
***FAMILIAL INVOLVEMENT AND ITS IMPACT ON THE EMERGENT
LITERACY OF KINDERGARTEN LEARNERS***

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Article Received: 27 February 2026 *Corresponding Author: Karen Ofalla

Article Revised: 17 March 2026

Valencia Colleges (Bukidnon) Incorporated Hagkol, Valencia City Philippines.

Published on: 07 April 2026

DOI: <https://doi-doi.org/101555/ijrpa.6048>

ABSTRACT

This study examined the relationship between familial involvement and the emergent literacy skills of kindergarten learners. Specifically, it investigated the level of familial involvement in terms of home literacy practices, parental emotional support and encouragement, availability of literacy materials at home, frequency of family–child interactions around reading and writing, and family communication about school activities. It also determined the learners’ level of emergent literacy in terms of letter recognition, sound recognition, vocabulary development, and early writing skills. Using a descriptive correlational research design, the study was conducted at Airport Village Elementary School in Casisang, Malaybalay City, Bukidnon, Philippines, during the school year 2025–2026. The respondents consisted of 100 kindergarten learners and their parents selected through random sampling. Data were gathered using an adapted Likert-scale questionnaire for parents and an adapted Early Literacy Assessment (ELA) for learners. The instruments yielded a Cronbach’s alpha of 0.765, indicating acceptable reliability. Descriptive statistics and the Pearson Product–Moment Correlation Coefficient were used for data analysis. Findings revealed that familial involvement was generally high, with very high levels of parental emotional support and family communication about school activities. Most learners demonstrated an advanced level of emergent literacy. Results further indicated a significant relationship between overall familial involvement and learners’ emergent literacy levels. Parental emotional support and encouragement, availability of literacy materials at home, and family communication about school activities were significantly associated with emergent literacy, while home literacy practices and the frequency of family–child interactions were not. The study concludes that the quality of familial involvement plays a crucial role in early literacy development. It

recommends strengthening meaningful parental support, enhancing school–family partnerships, and conducting further research on qualitative aspects of family involvement.

KEYWORDS: Familial involvement, emergent literacy, kindergarten learners.

INTRODUCTION

Children begin the foundations of reading and writing long before they go to school. They start by learning to recognize letters, enjoying even the simplest of stories, and learning new words from everyday events. Children are more likely to show enthusiasm for language when their home life promotes reading and storytelling with engaged conversation. Engaged interaction, such as reading together, discussing pictures in books, and sharing stories, enhances children's understanding, interest, and confidence to use words.

Family involvement, like reading together, talking about school, or practicing simple writing, has been shown to improve children's early literacy. Research shows that kids with active family support often do better in reading and writing tasks (Ihmeideh & Al-Maadadi, 2020). These activities help children value literacy, stay focused, and build memory and attention skills. Parents who are engaged also create a more encouraging environment that motivates children to enjoy learning.

Kindergarten is an important stage for building the foundation for future learning. Liu et al. (2023) found that when parents give both emotional and academic support during this stage, children feel more secure and perform better. This is when children begin recognizing letters, matching sounds, and understanding simple words. When families support this learning at home, children are more likely to retain what they learn in school.

Even with strong evidence of the benefits of family involvement in literacy, most existing studies focus on broad findings or were done in places that don't reflect the experiences of many local communities. There's limited quantitative research that looks at how specific types of family involvement impact literacy outcomes in culturally diverse settings. Because of this gap, it's still unclear which family practices make the most measurable difference.

This study aimed to help fill that gap by identifying and measuring the relationship between specific forms of family involvement and emergent literacy in kindergarten learners. It would focus on which home-based practices have a clear and significant effect on children's early reading and writing skills. The goal was to provide data that families, teachers, and schools can use to improve how they support children's literacy together.

Given this, the main research question guiding the study was: "Is there a significant relationship between familial involvement and the emergent literacy of kindergarten learners?" The study aimed to find out which types of home-based literacy activities significantly impact the emergent literacy skills of kindergarten learners. The goal was to provide strategies that families and schools can use to support children's early literacy through clear forms of involvement.

Theoretical Framework

This study used Vygotsky's Sociocultural Theory (1978), Bronfenbrenner's Ecological Systems Theory (1979), and Epstein's Framework of Six Types of Parental Involvement (1995) to examine how various aspects of family support affect the literacy development of kindergarten learners. These theories show how relationships, the environment, and organized involvement shape children's early learning.

