (P23)

Mangtedak iti nalaka a babasain para kanyana. (I provide simple reading materials.) (P40)

These responses indicate that parents make intentional efforts to ensure that children have access to reading materials, despite differences in resources. The results show that parents utilize both formal (books from school) and informal (available printed materials at home) resources to support reading practice. This demonstrates resourcefulness and commitment in sustaining children's literacy learning beyond structured activities.

From these data, it can be inferred that access to reading materials plays a crucial role in developing children's reading skills. Regular exposure to texts provides children with opportunities to practice decoding, improve fluency, and build comprehension. The availability of appropriate and simple reading materials also allows children to engage in independent reading, reinforcing skills learned through guided activities.

The results corroborate the study of Kurniawati *et al.* (2024), which revealed that a supportive home literacy environment—characterized by access to books and reading materials—significantly enhances children's early literacy skills. Similarly, Napiri (2026) found that providing learning materials and consistent literacy support at home leads to improved literacy performance among children. Furthermore, Çaliskan and Ulas (2022) emphasized that parent-supported reading activities, combined with access to appropriate materials, significantly improve reading comprehension and motivation. These studies support the present results, highlighting that the availability of reading resources is essential in promoting literacy development.

From the perspective of Lev Vygotsky, providing reading materials reflects the importance of the learning environment in supporting development. The home becomes a literacy-rich environment where children can practice and explore reading with guidance from parents. Access to materials allows children to engage in learning within their Zone of Proximal Development, especially when parents are present to guide and support their reading experiences.

The results also suggest that this practice promotes independent learning. With available materials, children are given opportunities to practice reading on their own, which strengthens their confidence and reinforces previously learned skills. It also fosters a habit of reading, which is essential for long-term literacy development.

The results reveal that providing reading materials for practice is a vital parental practice that supports continuous learning, enhances reading skills, and promotes independent literacy development.

Facilitating Vocabulary Development. The results reveal that parents actively support their children's vocabulary development through intentional strategies that enhance word understanding and usage. Based on the participants' responses, vocabulary learning is not limited to reading activities but is integrated into daily interactions, explanations, and conversations. Parents play a crucial role in introducing new words, clarifying meanings, and encouraging children to use language in meaningful contexts. These practices help children expand their vocabulary, improve comprehension, and develop stronger communication skills, which are essential components of early literacy development.

Explaining new words using simple language. The data highlight that parents facilitate vocabulary development by explaining unfamiliar words using simple and understandable language. Based on the participants' verbatim responses, this practice involves breaking down meanings, giving clear explanations, and ensuring that children comprehend new vocabulary. This is supported by the following verbatim responses:

No adda baro a sao, i-explain ko iti nalaka a wagas. (If there is a new word I explain it simply.) (P9)

I-explain ko dagiti sao babaen kadagiti halimbawa. (I explain words using examples.) (P25)

Ibigay ko ti kahulugan iti nalaka a wagas. (I give meaning in an easy way.) (P37)

Tulongak isuna nga maawatan dagiti baro a sao. (I help my child understand new words.) (P13)

These responses indicate that parents intentionally simplify language to make new vocabulary accessible to children. The results show that instead of using complex definitions, parents adjust their explanations based on the child's level of understanding. This ensures that children are not overwhelmed and can easily grasp the meaning of new words.

From these data, it can be inferred that simplifying explanations enhances children's vocabulary acquisition and comprehension. When words are explained clearly and meaningfully, children are more likely to understand and remember them. This also supports their ability to use these words in future reading and communication tasks.

The results corroborate the study of Scharnagl and Smidt (2025), which emphasized that children develop stronger vocabulary skills when parents actively explain and discuss language during interactions. Similarly, Maureen, van der Meij, and de Jong (2022) found that interactive and guided language activities significantly improve children's vocabulary and comprehension. Furthermore, Napiri (2026) highlighted that consistent parental involvement in explaining and reinforcing language contributes to improved literacy outcomes. These studies support the present results, showing that clear and simple explanations are effective in building children's vocabulary.

From the perspective of Lev Vygotsky, this practice reflects scaffolding and guided learning. Parents act as more knowledgeable others who adjust their language to match the child's level of understanding. By simplifying meanings, they help children operate within their Zone of Proximal Development, gradually enabling them to understand more complex vocabulary independently.

The results also suggest that this practice promotes meaningful learning. Children are not just memorizing words but understanding their meanings, which is essential for effective communication and reading comprehension. The results reveal that explaining new words using simple language is an essential parental practice that strengthens vocabulary development, enhances comprehension, and supports children's overall literacy growth.

Connecting words to real-life experiences. The data show that parents support their children's vocabulary development by connecting new words to real-life experiences. Based on the participants' verbatim responses, this practice involves relating words to daily activities, familiar situations, and actual experiences to make meanings more understandable. This is evident in the participants' responses:

Mangtedak iti sitwasyon tapno maawatan na. (I give situations so my child can understand.) (P30)

Agsarita kami maipanggep kadagiti inaldaw a aramid. (We talk about daily activities.) (P6)

Usarek dagiti halimbawa ditoy balay. (I use examples at home.) (P18)

I-relate ko dagiti sao iti pudno a sitwasyon. (I relate words to real situations.) (P39)

These responses indicate that parents do not teach vocabulary in isolation but anchor word meanings in real-life contexts. The results show that parents intentionally use everyday experiences as a foundation for explaining words, making learning more relevant and meaningful for children.

From these data, it can be inferred that connecting words to real-life experiences enhances children's understanding and retention of vocabulary. When children can associate words with familiar situations, they are more likely to comprehend and remember them. This also allows children to apply vocabulary in meaningful contexts, strengthening both language use and comprehension.

The results corroborate the study of Maureen, van der Meij, and de Jong (2022), which found that meaningful and contextualized learning activities significantly improve children's vocabulary and comprehension.

Kurniawati *et al.* (2024) emphasized that home environments that integrate learning into daily experiences enhance children's literacy development. Furthermore, Rohman (2024) highlighted that connecting learning to real-life and culturally relevant contexts strengthens both understanding and parental engagement. These studies support the present results, showing that contextualized vocabulary instruction is highly effective in early literacy development.

From the perspective of Lev Vygotsky, this practice reflects the principle that learning is socially and contextually constructed. By linking words to real-life experiences, parents help children make meaning through interaction with their environment. This supports learning within the Zone of Proximal Development, as children are guided to understand concepts based on familiar contexts before moving to more abstract understanding.

The results also suggest that this practice promotes deeper learning. Instead of memorizing definitions, children develop conceptual understanding of words, which enhances their ability to use language effectively in both speaking and reading.

The results reveal that connecting words to real-life experiences is an effective parental practice that deepens vocabulary understanding, strengthens retention, and supports meaningful literacy development.

Encouraging Use of Words in Sentences. The data reflect that parents support their children's vocabulary development by encouraging the use of words in sentences. Based on the participants' verbatim responses, this practice involves guiding children to actively apply newly learned words through sentence construction and everyday communication. This can be justified by the following verbatims responses:

Ibagak kanyana nga usaren na ti sao iti pangungusap. (I ask my child to use the word in a sentence.) (P1)

Agpraktis kami nga usaren dagiti sao iti panagsarita. (We practice using words in conversation.) (P20)

Palubosak isuna nga mangibaga iti pangungusap nga adda baro a sao. (I let my child say sentences using new words.) (P33)

I-guide ko isuna iti panangaramid iti pangungusap. (I guide sentence formation.) (P12)

These responses indicate that parents go beyond simply introducing vocabulary by encouraging children to actively use words in meaningful contexts. The results show that parents intentionally guide children in constructing sentences, allowing them to practice how words function in communication rather than merely recognizing or memorizing them.

From these data, it can be inferred that encouraging children to use words in sentences strengthens vocabulary retention and language development. When children apply words in context, they develop a deeper understanding of meaning, correct usage, and sentence structure. This process also enhances their ability to express ideas clearly and engage in meaningful communication.

The results are supported by the study of Maureen, van der Meij, and de Jong (2022), which revealed that interactive literacy activities such as storytelling and language use significantly improve children's vocabulary and comprehension. Similarly, Napiri (2026) found that consistent parental involvement in literacy practices—including active engagement in language use—leads to improved literacy skills and academic performance. Furthermore, Tang *et al.* (2024) emphasized that parental teaching behaviors at home enhance children's independent literacy practices, particularly in applying language skills. These studies corroborate the present result, demonstrating that active use of vocabulary is essential in strengthening children's literacy development.

From the perspective of Lev Vygotsky, this practice reflects guided learning through social interaction. Parents act as more knowledgeable others who scaffold children's learning by assisting them in forming sentences, providing support when needed, and gradually allowing independent language use. This aligns with the concept of the Zone of Proximal Development, where children develop higher-level language skills through guided participation.

The results also suggest that this practice promotes higher-order language development. By constructing sentences, children move beyond simple word recognition to meaningful application, strengthening both their cognitive and communication abilities. The results reveal that encouraging the use of words in sentences is an effective parental practice that enhances vocabulary development, supports language use, and promotes meaningful communication skills in early literacy development.

Promoting Daily Parent–Child Conversations. The data indicate that parents support their children's vocabulary and language development by promoting daily parent–child conversations. Based on the participants' verbatim responses, this practice involves engaging children in consistent and meaningful interactions, allowing them to ask questions, share experiences, and participate in open communication within the home. This is supported by the following verbatim responses:

Agsarita kami inaldaw maipanggep kadagiti aramid. (We talk every day about activities.) (P8)

Palubosak ti anak ko nga agdamag. (I allow my child to ask questions.) (P27)

Agsarita kami maipanggep kadagiti napasamak idia balay. (We discuss experiences at home.) (P35)

I-encourage ko ti open a panagsarita. (I encourage open conversation.) (P4)

These responses indicate that parents consistently create opportunities for interaction through everyday conversations. The results show that communication is embedded in daily routines, where children are encouraged to express their thoughts, ask questions, and actively participate in dialogue rather than remain passive recipients of information.

From these data, it can be inferred that daily parent–child conversations significantly enhance children's vocabulary and oral language development. Frequent interaction exposes children to varied vocabulary, sentence structures, and expressions, which improves both comprehension and speaking abilities. It also allows children to develop confidence in expressing their ideas and engaging in meaningful communication.

The results are supported by the study of Napiri (2026), which found that consistent parental involvement in literacy practices, including communication and interaction, leads to improved literacy skills and academic

performance. Similarly, Wu and Hindman (2025) emphasized that parents who actively engage in literacy-related behaviors, such as regular communication and reading practices, positively influence children's language development. Furthermore, Buka *et al.* (2022) highlighted that consistent communication and supportive engagement within the family contribute to children's early learning outcomes, including literacy readiness. These studies corroborate the present result, demonstrating that regular parent-child interaction plays a crucial role in language and literacy development.

From the perspective of Lev Vygotsky, this practice reflects the fundamental role of social interaction in learning. Through daily conversations, parents act as more knowledgeable others who guide children's language development. These interactions serve as scaffolding, where children gradually develop the ability to express ideas independently through guided communication.

The results also suggest that this practice promotes not only vocabulary growth but also confidence and participation. As children are given opportunities to speak and be heard, they become more comfortable in expressing their thoughts and engaging in learning interactions. The results reveal that promoting daily parent-child conversations is a significant parental practice that enhances vocabulary development, strengthens communication skills, and supports meaningful and interactive early literacy development.

Guiding Speech Development. The results reveal that parents support their children's speech development through guided interaction and supportive communication practices. Based on the participants' responses, parents help improve pronunciation, clarity, and confidence by modeling language, encouraging expression, allowing children to speak freely, and providing gentle correction. These practices show that speech development is facilitated through guidance rather than pressure, helping children develop accurate and confident communication skills essential for early literacy.

Modeling Correct Pronunciation. The data present that parents support their children's speech development by modeling correct pronunciation. Based on the participants' verbatim responses, this practice involves consistently demonstrating the proper way of pronouncing words and guiding children to repeat them accurately during everyday interactions. This is evident in the participants' responses:

I-repeat ko ti husto a pannakaibaga tapno uliten ti anak ko. (I repeat the correct pronunciation and let my child say it again.) (P15)

Ipakita ko ti husto a pannakaibaga dagiti sao. (I show the correct way of saying words.) (P28)

I-correct ko dagiti biddut a pannakaibaga. (I correct mispronounced words.) (P6)

I-guide ko isuna iti nalawag a pannakaibaga. (I guide pronunciation clearly.) (P36)

These responses indicate that parents take an active role in shaping their children's speech by providing clear and consistent language models. The results show that pronunciation learning occurs through repeated exposure, imitation, and guided correction, where children are encouraged to listen carefully and replicate correct sounds.

From these data, it can be inferred that modeling correct pronunciation plays a significant role in developing children's oral language accuracy. When parents consistently demonstrate proper pronunciation, children become more familiar with correct speech patterns, which enhances their ability to articulate words clearly. This not only improves speaking skills but also supports phonological awareness, which is essential for reading development.

The results are supported by Wu and Hindman (2025), who emphasized that parental modeling of language significantly influences children's oral language acquisition. Similarly, Maureen, van der Meij, and de Jong (2022) highlighted that guided interaction and demonstration improve children's ability to use language effectively. Furthermore, Napiri (2026) noted that consistent parental involvement in language practices contributes to better literacy outcomes. These studies corroborate the present results, demonstrating that modeling is a critical component of language learning.

From the perspective of Lev Vygotsky, this practice reflects learning through social interaction and imitation. Parents act as more knowledgeable others who provide correct linguistic input, allowing children to internalize accurate pronunciation through repeated guided exposure. As children imitate and practice these models, they gradually develop independent and accurate speech.

The results also suggest that this practice builds children's confidence in speaking. As they become more familiar with correct pronunciation, they are more willing to participate in communication without fear of making mistakes.

The results reveal that modeling correct pronunciation is a fundamental parental practice that enhances speech accuracy, strengthens phonological awareness, and supports early literacy development.

Encouraging Clear and Complete Expression. The data demonstrate that parents support their children's speech development by encouraging clear and complete expression. Based on the participants' verbatim responses, this practice involves guiding children to speak clearly, encouraging them to elaborate their ideas, and prompting them to provide complete and meaningful responses during communication. This is evident in the participants' responses:

I-encourage ko ti anak ko nga agsao iti kumpleto a pangungusap. (I encourage complete sentences.) (P22)

Damagem ko ti anak ko nga i-explain na dagiti kapanunotan na. (I ask my child to explain ideas.) (P31)

I-guide ko ti anak ko nga agsao iti nalawag a wagas. (I guide my child to speak clearly.) (P10)

Damagem ko isuna iti ad-adu ken detalyado a sungbat. (I ask for detailed answers.) (P38)

These responses indicate that parents actively encourage their children to express their thoughts in a more organized and complete manner. The results show that instead of accepting short or incomplete responses, parents prompt their children to expand their ideas, which strengthens their ability to communicate effectively.

From these data, it can be inferred that encouraging clear and complete expression enhances children's language organization and communication skills. When children are guided to elaborate their responses, they develop better sentence structure, improve clarity of expression, and become more confident in sharing their thoughts.

Maureen *et al.* (2022) emphasized that interactive communication and storytelling practices enhance children's ability to express ideas clearly and meaningfully. Similarly, McWayne, Melzi, and Mistry (2022) highlighted that active parental engagement in conversations promotes children's expressive language and participation in literacy-related interactions. In addition, Buka *et al.* (2022) found that consistent parent-child interaction strengthens children's communication skills and supports their readiness for learning. Furthermore, Thümmler *et al.* (2022) emphasized that supportive and engaging communication environments increase children's confidence and responsiveness, which are essential in language development. These studies collectively corroborate the present results, demonstrating that encouraging children to provide clear and complete responses significantly supports their language and literacy development.

From the perspective of Lev Vygotsky, this practice reflects scaffolding, where parents guide children toward more structured and meaningful language use through social interaction. Through consistent prompting and guidance, children gradually develop the ability to express ideas independently and effectively.

The results also suggest that this practice builds children's confidence and participation in communication. As children become more accustomed to expressing complete thoughts, they engage more actively in conversations and demonstrate improved readiness for literacy-related tasks. The results reveal that encouraging clear and complete expression is a significant parental practice that enhances children's communication skills, strengthens language development, and supports early literacy development.

Allowing Children to Express Before Guiding. The data show that parents support their children's literacy development by allowing them to express their ideas first before providing guidance. Based on the participants'

verbatim responses, this practice involves giving children the opportunity to answer, explain, or attempt tasks independently before correcting or assisting them. This is evident in the participants' responses:

Palubosak nga isu ti umuna a sumungbat sakbay nga korekak isuna. (I let my child answer first before correcting.) (P12)

Denggek pay ti sungbat ti anakko sakbay nga idalannak isuna. (I listen to my child's answer before guiding.) (P27)

Palubosak nga ilawlawagna ti naawatan na. (I allow my child to explain what he understands.) (P19)

Palubosak nga agpadas ti anakko uray saan a diperpekto ti sungbat na. (I let my child try even if the answer is not perfect.) (P33)

These responses indicate that parents provide space for children to think and express their ideas before intervening. Instead of immediately correcting mistakes, parents allow children to process information, which promotes active participation in literacy-related activities.

From these data, it can be inferred that allowing children to express first enhances their confidence, critical thinking, and language development. When children are given the opportunity to share their ideas, they become more engaged in the learning process and develop a deeper understanding of literacy concepts.

This practice is consistent with the study of Pillinger and Vardy (2022), which emphasized that interactive reading practices that encourage children's responses improve vocabulary and comprehension. In the same way, Scharnagl and Smidt (2025) highlighted that children demonstrate better literacy outcomes when they are actively involved in shared reading and allowed to express their ideas. Wu and Hindman (2025) also found that responsive parental practices, particularly listening and reacting to children's input, positively influence literacy development.

Supporting this, Maureen van der Meij and de Jong (2022) showed that storytelling activities that allow children to share interpretations enhance comprehension and narrative skills. These studies support the present results, showing that giving children the opportunity to express themselves before guidance strengthens early literacy development.

From the perspective of Lev Vygotsky, this practice reflects scaffolding, where parents support children's learning by allowing them to attempt tasks independently before providing assistance. Through this process, children gradually develop the ability to think and express ideas on their own. The results also show that this practice promotes active participation and confidence in learning. As children become more comfortable expressing their ideas, they engage more in literacy activities and show greater independence in learning tasks.

The results reveal that allowing children to express before guiding is an important parental practice that enhances children's confidence, supports language development, and strengthens early literacy skills.

Correcting Mistakes in a Supportive Manner. The data indicate that parents support their children's literacy development by correcting mistakes in a supportive and encouraging way. Based on the participants' verbatim responses, this practice involves guiding children calmly, avoiding harsh reactions, and creating a positive learning environment during correction. This can be justified by the following verbatims responses:

Saanak nga agsardeng wenna agbannog, nudiket idalannak isuna iti naannay. (I do not scold, I guide gently.) (P24)

I-korekko iti naulimek ken naannay a wagas. (I correct calmly.) (P7)

Idalannak isuna nga awan ti pilit. (I guide without pressure.) (P33)

Supportarak ti panagadal na iti nasayaat a wagas.

(I support learning positively.) (P14)

These responses indicate that parents prioritize maintaining a positive and supportive atmosphere when correcting their children's mistakes. Instead of using negative reinforcement, they provide guidance in a calm and encouraging manner, which helps children remain motivated in literacy activities.

From these data, it can be inferred that correcting mistakes in a supportive manner enhances children's confidence and willingness to learn. When children feel safe and encouraged, they are more open to correction and are less afraid of making mistakes, which contributes to continuous learning and improvement.

This practice is consistent with the study of Buka *et al.* (2022), which emphasized that positive and supportive parent-child interactions contribute to both emotional development and learning outcomes. In the same way, Thümmler *et al.* (2022) highlighted that emotionally supportive environments increase children's engagement and responsiveness in learning. Rafiyya *et al.* (2024) also found that parental support plays a key role in fostering positive behaviors and learning readiness. Supporting this, Wildmon Anthony and Kamau (2024) noted that positive parenting practices encourage children's participation and motivation in learning activities.

From the perspective of Lev Vygotsky, this practice reflects scaffolding, where guidance is provided in a supportive manner that helps children improve without discouragement. Through positive interaction, children gradually develop skills and confidence in literacy tasks.

The results also show that this practice builds a positive learning environment where children feel comfortable making mistakes and learning from them. As a result, children become more engaged and motivated to participate in literacy-related activities.

The results reveal that correcting mistakes in a supportive manner is an important parental practice that strengthens children's confidence, supports emotional development, and enhances early literacy learning.

Developing Comprehension Through Questioning. The results reveal that parents actively support their children's comprehension development by using questioning strategies during literacy activities. Based on the participants' responses, this practice involves asking questions before, during, and after reading to help children understand, recall, and think about the text. Parents guide children by prompting them to explain ideas, identify key details, and reflect on the story. These practices help children develop critical thinking, strengthen understanding, and become more engaged in reading, which are essential components of early literacy development.

Asking Higher-Order Thinking Questions. The data present that parents support their children's comprehension development by asking higher-order thinking questions. Based on the participants' verbatim responses, this practice involves prompting children to think deeply about the story by asking questions that require reasoning, interpretation, and personal reflection. This is supported by the following verbatim responses:

Damagem ko no apay nga kasta ti inaramid ti karakter.

(I ask why the character acted that way.) (P19)

Damagem ko no ania ti adal iti istoria.

(I ask what is the lesson of the story.) (P2)

Damagem ko no ania ti mabalin nga maadal.