Vygotsky (1978) believed that children grow cognitively through interactions with others. He emphasized the importance of social experiences in learning, especially those involving more experienced people like parents and caregivers. From this perspective, family involvement is essential for helping children develop their first literacy skills. When parents read and talk with their children, they provide support that helps with language development, story comprehension, and critical thinking (McLeod, 2025).

Bronfenbrenner's theory (1979) explains how children learn and grow through interactions in different layers of their environment. The family is part of the microsystem, which is the closest layer to the child and has a direct impact on their development. Activities like reading at home, telling stories, and having casual conversations all support a child's literacy. Daily interactions shape how children think, engage, and understand written language (Guy-Evans, 2025).

Epstein's framework (1995) describes six ways families can support a child's education: parenting, communication, volunteering, home learning, decision making, and community partnership. These categories highlight the different roles parents play in a child's education. They assist with schoolwork, stay in touch with teachers, and promote learning at home. This approach shows that a stronger link between school and home can improve learning results, such as early literacy (Del Monte, 2016).

Together, these three theories highlight how children's literacy can be developed through guided interaction, strong family support, and collaboration between home and school. This

study aims to enhance our understanding of how family involvement impacts the literacy growth of kindergarten students.

The schematic diagram below illustrates the relationships between the independent variable, which is the familial involvement (including home literacy practices, emotional support, availability of learning materials, and communication about school), and the dependent variable, which is the emergent literacy of kindergarten learners (letter recognition, sound recognition, vocabulary development, and early writing skills).

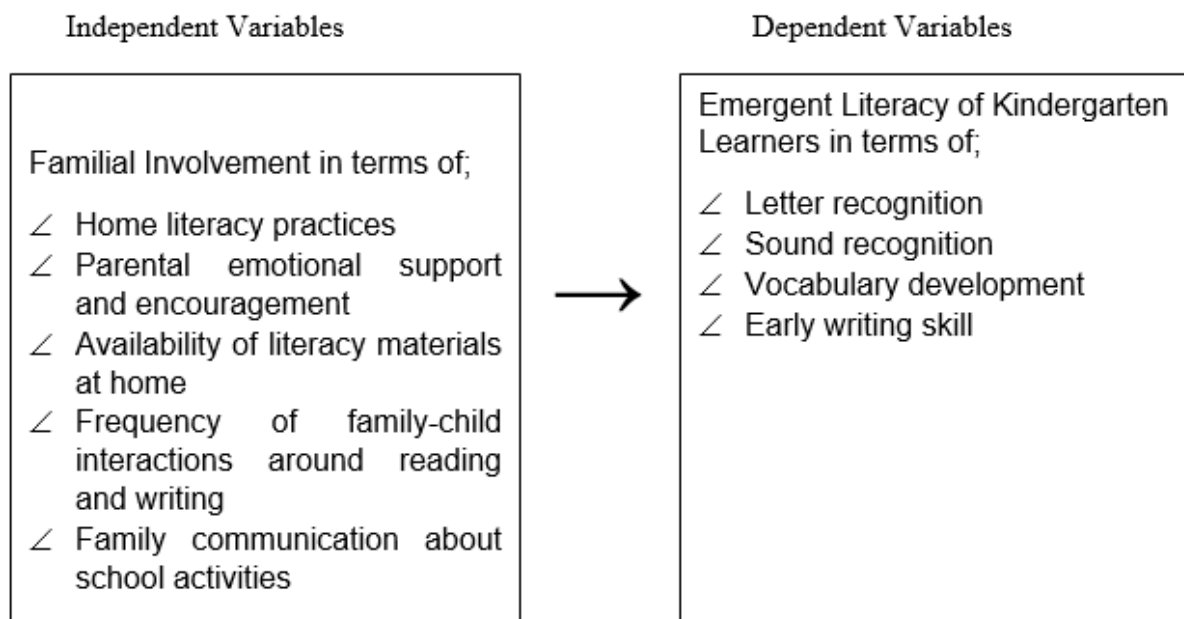


Figure 1: The schematic diagram visually represents the relationship between the independent variables and dependent variables.