(I ask what can be learned.) (P34)

Damagem ko no ania ti aramiden ti anak ko no isu ti adda iti sitwasyon.

(I ask what my child would do.) (P27)

These responses indicate that parents encourage their children to go beyond simple recall and engage in deeper thinking about the text. By asking open-ended and reflective questions, parents help children analyze situations, understand meanings, and connect ideas to their own experiences.

From these data, it can be inferred that asking higher-order thinking questions enhances children's critical thinking and comprehension skills. When children are encouraged to explain, evaluate, and reflect, they develop a deeper understanding of texts and become more active participants in literacy activities.

This practice is consistent with the study of Pillinger and Vardy (2022), which emphasized that interactive questioning improves children's comprehension and language development. In the same way, Maureen van der Meij and de Jong (2022) found that engaging children through discussion enhances their ability to interpret and understand stories. Tang *et al.* (2024) also reported that active parental involvement, including questioning strategies, improves children's literacy achievement. Supporting this, Napiri (2026) highlighted that consistent engagement in literacy activities strengthens comprehension and academic performance.

From the perspective of Lev Vygotsky, this practice reflects guided learning through social interaction, where parents help children develop higher-level thinking by prompting them with meaningful questions. The results also show that this practice promotes deeper engagement in reading. As children respond to higher-order questions, they become more confident in expressing ideas and understanding texts.

The results reveal that asking higher-order thinking questions is an important parental practice that enhances children's critical thinking, strengthens comprehension, and supports early literacy development.

Checking Understanding of Story Elements. The data highlight that parents support their children's comprehension development by checking their understanding of story elements. Based on the participants' verbatim responses, this practice involves asking children about key parts of the story such as the problem, sequence of events, and structure (beginning, middle, and end). This is evident in the participants' responses:

Damagem ko no ania ti problema iti istoria.
(I ask what the problem is.) (P8)

Damagem ko no kasano a nagtapos ti istoria.
(I ask how the story ended.) (P21)

Damagem ko dagiti napasamak iti umiso nga pagkasunod-sunod.
(I ask about events in order.) (P30)

Damagem ko ti rugi, tengnga, ken pagpatingga ti istoria.
(I ask beginning, middle, and end.) (P16)

These responses indicate that parents actively monitor their children's understanding of the structure and key details of a story. By focusing on story elements, parents help children organize information and recognize how a story is constructed.

From these data, it can be inferred that checking understanding of story elements enhances children's comprehension and ability to organize ideas. When children identify the sequence and structure of a story, they develop a clearer understanding of the text and improve their ability to retell and analyze it.

This practice is consistent with the study of Maureen van der Meij and de Jong (2022), which found that structured storytelling activities improve children's comprehension and narrative skills. In the same way, Pillinger and Vardy (2022) emphasized that guided questioning helps children better understand story content and structure. Tang *et al.* (2024) also reported that active parental involvement strengthens children's ability to understand and process texts. Supporting this, Napiri (2026) highlighted that consistent literacy engagement improves comprehension and academic performance.

From the perspective of Lev Vygotsky, this practice reflects guided support, where parents help children organize and understand information through interaction and questioning. The results also show that this practice strengthens children's ability to recall and organize story details. As children become familiar with story elements, they develop better comprehension and storytelling skills.

The results reveal that checking understanding of story elements is an important parental practice that enhances comprehension, supports organization of ideas, and strengthens early literacy development.

Encouraging Story Retelling. The data present that parents support their children's comprehension development by encouraging story retelling. Based on the participants' verbatim responses, this practice involves asking children to retell, summarize, and explain the story using their own words after reading. This is reflected in the following statements:

Damagek ti anak ko nga ibaga manen ti istoria.
(I ask my child to retell the story.) (P5)

Damagek nga isumaryo na ti istoria iti bukod na a sasao.
(I ask to summarize in own words.) (P39)

Damagek nga i-explain na ti istoria.
(I ask to explain the story.) (P12)

Damagek no ania ti kangrunaan nga kapanunotan iti istoria.
(I ask for the main idea.) (P25)

These responses indicate that parents actively engage their children in recalling and organizing information from the text. By encouraging retelling, parents help children process what they have read and express their understanding in a structured and meaningful way.

From these data, it can be inferred that story retelling strengthens comprehension, memory, and language organization. When children narrate stories using their own words, they develop the ability to sequence events, identify key ideas, and communicate meaning clearly.

This practice is supported by Whitehurst and Lonigan, who emphasized that narrative recall plays a significant role in early literacy and comprehension development. In addition, Reese and Cox highlighted that children who engage in retelling demonstrate improved understanding and expressive language skills. Similarly, McGee and Schickedanz found that retelling activities help children organize ideas and deepen comprehension. Supporting this, Mol and Bus emphasized that interactive reading practices, including retelling, enhance children's language and comprehension development.

From the perspective of Lev Vygotsky, this practice reflects guided interaction, where children develop higher-level thinking and language skills through social communication.

The results also show that this practice improves children's ability to recall important details and express ideas confidently. As children become more engaged in retelling, they demonstrate better comprehension and active participation in literacy activities. The results reveal that encouraging story retelling is a significant parental practice that strengthens comprehension, enhances memory, and supports early literacy development.

Asking Basic Recall Questions. The data present that parents support their children's comprehension development by asking basic recall questions after reading. Based on the participants' verbatim responses, this practice involves asking simple questions about characters, events, and details to help children remember and understand the text. This can be seen in the following responses:

Damagem ko no sino dagiti adda iti istoria.
(I ask who is in the story.) (P7)

Damagem ko no ania ti napasamak.

(I ask what happened.) (P18)

Damagem ko dagiti simple a detalye.

(I ask simple details.) (P32)

Damagem ko dagiti basic a saludsod kalpasan ti panagbasbasa.

(I ask basic questions after reading.) (P40)

These responses indicate that parents actively engage their children in recalling important details from the text. By asking simple and direct questions, parents help children focus on key information and strengthen their understanding of what they have read.

From these data, it can be inferred that asking basic recall questions enhances children's memory and comprehension skills. When children are guided to remember characters, events, and details, they develop a stronger foundation for understanding more complex texts.

This practice is supported by Snow and Ninio, who emphasized that simple questioning during reading supports early comprehension and language development. In addition, Sénéchal and LeFevre highlighted that parent-child interactions, including questioning, contribute to children's understanding of texts. Similarly, Bus, van IJzendoorn, and Pellegrini found that interactive reading practices improve children's recall and comprehension skills. Supporting this, Wasik and Hindman emphasized that asking simple questions helps children process and retain information from texts.

From the perspective of Lev Vygotsky, this practice reflects guided interaction, where children develop understanding through structured support and communication.

The results also show that this practice helps children become more attentive during reading and improves their ability to recall information. As children become more familiar with answering questions, they demonstrate increased participation and engagement in literacy activities. The results reveal that asking basic recall questions is a significant parental practice that strengthens memory, improves comprehension, and supports early literacy development.

Perceived Effects of Parental Practices on Children's Literacy Development

The results reveal that parental practices in early literacy development have significant effects on children's reading, comprehension, vocabulary, writing, and overall communication skills. Based on the participants' responses, children show noticeable improvements in their ability to read fluently, understand texts, use vocabulary appropriately, and express ideas clearly. These effects are observed through children's increased participation, confidence, and independence in literacy-related activities. Parents' consistent involvement, guidance, and interaction create meaningful learning experiences that contribute to children's holistic literacy development.

Reading Development. The results reveal that children demonstrate improvement in their reading skills as a result of consistent parental support and engagement. Based on the participants' responses, children become more fluent, accurate, and independent in reading as they are exposed to various literacy practices at home. These improvements show that parental involvement plays a crucial role in strengthening foundational reading skills, which are essential for overall literacy development.

Improving Reading Fluency. The data show that children demonstrate noticeable improvement in reading fluency when parents consistently engage them in literacy-related activities at home. Participants described that children are able to read faster, more smoothly, and with less hesitation during reading tasks. This can be justified by the following verbatim responses:

Mabalin ti anak ko nga agbasbasa iti napasas ngem idi.

(My child can read faster now compared before.) (P7)

Agbasbasa ti anak ko nga awan unay panagsardengsardeng na.
(*My child reads without stopping most of the time.*) (P18)

Napansin ko nga mabalin ti anak ko nga agbasbasa is-isuna.
(*I noticed my child can already read alone.*) (P3)

Mas smooth ken nasayaat ti panagbasbasa ti anak ko ita.
(*My child reads more smoothly now.*) (P26)

These data demonstrate that continuous exposure to reading at home leads to smoother and more automatic reading performance. Children are no longer limited to word-by-word decoding; instead, they begin to read with flow and confidence. This indicates that repeated practice and parental support contribute to the development of fluency as a foundational reading skill.

Evidence from existing studies strengthens this observation. Wu and Hindman reported that regular storytelling and reading engagement significantly improve children's comprehension and increase their motivation to read independently, which directly supports fluency development. In addition, Siregar found that children who receive consistent literacy support at home demonstrate higher levels of reading proficiency, particularly in fluency and accuracy. Supporting this, Yang *et al.* emphasized that active parental involvement enhances children's engagement in reading activities, leading to better reading performance. Furthermore, Jeong *et al.* highlighted that structured parental involvement improves children's language and literacy outcomes, including reading fluency.

From a theoretical perspective, this improvement reflects Lev Vygotsky's concept of scaffolding. At the early stage, children rely on parental guidance during reading. As support is consistently provided, children gradually perform the task independently, showing smoother and more confident reading. This shift from assisted to independent reading demonstrates the internalization of reading skills.

The effect of improved reading fluency extends beyond speed. Children who read more smoothly show increased confidence and willingness to participate in reading activities. They are more likely to engage independently, which further strengthens their literacy development. This indicates that parental involvement does not only support immediate reading practice but also builds long-term reading competence.

Strengthening Decoding Skills. The data show that children develop stronger decoding skills as a result of consistent parental support in literacy activities. Participants described that children are able to sound out words correctly, blend letters more easily, and read unfamiliar words with improved accuracy. This is supported by the following verbatim responses:

Mabalinan ti anak kon nga isao dagiti balikas iti umiso.
(*My child can now sound out words correctly.*) (P12)

Mabalin ti anak ko nga i-blend dagiti letra a nalaka.
(*My child can blend letters easily.*) (P29)

Makitaak ti panag-improve ti anak ko iti narigat a balikas.
(*I see improvement in reading difficult words.*) (P5)

Mabalin ti anak ko nga mangilala iti uni ken agbasbasa iti balikas.
(*My child can identify sounds and read words.*) (P34)

These data indicate that children become more capable of breaking down words into sounds and combining them to form meaningful words. This development shows that repeated exposure to guided reading and phonics-related support at home strengthens children's ability to decode texts independently.