Statement of the Problem

This study aimed to evaluate the relationship between familial involvement and the emergent literacy of kindergarten learners. Specifically, it sought to determine how different types of home-based involvement, such as reading practices, emotional support, and communication about school, influence children’s early literacy development.

Specifically, this study sought to address the following research questions:

- 1.What is the level of familial involvement among the respondents in terms of home literacy practices, parental emotional support and encouragement, availability of literacy materials at home, frequency of family-child interactions around reading and writing, and family communication about school activities?
- 2.What is the level of emergent literacy among kindergarten learners?

3. Is there a significant relationship between familial involvement and the emergent literacy of kindergarten learners?

Delimitation of the Study

This study is limited to kindergarten learners and their families at specific schools during the 2025-2026 academic year. It focuses on how family involvement, such as home literacy practices, emotional support, availability of learning materials, and communication about school activities, relates to the emergent literacy skills of children.

The study does not include other external factors that may also influence literacy development, such as classroom instruction, peer interaction, or broader socioeconomic influences beyond that observable through family-based practices. Only measurable aspects of familial involvement will be assessed through survey instruments and literacy assessments.

Significance of the Study

This research is significant as it offers practical insight into how various types of family engagement can affect early literacy for young children. Knowledge of this connection can assist in bridging home and school gaps. It promotes families to do more to support their children's learning through everyday yet purposeful practices.

The Parents and Guardians. This study can help parents better understand which home activities are most useful for building their children's early reading and writing skills. It can also show how regular involvement, like reading aloud, providing emotional support, and discussing school, creates a positive learning environment.

The Teachers and School Administrators. The findings can help educators create programs and outreach efforts that support families in encouraging literacy at home. It may also guide teachers in communicating more effectively with parents and recognizing the value of their contributions outside the classroom.

The Policymakers and Program Developers. The results of this study can inform policy and community program development that promotes family engagement in early childhood education. These programs might entail workshops, resource kits, and parent-child activities promoting literacy development at home.

The Future Researchers. This study offered a guide for future investigations into how family-related factors affect academic outcomes. It can be a reference for studies that want to explore similar topics or delve into the different types of parental support in various learning contexts.

Review of the Literature

Familial Involvement in Kindergarten Learners

Involvement of family members is a very important aspect of preschool and early primary education, especially in making children literate and ready for school. Blantucas (2024) says that children's learning gets the biggest boost when families provide materials and help not only for their schoolwork but also as part of their daily learning processes at home; their increased participation as students in school-based programs indicated their increased self-confidence in being able to perform classroom tasks. In the same way, the Annie E. Casey Foundation (2022) states that children's participation in family learning and family involvement in school activities not only result in better academic performance but also in positive social development and overall growth. With family-supported engaged learning, children are likely to show more and more confidence, develop better vocabulary skills, and be more active in the classroom.

It is also noteworthy that some countries have recognized the importance of family involvement. For instance, the national early childhood education curriculum in Norway and Portugal specifically considers family involvement to be an educational goal (Dardanou & Brito, 2024). They encourage schools to provide chances for families to connect, share learning experiences in their classroom, and come up with simple ways for parents to be involved with their children's education. It is very clear from the policies that learning, development, and readiness are most effective when families are partners in the education of their children.

Parental Emotional Support and Encouragement

Parental emotional support is an important component in the development of children's literacy. When a child feels safe, encouraged by parents, and valued at home, it increases the child's confidence as a learner. Sanger (2024) shared that emotional support allows children to attempt new learning opportunities, ask questions, and take risks in learning. A child who feels supported will approach mistakes with less apprehension, which, over time, helps them to develop stronger reading and writing skills.

Emotional support also affects focus and mental health while learning positively. Qian et al. (2024) stated the same idea, that if parents listen, care, and at the same time provide encouragement, the child will experience less anxiety and be more focused. A calm, supported child can sustain attention longer and engage more fully in learning opportunities at home and school.

According to Fathi et al. (2024), emotional support is mostly about building resilience. Parental encouragement and support help children realize they can get through tough things. And, emotional support reduces frustration and increases the child's positive regard for reading and writing. The more difficult the task, the more difficult the evaluation (both parenting and the possibility for learning will be delayed).

Availability of Literacy Materials at Home

Typically, having reading and writing resources present in the home is very supportive of children's literacy development. Silinskas et al. (2020) determined that when children have books or other reading materials available, children read and develop their reading skills more. Children who spend time with adults in homes filled with books, storybooks, or picture books are more likely to be curious about words and reading. Materials like these will help children form a natural connection with language and learning.

Merjonen (2021) indicated that this positive effect spans all children regardless of whether they live in the city or the countryside. The same will be true of the no-hopers; having books and reading materials in the home will also contribute to the development of reading skills. A print-rich environment filled with letters and words within their world allows children to explore these at their own pace. Not only is their pace fostered through symbol recognition, but also through reading simple texts and achieving a basic understanding of the nuances of print within the world.

Frequency of Family-Child Interactions around Reading and Writing

Regular reading to and writing with children as a parent promotes literacy. Demir-Lira et al. (2018) found that children who are read to frequently are more ready for future reading and language development. Reading together as a family is one way that children will be able to learn new vocabulary, develop concepts of story, and learn about printed text. Reading also makes learning a fun activity possible, which increases student motivation.

Reading and writing experiences together as a family not only give a child a chance to ask questions but also to expand on ideas. Araújo and Costa (2023) noted that in-home reading has a positive impact on school performance in many countries around the world. The global reading with children trend indicates that reading with children seems to be common worldwide. Children who grow up with daily reading time develop better comprehension and the ability to speak more fluently.

Sonnenschein and Munsterman (2002) state that when parents read aloud to their children, the latter's reading motivation goes up. Reading as a fun-filled activity, asking questions, pantomime, or indicating to illustrations are ways through which parents can increase their children's interest in books. This interest is beneficial because children with motivation tend to read more, learn more, and retain their learning longer.

One's household reading habits might be influenced by one's culture and beliefs. Beltrán-Sierra et al. (2024) pointed out that parents who consider reading as an important activity usually carve out time for it despite their busy schedules. The sharing of stories in different ways at home, depending on the culture, is still a positive influence; children acquire vocabulary, listening, and storytelling skills.

Additionally, talking with individuals assists in children's emotional development. Yang and colleagues (2024) note that children used images in stories to both express and identify feelings, and there continued to be slight conversations about the characters and events in the pictures, which contributed to working in an emotional developmental way, even with the noise of connecting those feelings to their own real lives. Furthermore, Thurman (2017) explained that parents reading together with their child positively and meaningfully impacted both vocabulary and communication skills. Parents reading with their child set up an experience with children to have more language engagement opportunities with the books.

Making family reading a part of your routine will create shared experiences and establish positive learning habits for the long term. Even a few minutes per day can make all the difference. When parents read or write with their children, children feel that their parents are present and supportive of them. These experiences will develop stronger literacy skills, greater comprehension, and a love for reading and writing.

Family Communication about School Activities

Discussing school at home promotes children's interest and engagement in learning. Children begin to see that what they are doing in school is valuable and their education is meaningful when parents ask questions about school work, lessons, or activities. ParentSquare (2023) explained that ongoing communication between schools and families can help to keep parents in the loop on what their children are learning, while also enabling parents to reinforce classroom lessons or provide assistance when needed.

Effective communication also leads to developing relationships and trust between parents and educators. Because of the two-way relationship, parents and educators can work cooperatively toward a common goal: kids' success. Parents who know what their kids are

doing at school can ask questions, discuss challenges, and celebrate accomplishments. This creates feelings of support and encouragement both at home and at school.

Emergent Literacy Skills of Kindergarten Learners

Emergent literacy skills are the very basic skills pertaining to reading, writing, speech, and language comprehension. Emergent literacy skills start to develop semi-officially in the years preceding school, mostly through play, storytelling, and conversation, observed in their homes and communities. According to LeVos (2025), there are some fun and educational ways in which parents support children's emergent literacy skills at home, such as reading, singing songs, chanting rhymes, playing letter games, and other activities that contribute to children's emergent literacy skills. Plus, the authors assure that both children and adults will enjoy these literacy activities, because they promote sound and word recall.

Literacy support at home should be an important factor. The Ilocos Sur Polytechnic State College (2023) checks into how children who receive literacy support at home come to kindergarten more ready for grade one. They have some letter knowledge and some understanding of simple words and syllables. They are more engaged in class and have more confidence. It is also worth noting that children who receive support "sooner than later" increases into more structured reading, to help avoid issues for children later.