Support from existing studies reinforces this finding. Wu and Hindman highlighted that consistent literacy engagement enhances children's foundational reading skills, including decoding and word recognition. In

addition, Hadley, Barnes, and Hwang found that children's literacy outcomes improve when guided language practices are reinforced both at home and in learning environments. Similarly, Lanjekar *et al.* emphasized that early parent-child interactions significantly influence children's language processing and word recognition skills. Furthermore, Jeong *et al.* reported that structured parental involvement contributes to improvements in children's cognitive and literacy abilities, including decoding.

From the perspective of Lev Vygotsky, this development reflects guided learning where children initially rely on parental assistance in decoding words. Over time, as support is gradually reduced, children internalize these skills and apply them independently during reading.

The effect of strengthened decoding skills allows children to read unfamiliar words with greater confidence and accuracy. As a result, children become less dependent on assistance and more capable of engaging in independent reading tasks. This indicates that parental involvement plays a critical role in building foundational reading skills that support overall literacy development.

Comprehension Development. The data show that children demonstrate improvement in comprehension as a result of consistent parental engagement in literacy activities. Based on the participants' responses, children are able to understand texts, explain ideas, and answer questions related to what they have read. Parents support this development by guiding children through discussions, questioning, and interactive reading practices. These experiences help children process information, make meaning from texts, and connect ideas more effectively. As a result, children develop stronger understanding, better interpretation skills, and increased confidence in engaging with reading materials, which are essential components of early literacy development.

Understanding Texts. The data show that children demonstrate improved ability to understand texts as a result of consistent parental support in literacy activities. Participants described that children are able to explain the story, understand what was read, and respond to questions based on the text. This is evident in the participants' responses:

Mabalin ti anak ko nga i-explain ti istoria kalpasan ti panagbasbasa.
(My child can explain the story after reading.) (P9)

Maawatan ti anak ko ti binasa na.
(My child understands what was read.) (P21)

Mabalin ti anak ko nga sumungbat kadagiti saludsod maipanggep iti istoria.
(My child can answer questions about the story.) (P30)

Makitaak nga maawatan ti anak ko ti adal iti istoria.
(I see my child understands the lesson.) (P14)

These data indicate that children are able to construct meaning from texts and go beyond simple word recognition. Their ability to explain ideas and answer questions shows that comprehension is developing as a result of active engagement in reading activities at home.

Support from related studies strengthens this observation. Wu and Hindman found that regular storytelling and reading engagement improve children's listening comprehension and understanding of texts. In addition, Yang *et al.* emphasized that parental participation enhances children's engagement and ability to process information during reading.

Similarly, Sengonul highlighted that consistent parental involvement contributes to improved academic performance, particularly in literacy and comprehension. Furthermore, Jeong *et al.* reported that guided parental practices significantly improve children's cognitive and language development, including comprehension skills.

From the perspective of Lev Vygotsky, this development reflects the process of guided learning, where children gradually move from supported understanding to independent comprehension through interaction with parents.

The effect of improved comprehension allows children to engage more deeply with texts. As they better understand what they read, they become more confident in answering questions and participating in literacy activities. This indicates that parental involvement plays a crucial role in developing children's ability to understand, interpret, and learn from texts.

Retaining Information. The data demonstrate that children are able to retain information from texts as a result of consistent parental support during literacy activities. Based on the participants' verbatim responses, children demonstrate the ability to remember stories, recall characters and events, and retain important details even after reading. This is reflected in the following statements:

Malagip ti anak ko ti istoria uray nalpasen ti panagbasbasa.
(My child remembers the story even after reading.) (P2)

Malagip ti anak ko dagiti karakter ken napasamak iti istoria.
(My child recalls characters and events.) (P27)

Mabalin ti anak ko nga ibaga manen ti napasamak.
(My child can retell what happened.) (P35)

Makitaak nga malagip ti anak ko dagiti importante a detalye.
(I notice my child remembers important details.) (P11)

These data show that children are able to store and recall information from texts, indicating that comprehension extends beyond immediate understanding. Their ability to remember and retell details reflects deeper processing and meaningful engagement with the material.

Wu and Hindman (2025) emphasized that consistent storytelling improves children's listening comprehension and strengthens their ability to retain information. Siregar (2025) highlighted that children who receive parental support at home demonstrate higher reading proficiency, including better recall of details. Jeong *et al.* (2021) explained that guided parental involvement enhances children's cognitive development, particularly memory and retention. Yang *et al.* (2023) also found that parental engagement in learning activities improves children's ability to process and remember information effectively.

From the perspective of Lev Vygotsky, this reflects internalization, where children gradually retain knowledge independently after guided interaction.

The ability to retain information allows children to recall details, participate in discussions, and demonstrate deeper comprehension of texts. As children remember important information, they become more confident in expressing what they have learned. This shows that parental involvement strengthens children's memory, comprehension, and overall literacy development.

Expanding Vocabulary. The data highlight that children expand their vocabulary as a result of consistent parental support in literacy activities. Based on the participants' verbatim responses, children begin to acquire and use new words in their daily communication. This can be seen in the following responses:

Agtutubo ti anak ko iti baro a balikas ita.
(My child uses new words now.) (P1)

Agadal ti anak ko iti baro a balikas kada aldaw.
(My child learns new words every day.) (P20)

Nanggegko ti anak ko nga agusar iti saan ko pay a nalagip a balikas.
(I hear my child using unfamiliar words.) (P32)

Agnayon ti anak ko iti baro a balikas iti panagsao na.
(My child adds new words in speaking.) (P10)

These data show that children are actively acquiring new vocabulary and integrating it into their speech. Their ability to use unfamiliar words reflects continuous language development supported by parental interaction.

Wu and Hindman (2025) explained that frequent literacy activities at home contribute to vocabulary growth and improved language outcomes. Kong and Yasmin (2022) highlighted that active parental engagement in learning activities supports children's language acquisition and literacy development. Sengonul (2022) also emphasized that parental involvement plays a significant role in improving children's academic performance, particularly in literacy-related skills such as vocabulary development. Yang *et al.* (2023) found that parental participation enhances children's engagement and supports their ability to learn and use new words effectively.

From the perspective of Lev Vygotsky, this reflects how social interaction supports language development, as children acquire vocabulary through guided communication with parents.

The development of vocabulary allows children to express ideas more clearly and understand texts more effectively. As children acquire more words, their communication skills improve, supporting overall literacy development.

This shows that parental involvement plays an important role in helping children expand their vocabulary and strengthen their language skills.

Using Words Appropriately. The data indicate that children develop the ability to use words appropriately in communication as a result of parental support in literacy activities. Based on the participants' verbatim responses, children are able to construct meaningful sentences and apply vocabulary correctly in different contexts. This can be justified by the following verbatims responses:

Us-usaren ti anak ko dagiti balikas iti umno a pangungusap.
(My child uses words correctly in sentences.) (P25)

Agaramid ti anak ko iti nasaysayaat a pangungusap ita.
(My child forms better sentences now.) (P8)

Us-usaren ti anak ko dagiti balikas iti umno a wagas iti panagsao.
(My child uses words properly when speaking.) (P36)

Mabalin ti anak ko nga mangaramid iti makabuluhan a pangungusap.
(My child can construct meaningful sentences.) (P15)

These data show that children are not only learning new words but are also able to apply them correctly in sentences. This reflects a deeper level of language development where vocabulary is used meaningfully in communication.

Kong and Yasmin (2022) emphasized that supportive parenting and active engagement in literacy activities strengthen children's language use and learning outcomes. Kim (2022) highlighted that parental expectations and attitudes influence children's academic success, including their ability to use language effectively. Yang *et al.* (2023) found that parental involvement enhances children's engagement and supports proper language use in communication. Lanjekar *et al.* (2022) also explained that parent-child interaction plays a key role in developing children's language and cognitive skills.

From the perspective of Lev Vygotsky, this reflects guided learning, where children develop proper language use through interaction and support from more knowledgeable individuals.

The ability to use words appropriately allows children to communicate ideas clearly and effectively. As children improve in sentence construction, they become more confident in expressing their thoughts.

This shows that parental involvement strengthens children's ability to use language correctly, supporting both communication and literacy development.

Writing Development. The data indicate that parental practices contribute to the development of children's writing skills. Based on the participants' responses, children show improvement in writing letters, forming words and sentences, and organizing their ideas in written form. These developments are evident through clearer handwriting and more structured expression of thoughts. Parental support, such as guiding writing activities and providing opportunities for practice, helps children strengthen their writing abilities, which are essential for overall literacy development.

Writing Clearly. The data show that children develop clearer writing through consistent parental guidance and practice. Based on the participants' verbatim responses, children improve in forming letters, writing words, and constructing simple sentences more clearly and neatly. This is supported by the following verbatim responses:

Mas nalawag ti panagsurat dagiti letra ti anak ko ita.

(My child writes letters more clearly now.) (P3)

Mabalin ti anak ko nga agsurat iti simple a pangungusap.

(My child can write simple sentences.) (P19)

Agtutuloy nga ag-improve ti panagsurat ti anak ko iti balikas.

(My child improves in writing words.) (P27)

Mas naurnos ti panagsurat ti anak ko ngem idi.

(My child writes neatly compared before.) (P34)

These data show that children are developing clarity in writing through repeated practice and parental support. Improvements in letter formation, word construction, and sentence writing reflect the strengthening of foundational writing skills.

Siregar (2025) emphasized that parental involvement plays a crucial role in improving children's literacy outcomes, as children who receive support at home demonstrate better reading and writing performance. Jeong *et al.* (2021) highlighted that structured parental support enhances children's cognitive and language development, which includes writing abilities. Elliott *et al.* (2021) explained that differences in parental support influence children's literacy development, with consistent guidance contributing to improved writing skills. Hadley, Barnes, and Hwang (2023) also noted that literacy development is strengthened when home support complements learning practices.

From the perspective of Lev Vygotsky, this reflects scaffolding, where children develop writing skills through guided interaction and continuous support from parents. The development of clearer writing enables children to communicate their ideas effectively in written form. As children gain more experience, their writing becomes more organized and understandable. This shows that parental support contributes significantly to the development of clear writing and strengthens children's overall literacy skills.

Organizing Ideas in Writing. The data indicate that children develop the ability to organize their ideas in writing through continuous parental support and guided practice. Parents help children express their thoughts in a structured and meaningful way, allowing them to write based on their experiences and arrange ideas logically. This is evident in the participants' responses:

Mabalin ti anak ko nga isurat dagiti ideya na iti naurnos a wagas.

(My child can write ideas in order.) (P6)

Agsurat ti anak ko maipapan kadagiti napasamak kenkuana.

(My child writes about experiences.) (P22)

Mabalin ti anak ko nga mangilawlawag babaen iti panagsurat.

(My child can explain through writing.) (P31)

Mas naurnos ti panunot ti anak ko no agsurat.

(My child organizes thoughts better.) (P14)

These responses show that children are gradually learning how to structure their thoughts when writing. The ability to sequence ideas and express experiences in written form reflects an improvement in higher-level writing skills.

Kong and Yasmin (2022) found that active parental involvement supports children's learning outcomes, particularly when parents guide children in expressing their ideas. Similarly, Lanjekar *et al.* (2022) emphasized that parent-child interactions play a vital role in developing cognitive and language skills, including organizing thoughts. Yang *et al.* (2023) also highlighted that parental involvement enhances children's engagement and ability to express ideas effectively. Furthermore, Kim (2022) noted that parental expectations and support significantly influence children's academic development, including writing skills.

From a Vygotskian perspective, this reflects scaffolding, where parents guide children in structuring their ideas until they can independently organize their thoughts in writing.

The ability to organize ideas allows children to communicate more clearly and effectively through written language. This skill is essential in developing coherent sentences and meaningful compositions. The results show that parental guidance plays a crucial role in helping children develop organized and meaningful writing.

Confidence and Participation. The data present that parental practices contribute to children's confidence and participation in literacy activities. Based on the participants' responses, children become more active in answering questions, engaging in reading, and expressing their ideas. These developments are evident in their increased willingness to participate and communicate. Parental support, such as encouragement and positive interaction, helps children build confidence, which is essential for active engagement in literacy development.

Participating Actively. The data indicate that children demonstrate increased participation in literacy-related activities as a result of parental support and engagement at home. Based on the participants' verbatim responses, children become more active in answering questions, engaging in reading tasks, and responding during interactions with parents. This is evident in the participants' responses:

Agtugot ti anak ko iti sungbat awan buteng na ita.

(My child now answers questions without fear.) (P16)

Agtutubo ti partisipasyon ti anak ko iti panagbasbasa.

(My child participates more in reading.) (P4)

Makitaak nga mas aktibo ti anak ko ita.

(I notice my child is more active.) (P28)

Saanen a mabain ti anak ko no damagen.

(My child is no longer shy when asked.) (P33)

These responses indicate that children become more engaged in literacy activities when they receive consistent encouragement and support from their parents. The increase in participation shows that children are more willing to respond, interact, and take part in learning activities, which reflects a positive development in their confidence and engagement.

From these data, it can be inferred that active participation is strengthened when children are provided with a supportive and encouraging environment. When parents consistently involve their children in discussions, reading, and questioning, children become more comfortable in expressing themselves and engaging in literacy-related tasks.

Attanasio *et al.* (2022) emphasized that parental involvement contributes to children's socio-emotional development, including confidence and participation in learning activities. Similarly, Yang *et al.* (2023) highlighted that parental engagement positively influences children's motivation and active involvement in literacy tasks. Jeynes (2024) also found that supportive parental expectations are associated with improved academic performance and increased participation in learning.

From an ecological perspective, this reflects the influence of the home environment on children's behavior and development. When children are exposed to a supportive and interactive learning environment, they are more likely to participate actively and confidently in literacy activities.

The results also show that increased participation enhances children's learning experiences. As children become more involved, they are able to practice their skills more frequently, leading to improvements in both literacy and communication.

The results reveal that participating actively is an important outcome of parental support, as it enhances children's engagement, confidence, and overall literacy development.

Expressing Ideas Confidently. The data reveal that children develop the ability to express their ideas more confidently as a result of consistent parental support and interaction. Based on the participants' verbatim responses, children show improvement in communicating their thoughts clearly, speaking with confidence, and sharing their ideas during literacy activities. This is reflected in the following statements:

Mabalin ti anak ko nga mangibaga dagiti ideya na a nasaysayaat ita.
(My child can express ideas better now.) (P6)

Mas mapagtalkan ti panagsao ti anak ko ita.
(My child talks more confidently.) (P24)

Ibingay ti anak ko dagiti panunot na no agbasbasa.
(My child shares thoughts during reading.) (P38)

Nalawag ti panagsao ti anak ko ita.
(My child speaks clearly now.) (P13)

These responses indicate that children become more confident in expressing their ideas when they are consistently supported and encouraged by their parents. The ability to communicate thoughts clearly reflects not only language development but also increased self-confidence in participating in literacy-related activities.

From the data, it can be inferred that children's confidence in expressing ideas is strengthened through regular interaction and opportunities to speak. When parents create an open and supportive environment, children feel more comfortable sharing their thoughts without fear or hesitation.

Attanasio *et al.* (2022) emphasized that parental engagement enhances children's confidence and communication skills. Similarly, Yang *et al.* (2023) found that parental involvement positively influences children's motivation and ability to express themselves. Jeynes (2024) also highlighted that supportive parental expectations contribute to improved academic performance and confidence in communication.

From an ecological perspective, this reflects how the home environment influences children's emotional and communicative development. A supportive and responsive environment allows children to develop confidence in expressing their ideas, which is essential for active participation in literacy activities.

The results also show that confident expression helps children engage more effectively in learning. As children become more comfortable in sharing their ideas, they are able to participate more actively and develop stronger communication skills.

The results reveal that expressing ideas confidently is an important outcome of parental support, as it strengthens children's communication abilities and overall literacy development.

Toolkit: A Parent's Guide to Fostering Early Literacy Development at Home



Bassit a Tulong DAKKEL A BUNGA

Agadalta a dua iti panagbasa
ken panagsurat



Inaramid ni:
LEA B. DEL ROSARIO

Kurso:
**Bachelor of Elementary Education
ISPSC-Cervantes Campus
2026**

PREFACE

Daytoy a materyales ket naaramid babaen iti panagadal a maipanggep iti Parental Practices in Early Literacy Development. Ti panggep daytoy ket mangted iti nasayaat ken praktikal a giya kadagiti nagannak iti panangsuporta iti umuna a panagbasa ken panagsurat dagiti ubing.

Babaen kadagiti nadiskubre a tema ken subtema manipud iti panagadal, naurnos dagiti nadumaduma a pamaay a mabalin nga aramiden dagiti nagannak iti balay. Dagitoy a pamaay ket nakabase iti pudno a kapadasan dagiti nagannak ken napapigsa babaen kadagiti teorya a mangipakita no kasano a nasayaat wenno saan a nasayaat ti maysa a praktis iti panagadal ti ubing.

Daytoy a toolkit ket naaramid tapno makatulong iti panangpasayaat ti partisipasyon dagiti nagannak iti panagadal dagiti annakda, nangruna iti literacy development. Mangnamnama kami a babaen iti daytoy, dagiti nagannak ket maiparanganda ti ad-adda a kinaaktibo ken epektibo a panangsuporta iti panagdakkel ken panagadal dagiti ubing.

Agyaman kami kadagiti amin a nangted iti oras ken suporta iti pannakaaramid daytoy a pagadalan, nangruna kadagiti nagannak a nangibingay iti kapadasanda.

of body text

Parental Practices in Early Literacy Development

Dagiti aramid ken wagas a ma-usar para dagiti nagannak tapno matulungan dagiti ubing a makaadal iti panagbasa iti letra ken agsurat.

SUB-THEMES

- ✿ Employing Letter–Sound Exposure
- ✿ Engaging in Shared Reading
- ✿ Facilitating Vocabulary Development
- ✿ Guiding Speech Development
- ✿ Developing Comprehension Through Questioning

Employing Letter–Sound Exposure

Using songs to reinforce letter–sound recognition

→ Dagiti nagannak mangusar iti kanta ken panag-ulit tapno maaramid a makapaintereres ken malagip ti panagadal ti ubing iti letra ken uni na.

Using visual materials to introduce letters

→ Dagiti nagannak mangusar iti makita a kasla flashcards ken charts tapno matulungan ti ubing iti panangbigbig kadagiti letra.

Using environmental print to support recognition

→ Dagiti nagannak iugnayda ti panagadal iti letra iti aglawlaw babaen iti panangipakita kadagiti naisurat a makita iti pakete, signboard, ken label.

Correcting errors through guided repetition

→ Dagiti nagannak tulonganda ti ubing a mangurnos kadagiti biddut babaen iti panangisuro ken panangulit agingga a masurutan na ti umno.

A. Using songs to reinforce letter–sound recognition

PROCEDURE:

- Pilien ti simple a kanta kas ti ABC
- Ikanta iti ubing iti nalag-an ken naulit-ulit a wagas
- Ipakita dagiti letra kabayatan ti panangkanta
- Ipalubos iti ubing a makikanta ken mangulit

EXAMPLE:

Ikanta ti “ABC Song”:

“A-B-C-D-E-F-G, H-I-J-K-L-M-N-O-P...”

Kabayatan ti panangkanta, itudtudo dagiti letra iti alphabet chart ken ipaulit iti ubing ti tunggal letra ken tunogna

WHAT DOES WORK:

- Agbalin a naragsak ken engaging ti panagadal, isu a interesado ti ubing
- Nalaka a malagip dagiti letra gapu iti panag-ulit ken ritmo ti kanta

WHAT DOES NOT WORK:

- No saan a maulit-ulit, saan a ma-internalize ti ubing dagiti letra
- No napardas wenno komplikado ti kanta, mairigatan ti ubing a sumurot

B. Using visual materials to introduce letters

PROCEDURE:

- Mangusar iti flashcards, alphabet chart, wENNO blocks
- Ipakita ti letra ken ibaga ti tunogna
- Ipaulit iti ubing
- Aramiden a regular

EXAMPLE:

Mangusar iti flashcard nga adda letra “B” nga adda ladawan ti “ball.”
 Ibaga ti naganak: “Daytoy ket B, /b/ kas iti ball.”
 Ipaulit iti ubing: “B, /b/”

WHAT DOES WORK:

- Nalaka a makita ken maawatan dagiti letra

WHAT DOES NOT WORK:

- No adu unay ti materials, maulaw ti ubing

C. Using environmental print to support recognition

PROCEDURE:

- Itudtudo dagiti letra iti aglawlaw
- Saludsoden ti ubing
- Iugnay iti inaldaw a sitwasyon

EXAMPLE:

Idi adda kayo iti store, itudtudo ti naganak ti label nga “MILK” ken kuna na: “Ania ti umuna a letra?”
 Sumungbat ti ubing: “M”
 Ket ibaga ti naganak: “/m/ kas iti milk”

WHAT DOES WORK:

- Maikonek ti panagadal iti real-life situations, isu a mas meaningful
- Makatulong iti panangbigbig dagiti letra iti aglawlaw

WHAT DOES NOT WORK:

- No saan a naipaliwanag dagiti letra, saan a maawatan ti ubing
- No saan a consistent ti panangusar, bassit ti epekto

D. Correcting errors through guided repetition

PROCEDURE:

- Itudtudo ti biddut
- Ipakita ti umno
- Ipaulit iti ubing
- Iguide iti naannay a wagas

EXAMPLE:

No imbaga ti ubing nga ti letra “C” ket “/b/”, kuna ti naganak: “Saan, daytoy ket /k/ kas iti kite. Ulitem man.”
 Ket uliten ti ubing: “/k/”

WHAT DOES WORK:

- Mapasayaat ti kina-eksakto iti panangibaga ken panagbasa
- Makatulong iti panangurnos dagiti biddut babaen iti panangulit

WHAT DOES NOT WORK:

- No napigsa, naparus, wENNO nakem ti panangcorrect, agbuteng ti ubing
- No awan ti panangulit, saan a maurnos dagiti biddut

Engaging in Shared Reading

Practicing shared reading through participation

→ Dagiti nagannak ket aktibo a makipagbasa kadagiti ubing babaen iti panangbingay iti pagbasa ken panagtulong iti proseso ti panagbasa.