Research Methodology

Research Design

This study used a quantitative research design to explore the relationship between family involvement and the literacy skills of kindergarten learners. Measurable data will be gathered from parents through structured questionnaires. The goal is to determine how their involvement, such as reading with their child, providing emotional support, and talking about school, affects early literacy development. The quantitative method enables objective data collection and analysis of numerical data to determine trends and variable relationships (Creswell & Plano Clark, 2018). The areas of focus will be measurable indicators of literacy, including letter recognition, sound recognition, vocabulary development, and early writing skills.

Research Locale

The research was conducted at Airport Village Elementary School, located in Casisang, Malaybalay City. This school is situated in a growing community that includes both urban and semi-rural households, offering a good mix of backgrounds and home environments. The

school was chosen because of its accessible location, supportive administration, and active parental involvement. These factors made it a suitable site for studying how home support affects kindergarten literacy development. Casisang is known for its diverse population, which adds value to the variety of responses and literacy experiences collected during the research process.

Findings

This section presents the findings derived from this study.

The level of familial involvement among the respondents in terms of home literacy practices was high, in terms of parental emotional support and encouragement was very high, in terms of availability of literacy materials at home was high, in terms of frequency of family-child interactions around reading and writing was high, and in terms of family communication about school activities was very high.

The majority of the learners were at an advanced level of emergent literacy.

When taken as a whole, there was a significant relationship between familial involvement and learners' level of emergent literacy. Looking at the variables individually, there was a significant relationship between Parental Emotional Support and Encouragement, Availability of Literacy Materials at Home, Family Communication About School Activities, and the learners' level of emergent literacy. However, there was no significant relationship between Home Literacy Practices, Frequency of Family-Child Interactions Around Reading and Writing, and the learners' level of emergent literacy.

CONCLUSIONS AND RECOMMENDATIONS

The findings revealed a high level of familial involvement among the respondents, with very high levels of parental emotional support and encouragement, and family communication regarding school activities. Additionally, the availability of literacy materials in the home was found to be high, indicating that most families provide an environment that is supportive of learners' early literacy development.

The majority of the learners demonstrated an advanced level of emergent literacy, which suggests that they have acquired early literacy competencies that exceed basic developmental expectations for their age and educational level.

Familial involvement is associated with the learners' level of emergent literacy. When the dimensions of familial involvement were examined individually, parental emotional support and encouragement, availability of literacy materials at home, and family communication

about school activities were associated with learners' emergent literacy levels. In contrast, home literacy practices and the frequency of family-child interactions around reading and writing did not exhibit statistically significant relationships, indicating that the quality and nature of familial support may be more influential than the frequency of literacy-related interactions.

Additionally, parents should maintain and expand upon the quality of their involvement in their children's early literacy development (specifically emotional support, encouragement, and open communication regarding school activities)

While the home environment already reflects a high availability of literacy materials, parents may further enhance learners' emergent literacy by engaging in meaningful, responsive, and supportive interactions rather than focusing solely on the frequency of reading and writing activities. Learners, on the other hand, should be continually motivated and supported to explore literacy materials independently and to express their learning experiences at home, thereby reinforcing positive attitudes toward reading and learning.

Teachers and school administrators are advised to strengthen school-family partnerships by designing programs and communication strategies that actively involve parents in their children's literacy development. Schools may implement parent education initiatives that emphasize the importance of emotional support, encouragement, and effective communication, alongside the provision and proper use of literacy materials at home. Additionally, teachers may integrate classroom practices that acknowledge and build upon learners' existing advanced emergent literacy skills, while administrators may support professional development opportunities that equip teachers with strategies for engaging families in meaningful and developmentally appropriate ways.

Since the results of the study are significant, as revealed by the variables, the teachers, learners, and parents/community may intensify the emergent familial reading program in order to increase the reading proficiency of kindergarten learners.

School administrators may conduct intensive assessments of learners to ensure reading proficiency; thus, no child is left behind.

Future researchers are encouraged to further investigate the qualitative dimensions of familial involvement, particularly the nature and quality of emotional support and communication within the home. Given that home literacy practices and the frequency of family-child interactions around reading and writing were not significantly associated with emergent literacy in this study, subsequent research may explore contextual, cultural, or methodological factors that influence these relationships.

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