Explaining unfamiliar words during reading

→ Dagiti nagannak ipalawagda dagiti saan a pamilyar a balikas tapno maawatan ti ubing ti kahulugan.

Guiding decoding by assisting sound blending

→ Dagiti nagannak tulonganda ti ubing iti panangikabit kadagiti uni dagiti letra tapno makabasa iti sao.

Providing reading materials for practice

→ Dagiti nagannak mangipaay iti libro ken sabali a babasain tapno makapagpraktis ti ubing iti panagbasa.

A. Practicing shared reading through participation

PROCEDURE:

- Agbasa a kadua ti ubing
- Agsinnublat iti panagbasa
- Iguide ti ubing no agsardeng wenno mairigatan
- Aramiden a regular a aktibidad iti inaldaw

EXAMPLE:

Ti naganak agbasa iti maysa a linya iti istorya, kalpasan ket ti ubing met ti agbasa iti sumaruno a linya. Kas iti maysa a simple a libro iti rabii sakbay maturog.

WHAT DOES WORK:

- Maipasayaat ti confidence ti ubing iti panagbasa
- Makatulong iti bonding ti naganak ken ubing

WHAT DOES NOT WORK:

- No napilit wenno awan interes, bumaba ti partisipasyon
- No saan a naibingay ti oras iti ubing, saan isuna a matuto

B. Explaining unfamiliar words during reading

PROCEDURE:

- Itudtudo dagiti saan a pamilyar a balikas
- Ipalawag iti simple a wagas
- Mangusar iti ladawan wenno pagwadan
- Ipasubli iti ubing tapno maawatan

EXAMPLE:

No adda sao a “gigantic,” kuna ti naganak: “Kayatna a sawen ket dakkel unay, kas iti elepante.”

WHAT DOES WORK:

- Mapapigsa ti panakaawat ti ubing iti binasa
- Ma-expand ti bokabularyo
- Nalaka a maawatan gapu iti simple a panangipaliwanag

WHAT DOES NOT WORK:

- No komplikado ti panangilawlawag, maulaw ti ubing
- No saan a mailawlawag, saan a maawatan ti teksto
- No awan pagwadan, saan a maikonek ti kaipapanan.

C. Guiding decoding by assisting sound blending

PROCEDURE:

- Ipakita dagiti letra iti sao
- Ibaga dagiti tunog kada letra
- Icombine dagiti tunog
- Iguide ti ubing a mangulit

EXAMPLE:

Para iti sao a “cat”:
Ibaga ti naganak: “/c/ - /a/ - /t/”
Kalpasan: “cat”
Ket ipaulit iti ubing

WHAT DOES WORK:

- Mapasayaat ti panagbasa dagiti sao
- Ma-develop ti decoding skills
- Nalaka a maawatan ti panangbasa

WHAT DOES NOT WORK:

- No saan a klaro ti uni, maulaw ti ubing
- No saan a maulit, saan a masanay
- No napardas ti panangisuro, mairigatan ti ubing

D. Correcting errors through guided repetition

PROCEDURE:

- Itudtudo ti biddut
- Ipakita ti umno
- Ipaulit iti ubing
- Iguide iti naannay a wagas

EXAMPLE:

No imbaga ti ubing nga ti letra “C” ket “/b/”, kuna ti naganak: “Saan, daytoy ket /k/ kas iti kite. Ulitem man.”
Ket uliten ti ubing: “/k/”

WHAT DOES WORK:

- Mapasayaat ti kina-eksakto iti panangibaga ken panagbasa
- Makatulong iti panangurnos dagiti biddut babaen iti panangulit

WHAT DOES NOT WORK:

- No napigsa, naparus, wenno nakem ti panangcorrect, agbuteng ti ubing
- No awan ti panangulit, saan a mairigatan dagiti biddut

Facilitating Vocabulary Development

Explaining new words using simple language

→ Dagiti nagannak ipalawagda dagiti baro a balikas babaen iti nalaka ken nasayaat a pannakaisao tapno maawatan ti ubing

Connecting words to real-life experiences

→ Dagiti nagannak iugnayda dagiti balikas iti pudno a kapadasan iti inaldaw a biag tapno mas maawatan ti ubing

Encouraging use of words in sentences

→ Dagiti nagannak papadasenda ti ubing a mangusar kadagiti balikas iti pangungusap tapno mapagtalkan ti panakaawat

Promoting daily parent-child conversations

→ Dagiti nagannak mangpasayaat iti panagsarsarita iti inaldaw tapno mapalawa ti bokabularyo ken lengguahe ti ubing

A. Explaining new words using simple language

PROCEDURE:

- Itudtudo dagiti baro a balikas
- Ipalawag iti nalaka a wagas
- Mangusar iti simple a pagsasao wenno halimbawa
- Ipasubli iti ubing

EXAMPLE:

No adda balikas a “enormous,” kuna ti naganak:

“Kayatna a sawen ket dakkel, kas iti dakkel a balete a kayo wenno elepante.”

WHAT DOES WORK:

- Nalaka a maawatan ti ubing dagiti baro a balikas
- Ma-expand ti bokabularyo iti nalaka a proseso
- Makatulong iti comprehension ti ubing

WHAT DOES NOT WORK:

- No komplikado ti pannakailawlawag, maulaw ti ubing
- No awan halimbawa, saan a maawatan ti kahulugan
- No saan a naulit, malipatan ti balikas

B. Connecting words to real-life experiences

PROCEDURE:

- Iugnay ti balikas iti sitwasyon iti inaldaw
- Mangted iti halimbawa iti biag
- Damagen ti ubing no nakapadasna dayta
- Ipasubli ti kahulugan

EXAMPLE:

No ti balikas ket “hungry,” kuna ti naganak:

“Kas ka man no saan ka pay nangan, mariknam a bisin—dayta ti kayatna a sawen ti hungry.”

WHAT DOES WORK:

- Maawatan ti ubing gapu iti personal a kapadasan
- Mas nalagip dagiti balikas gapu iti koneksyon iti biag
- Makatulong iti deeper understanding

WHAT DOES NOT WORK:

- No saan a related ti pagwadan, maulaw ti ubing
- No awan real-life connection, saan a meaningful
- No saan a naulit, malipatan

C. Encouraging use of words in sentences

PROCEDURE:

- Damagen ti ubing a mangaramid iti keddeng
- Iguide ti ubing no kasano
- Icorrect iti naannay a wagas
- Iencourage ti panangulit

EXAMPLE:

Balikas: “happy”

Kuna ti naganak: “Mangaramid ka iti keddeng nga adda ‘happy’”

Ubing: “I am happy today.”

WHAT DOES WORK:

- Mapagtalkan ti panakaawat ti balikas
- Ma-develop ti sentence construction
- Makatulong iti speaking skills

WHAT DOES NOT WORK:

- No saan a naigiya, mairigatan ti ubing
- No awan practice, saan a ma-develop
- No napigsa ti panangcorrect, mabuteng ti ubing

D. Promoting daily parent-child conversations

PROCEDURE:

- Makipagsarita iti ubing iti inaldaw
- Damagen dagiti kapadasanna
- Mangited iti oras a dumngeg
- lencourage ti panagsao

EXAMPLE:

Idi kalpasan ti eskwela, kuna ti naganak:
 “Ania ti naaramidyo idiy eskwela?”
 Ket pabay-an ti ubing a mangibingay iti kapadasanna

WHAT DOES WORK:

- Mapalawa ti bokabularyo babaen iti panagsarita
- Mapaaktibo ti communication skills
- Mapapigsa ti relasyon naganak ken ubing

WHAT DOES NOT WORK:

- No awan panagsarita, saan a ma-develop ti lengguahe
- No saan a mangdengdenggeg ti naganak, mawalan ti gana ti ubing

Guiding Speech Development

Modeling correct pronunciation

→ Dagiti nagannak ipakitada ti umno a pannakaisao dagiti balikas tapno masuro ti ubing ti husto a pannakabangon ti sao

Encouraging clear and complete expression

→ Dagiti nagannak papadasenda ti ubing a mangibaga iti kompleto ken nalawag a kapanunotan

Allowing children to express before guiding

→ Dagiti nagannak palubosanda ti ubing a mangibaga iti kayatna sakbay nga igiayanda wenno ikoreher

Correcting mistakes in a supportive manner

→ Dagiti nagannak ikoreherda dagiti biddut iti naannay ken naayat a wagas tapno saan a matakot ti ubing

A. Modeling correct pronunciation

PROCEDURE:

- Ibaga ti balikas iti usto a pannakaisao
- Ipalubos iti ubing a mangulit
- Icorrect no adda biddut
- Iulit iti naannay a wagas

EXAMPLE:

No ti ubing ibagana “wabbit” imbes nga “rabbit,” kuna ti naganak:
 “Rabbit, /ra-bit/. Ulitem man.”
 Ket uliten ti ubing: “rabbit”

WHAT DOES WORK:

- Masuro ti ubing ti umno a pronunciation
- Makatulong iti clarity ti panagsao
- Mapapigsa ti speaking skills

WHAT DOES NOT WORK:

- No awan modelo, saan a maawatan ti husto a pannakaisao
- No saan a naulit, saan a masanay
- No napardas ti panangisuro, mairigatan ti ubing

B. Encouraging clear and complete expression

PROCEDURE:

- Damagen ti ubing iti open-ended questions
- lencourage ti panagpaliwanag
- Iguide ti pannakaisao
- Icorrect iti naannay
-

EXAMPLE:

Kuna ti naganak:
 “Apay nga nakayatam dayta a istorya?”
 Ket palubosan ti ubing a mangibaga iti kumpleto a sungbat

WHAT DOES WORK:

- Ma-develop ti panagpaliwanag ken panag-isip
- Mapapigsa ti communication skills
- Makatulong iti sentence formation

WHAT DOES NOT WORK:

- No saan a naigiya, mairigatan isuna
- No napigsa ti panangcorrect, matakot ti ubing
- No awan panagsaludsod, saan a maengganyo

C. Allowing children to express before guiding

PROCEDURE:

- Palubosan ti ubing a mangibaga iti kayatna
- Dumngeg a nalaing
- Saka laeng manggiya wenno mangcorrect
- Ipakita ti panangrespeto

EXAMPLE:

No agsasao ti ubing, saan a putlen ti naganak. Palubosanna a malpas ti panagsao sakbay nga kunana:

“Nasayaat dayta, ngem kastoy ti umno...”

WHAT DOES WORK:

- Mapapigsa ti confidence ti ubing
- Makatulong iti free expression
- Mapaawan ti buteng iti panagsao

WHAT DOES NOT WORK:

- No putlen ti ubing, maawanan isuna ti gana
- No awan panangdengngeg, saan a maawatan ti ubing
- No napigsa ti panangcorrect, mabuteng

D. Correcting mistakes in a supportive manner

PROCEDURE:

- Icorrect dagiti biddut iti naannay
- Ipakita ti umno a pannakaisao
- lencourage ti ubing
- lulit iti nalaka a wagas

EXAMPLE:

No madi ti pannakaisao ti ubing, kuna ti naganak:

“Okay laeng, kastoy ti umno. Dubliem manen.”

WHAT DOES WORK:

- Mapaawan ti buteng iti panangcorrect
- Mapapigsa ti confidence
- Masuro ti ubing ti umno a wagas

WHAT DOES NOT WORK:

- No naparus wenno napigsa ti panangcorrect, mabuteng ti ubing
- No awan encouragement, maawatan ti gana
- No awan panangulit, saan a maurnos dagiti biddut

Developing Comprehension Through Questioning

Asking higher-order thinking questions

→ Dagiti nagannak agsaludsod iti mas nangato a lebel a saludsod tapno mapauneg ti panagpanunot ken panakaawat ti ubing

Checking understanding of story elements

→ Dagiti nagannak usigenda no maawatan ti ubing dagiti paset ti istorya kas iti problema, pangyayari, ken ending

Encouraging story retelling

→ Dagiti nagannak papadasenda ti ubing a mangibaga manen iti istorya babaen iti bukodna a pannakaisao

Asking basic recall questions

→ Dagiti nagannak agsaludsod iti simple a detalye tapno masigurado a naawatan ken nalagip ti ubing ti binasa

A. Asking higher-order thinking questions

PROCEDURE:

- Agsaludsod iti “why,” “how,” ken “what if” questions
- Ipalubos ti ubing a mangpaliwanag
- Iguide ti panagpanunot
- lencourage ti discussion

EXAMPLE:

Kalpasan ti istorya, kuna ti naganak:

“Apay ngata nga inaramid dayta ti karakter?”

“Ania ti maadal tayo iti istorya?”

WHAT DOES WORK:

- Mapapigsa ti critical thinking ti ubing
- Mapauneg ti panakaawat iti istorya
- Makatulong iti panag-analyze ken mangpaliwanag

WHAT DOES NOT WORK:

- No narigat unay ti saludsod, mairigatan ti ubing
- No awan pananggiya, saan a makasungbat
- No saan a naencourage, saan a makipartisipar

B. Checking understanding of story elements

PROCEDURE:

- Damagen dagiti paset ti istorya
- Damagen ti ubing dagiti pasamak
- Iguide ti panakaawat
- lencourage ti panagsungbat

EXAMPLE:

Kuna ti naganak:

“Ania ti problema iti istorya?”

“Kasano a nagleppas?”

“Ania ti nangrugi ken nagtungpal?”

WHAT DOES WORK:

- Masigurado a naawatan ti ubing ti istorya
- Mapapigsa ti comprehension skills
- Makatulong iti panangurnos dagiti pangyayari

WHAT DOES NOT WORK:

- No saan a naisaludsod dagiti importante a paset, kulang ti panakaawat
- No awan pananggiya, mairigatan ti ubing

C. Encouraging story retelling

PROCEDURE:

- Damagen ti ubing a mangibaga manen iti istorya
- Ipalubos a bukodna a pannakaisao
- Iguide no kasapulan
- lencourage ti panangulit

EXAMPLE:

Kuna ti naganak:

“Ibaga manen kaniak ti istorya iti bukodmo a pannakaisao.”

Ket ibaga ti ubing ti nangyari iti istorya

WHAT DOES WORK:

- Mapapigsa ti memorya ken comprehension
- Makatulong iti panag-organize ti ideya
- Mapapigsa ti speaking skills

WHAT DOES NOT WORK:

- No awan pananggiya, mairigatan ti ubing
- No saan a naulit, saan a maawatan
- No napigsa ti panangcorrect, mabuteng ti ubing

D. Asking basic recall questions

PROCEDURE:

- Agsaludsod iti simple a detalye
- Damagen ti “who,” “what,” ken “where”
- Ipasubli ti ubing
- lencourage ti panagsungbat

EXAMPLE:

Kuna ti naganak:

“Siasino dagiti karakter?”

“Ania ti napasamak iti istorya?”

WHAT DOES WORK:

- Mapapigsa ti panaglagip ti ubing
- Makatulong iti basic comprehension
- Nalaka a maawatan ken masurot
- Mapaaktibo ti ubing iti panagsungbat

WHAT DOES NOT WORK:

- No laeng recall questions ti aramiden, saan a mapauneg ti panagpanunot
- No awan panangulit, malipatan dagiti detalye
- No saan a naigiya, mairigatan ti ubing

CONCLUSION

Ti parental toolkit ket mangipakita iti napateg a papel dagiti nagannak iti panangsuporta iti early literacy development dagiti ubbing. Babaen kadagiti simple ken epektibo a praktis, matulungan dagiti ubbing a mapapigsa ti panagbasa, panagsao, ken panakaawat. Daytoy ket mangipakita a ti aktibo a partisipasyon dagiti nagannak ket napateg iti panagballigi ti panagadal dagiti ubbing.

The output of the study, which is the development of a parental support toolkit, is grounded on the complete set of results that describe how parents support early literacy and how these practices influence children’s literacy development.

The result show that parents actively engage in a variety of literacy practices at home, including letter–sound exposure through songs and repetition, vocabulary development through conversations and storytelling, and comprehension development through questioning and shared reading. These practices are also integrated into daily routines, making literacy learning natural and meaningful. This supports the idea that parents play a significant role in early literacy development. According to Meoded *et al.* (2024), parental involvement through everyday literacy activities significantly improves children’s engagement and foundational reading skills, confirming that home-based practices are essential in early learning.

Despite this active involvement, the results reveal that these practices are often informal, unstructured, and inconsistent. Parents tend to rely on repetition and exposure, particularly in teaching letter–sound relationships, where children memorize songs but are not always guided to understand the connection between letters and sounds. Similarly, vocabulary and comprehension activities are present but are often limited to basic recall and participation rather than deeper understanding. This aligns with the study of Sengonul (2022), which explains that while parents engage in literacy activities, the lack of structured guidance can limit the effectiveness of these practices, especially in developing higher-order literacy skills.

The findings further show that children develop basic phonological awareness, vocabulary, and comprehension skills, as well as confidence in language use. However, the depth of these skills depends on the quality of interaction provided by parents. When guidance is minimal, learning remains at a surface level. This is supported by Sique (2025), who found that children’s literacy outcomes improve when parents move beyond simple exposure and provide more guided and interactive support during learning activities.

These combined results highlight a clear need for structured and guided literacy support, which serves as the basis for the development of the parental support toolkit.

The toolkit was designed to enhance existing parental practices by adding structure, intentionality, and clear guidance. For example, instead of relying solely on songs for letter–sound exposure, the toolkit includes prompts that guide children to identify and produce sounds. Vocabulary activities are extended through word explanation and usage, while comprehension activities are strengthened through structured questioning that promotes thinking and understanding. This approach is supported by Meoded *et al.* (2024), who emphasized that literacy toolkits help parents apply more effective strategies by providing clear and guided instructions.

In addition, the toolkit organizes literacy activities into step-by-step routines, making them easier to apply consistently. This directly addresses the inconsistency observed in the results. Sique (2025) highlighted that structured and contextualized toolkits improve both parental engagement and children’s literacy performance, particularly when activities are simple and easy to follow.

The design of the toolkit also considers resource limitations identified in the results. By making the materials simple, flexible, and accessible, the toolkit ensures that parents can implement literacy strategies regardless of their situation. Sengonul (2022) supports this by emphasizing that accessible learning materials increase parental participation and improve the effectiveness of home literacy practices.

Furthermore, the toolkit reflects the principle that children learn best through guided interaction and support. This is consistent with Vygotsky’s concept of scaffolding, where learning is enhanced when children are supported step by step, and with Bronfenbrenner’s view that the home environment plays a crucial role in development. By strengthening parent–child interaction and making home activities more intentional, the toolkit improves both the process and outcomes of literacy learning.

CONCLUSIONS

Parents actively engage in fostering early literacy through everyday practices such as storytelling, shared reading, writing activities, and language interactions. These practices are naturally integrated into daily routines, where learning occurs through both intentional teaching and spontaneous engagement. Parents demonstrate flexibility by adjusting their approaches based on their child’s needs, reflecting their role as primary facilitators of learning. These practices align with guided interaction, where parents provide support through exposure, repetition, and

participation, although some approaches remain limited due to a lack of structured strategies. This indicates that while parents actively support literacy development, the effectiveness of these practices depends on how guidance and interaction are carried out.

Parental involvement contributes to the development of children's literacy skills, including improved vocabulary, reading comprehension, writing ability, and confidence in expressing ideas. Children become more engaged in learning as they participate in interactive activities with their parents, which strengthens both their communication skills and motivation to learn. These outcomes highlight the influence of the home environment as a key factor in literacy development. At the same time, variations in effectiveness are evident due to differences in parental knowledge, available resources, and consistency of support. This suggests that parental practices positively influence literacy development, but their impact is shaped by the level of guidance, interaction, and support present in the home.

The development of a parental support toolkit organizes existing parental practices into structured and guided strategies. The toolkit responds to the identified gap between informal home practices and the need for consistent and effective literacy support. It transforms everyday activities such as storytelling and shared reading into purposeful learning experiences through the use of reading plans, story prompts, and simple guides. The toolkit is designed to be accessible and adaptable, allowing parents to apply it regardless of their resources. This indicates that the toolkit serves as a bridge between what parents are currently doing and how they can support literacy development in a more organized and effective manner.

RECOMMENDATIONS

Parents may strengthen their literacy practices by applying more guided and interactive strategies during daily activities such as reading, storytelling, and writing. Providing step-by-step support, asking questions, and engaging children in meaningful conversations means improving the effectiveness of these practices. Schools and teachers may also provide orientation or simple training sessions to help parents better understand how to support literacy at home using practical and contextualized approaches.

Parents may maintain consistent involvement in their children's literacy activities to further enhance skills in reading, writing, and communication. Creating a supportive and engaging home environment means encouraging children to actively participate and express their ideas confidently. Schools may also strengthen collaboration with parents by providing regular guidance, feedback, and accessible materials that support continuous literacy development at home.

The developed parental support toolkit may be utilized and further improved to ensure its effectiveness and relevance to parents' needs. Validating the toolkit through teachers or literacy experts means ensuring that the strategies are appropriate and practical. Future researchers may expand the toolkit by incorporating additional materials or adapting it to different contexts, while schools may distribute and integrate it into parent support programs to strengthen home-school literacy connections.

REFERENCES

1. Abril, J. G., Acerbo, C. T., & Abocejo, F. T. (2022). The Philippine Informal Reading Inventory (Phil-IRI) program: A critical analysis. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 5(4), 432–441. <https://doi.org/10.33258/birle.v5i4.7270>
2. Albert, A., & Azmi, N. (2019). The strategy of literacy development for preschoolers. In *Proceedings of the 1st International Conference on Education, Social Sciences and Humanities (ICSSHUM 2019)* (pp. 988–992). Atlantis Press.
3. Attanasio, O., Cattan, S., & Meghir, C. (2022). Early childhood development, human capital, and poverty. *Annual Review of Economics*, 14(1), 381–408. <https://doi.org/10.1146/annurev-economics-080217-053508>
4. Avelar, D., Weisleder, A., & Golinkoff, R. M. (2025). Hispanic parents' beliefs and practices during shared reading in English and Spanish. *Early Education and Development*, 36(2), 364–385. <https://doi.org/10.1080/10409289.2024.2389368>

5. Belmont Report. (1979). Ethical principles and guidelines for the protection of human subjects of research. U.S. Department of Health, Education, and Welfare.
6. Beltrán-Sierra, N. I., Fraijo-Sing, B. S., & Tapia-Fonllem, C. O. (2024). Parental engagement in early literacy: A qualitative exploration of practices and beliefs in Northern Mexico. *Psychology in Russia: State of the Art*, 17(4). <https://doi.org/10.11621/pir.2024.0401>
7. Bergman Deitcher, D., Aram, D., & Abramovich, D. (2024). Parents' literacy beliefs, home literacy activities, and children's early literacy skills: Stability and progress approaching first grade. *Behavioral Sciences*, 14(11), 1038. <https://doi.org/10.3390/bs14111038>
8. Bockmann, J. O., & Yu, S. Y. (2023). Using mindfulness-based interventions to support self-regulation in young children: A review of the literature. *Early Childhood Education Journal*.
9. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
10. Campbell, S. (2021). Phonics and play-literacy: Parental expectations of an early childhood literacy program. *The Australian Journal of Language and Literacy*, 44(2), 123–137.
11. Cardona, M. C. F., Buan, A. T., & Inutan, E. D. (2024). Enhancing students' learning achievement, 21st-century skills, and self-regulation skills: Knowledge management and Education 4.0 perspective. Wiley Online Library.
12. Clemente-Suárez, V. J., Beltrán-Velasco, A. I., et al. (2024). Digital device usage and childhood cognitive development: Exploring effects on cognitive abilities. *Children*.
13. Coyne, S. M., Shawcroft, J., Gale, M., Gentile, D. A., McLean, R., & Stockdale, L. (2021). Tantrums, toddlers and technology: Temperament, media emotion regulation, and problematic media use in early childhood. *Computers in Human Behavior*, 120, 106720. <https://doi.org/10.1016/j.chb.2021.106720>
14. Crawford, A., Vaughn, K. A., Guttentag, C. L., Varghese, C., & Yeager Pelatti, C. (2021). “Doing what I can, but I got no magic wand”: A snapshot of early childhood educator experiences during COVID-19. *Early Childhood Education Journal*, 49, 829–841. <https://doi.org/10.1007/s10643-021-01206-3>
15. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
16. Dasopang, M. D., Lubis, A. H., et al. (2022). How do millennial parents internalize Islamic values in early childhood in the digital era? *Al-Ishlah: Jurnal Pendidikan*, 14(3).
17. Department of Education. (2020). Early language, literacy and numeracy program (ELLN). <https://www.deped.gov.ph/wp-content/uploads/2020/06/ELLN.pdf>
18. Eadie, P., Page, J., Levickis, P., Elek, C., & Murray, L. (2024). Domains of quality in early childhood education and care: A scoping review. *Educational Review*.
19. Elliott, L., Zheng, P., & Libertus, M. (2021). Individual differences in parental support for numeracy and literacy in early childhood. *Education Sciences*, 11(4), 1–16.
20. Estabaya, J. E. (2023). The reading level of Key Stage 2 learners as basis for a differentiated reading program. *UIJRT Journal*.
21. Fikrat-Wevers, S., van Steensel, R., & Arends, L. (2021). Effects of family literacy programs on emergent literacy skills. *Review of Educational Research*, 91(4), 577–613.
22. Ford, T. G., Kwon, K.-A., & Tsotsoros, J. D. (2021). Early childhood distance learning during COVID-19. *Children and Youth Services Review*, 131, 106297. <https://doi.org/10.1016/j.childyouth.2021.106297>
23. Garcia, A. S., & de Guzman, M. R. T. (2020). Parental involvement among low-income Filipinos. *Early Childhood Research Quarterly*. <https://doi.org/10.1016/j.ecresq.2020.05.013>
24. Gaspar, A. (2023). Differential effects of mother tongue and English language as medium of instruction on pupils' numeracy skills.
25. Ibno, N. (2025). Promoting literacy development in early elementary years. *Journal of Education and Academic Settings*, 2(1), 1–24. <https://doi.org/10.62596/dsnmr651>
26. Jalongo, M. R. (2021). The effects of COVID-19 on early childhood education and care. *Early Childhood Education Journal*, 49(5), 763–774.
27. Jeong, J., Franchett, E. E., Ramos de Oliveira, C. V., Rehmani, K., & Yousafzai, A. K. (2021). Parenting interventions to promote early child development. *PLOS Medicine*, 18(5), e1003602. <https://doi.org/10.1371/journal.pmed.1003602>

28. Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Developing a qualitative interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>
29. Karabanov, G. M., & Aram, D. (2024). Parents' digital literacy activities. *Journal of Research in Reading*, 47(1), 3–21. <https://doi.org/10.1111/1467-9817.12423>
30. Kilag, O. K. T., et al. (2024). Bridging educational disparities: Evaluating the ELLN program.
31. Kong, C., & Yasmin, F. (2022). Impact of parenting style on early childhood learning. *Frontiers in Psychology*, 13, 812735. <https://doi.org/10.3389/fpsyg.2022.812735>
32. Lavador, R. F. M., et al. (2024). Early language literacy and numeracy skills. *American Journal of Arts and Human Science*, 3(3), 186–201. <https://doi.org/10.54536/ajahs.v3i3.3198>
33. Lee, J., Joswick, C., & Pole, K. (2023). Classroom play and computational thinking. *Early Childhood Education Journal*.
34. Lubis, M., & Yustika, S. (2025). Nature-based learning. *Humanisma: Journal of Gender Studies*, 9(1).
35. Luo, W., et al. (2024). ChatGPT in early childhood education. *Journal of Research in Innovative Teaching & Learning*.
36. Masudi, K. A., & Silaji, T. (2024). Parental involvement in literacy development.
37. McLean, C., Austin, L. J. E., Whitebook, M., & Olson, K. L. (2021). *Early childhood workforce index 2020*. University of California, Berkeley.
38. Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
39. Minkov, M., & Aram, D. (2025). Bilingual children's literacy skills. *Reading Research Quarterly*, 60(1), 5–24. <https://doi.org/10.1002/rrq.564>
40. Moazami-Goodarzi, A., et al. (2021). Training early childhood teachers. *International Journal of Environmental Research and Public Health*, 18(20), 10679.
41. Mondri, C. F., et al. (2021). Socio-emotional learning. *International Journal of Child Care and Education Policy*, 15, 1–22.
42. Niklas, F., et al. (2020). Home literacy environment. *Frontiers in Psychology*, 11, 1628.
43. Nowell, L. S., et al. (2017). Thematic analysis trustworthiness. *International Journal of Qualitative Methods*, 16(1).
44. O'Keeffe, C., & McNally, S. (2021). Play in early childhood classrooms. *European Early Childhood Education Research Journal*, 29(3), 403–416.
45. Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship*, 33(1), 93–96.
46. Osegbue, G. C. (2025). *Early childhood education in Nigeria*.
47. Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.
48. Plotado, U. L. (2024). Implementation of Phil-IRI program. *International Journal of Multidisciplinary Applied Business and Education Research*, 5(12), 5151–5161.
49. Prins, J., van der Wilt, F., van der Veen, C., & Hovinga, D. (2022). Nature play in early childhood education. *Frontiers in Psychology*, 13, 995164.
50. Purnama, S., et al. (2022). Digital storytelling trends. *Jurnal Pendidikan Usia Dini*.
51. Rooks-Ellis, D. L., & Flanagan, S. M. (2024). *Toolkits to support literacy*.
52. Salvatierra, L., & Cabello, V. M. (2022). Parental involvement in STEM. *Education Sciences*, 12(3), 218.
53. Saracho, O. N. (2023). Theories of child development. *Early Childhood Education Journal*, 51, 15–30.
54. Scharnagl, V., & Smidt, W. (2025). Parental support of emergent literacy during COVID-19. *International Journal of Early Years Education*, 33(1), 1–16. <https://doi.org/10.1080/09669760.2024.2322935>
55. Sénéchal, M., & LeFevre, J. A. (2002). Parental involvement in reading development. *Child Development*, 73(2), 445–460.
56. Sigue, J. B. (2025, May 3). *The urgency of overcoming reading barriers for Filipino children*.
57. Smith, C. E. (2024). *Identify barriers that hinder marginalized parents...* (Doctoral dissertation). ProQuest LLC.
58. Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. National Academy Press.

59. Steiner, L. M., Hindin, A., & Rizzuto, K. C. (2022). Shared book reading. *Early Childhood Education Journal*, 50(4), 539–553.
60. Stratigos, T., & Fenech, M. (2021). Digital documentation and parent communication. *Australasian Journal of Early Childhood*, 46(1), 19–31.
61. Su, J., & Yang, W. (2024). Digital competence. *Education and Information Technologies*.
62. Sun, Y., et al. (2024). Trauma-informed interventions. *Trauma, Violence, & Abuse*.
63. Suryana, D., et al. (2024). E-module for early childhood learning.
64. Tatel-Suatengco, R. (2018). Family literacy in the Philippines. *Journal of Early Childhood Literacy*, 20(1).
65. Timmons, K., et al. (2021). COVID-19 impacts on early childhood education. *Early Childhood Education Journal*, 49(5), 887–901.
66. Tsirmpa, C., Stellakis, N., & Lavidas, K. (2021). Parents' literacy beliefs. *European Early Childhood Education Research Journal*, 29(5).
67. Wackerle-Hollman, A., et al. (2021). Multi-tiered system of supports. *Early Childhood Research Quarterly*.
68. William, B. (2025). The impact of family literacy practices on elementary students (Unpublished thesis). University of Northern Iowa.
69. Wu, Q., & Hindman, A. H. (2025). Parents' beliefs and literacy development. *Child & Youth Care Forum*.