



PARENTAL ENGAGEMENT AND SELF-EFFICACY AS PREDICTORS OF READING ACHIEVEMENT AMONG YOUNG LEARNERS

April D. Pepito¹ⁱ,

Jean Camille R. Lagoras²,

Gerommy A. Caballes³,

Mary Jane L. Agad⁴,

Rosella D. Rubi⁵

¹Bagong Lipunan Elementary School,

Consolacion, Cebu,

Philippines

²Upper Tunghaan Elementary School,

Minglanilla, Cebu,

Philippines

³Lahug Elementary School,

Cebu City, Cebu,

Philippines

⁴Cubacub Elementary School,

Mandaue City, Cebu,

Philippines

⁵Colegio de la Inmaculada Concepción,

Cebu City, Cebu,

Philippines

Abstract:

This study examined the relationship between parental involvement, self-efficacy, and reading skills among Grade One pupils at a public elementary school in Consolacion, Cebu, Philippines, during the school year 2024-2025 using a descriptive-correlational research design. There were 105 parents who answered the survey questionnaires assessing their involvement and self-efficacy, while the reading skills of the learners were assessed using the Oral Reading Verification Test. The data gathered were treated using descriptive and inferential statistics. The results revealed that the parents were very highly involved in school and had a perceived very high self-efficacy, while most of the learners were on the frustration stage in their reading skills. There was no significant relationship between parents' involvement and the reading skills of the learners. Similarly, no significant relationship was also found between parental self-efficacy and the learners' reading skills. The findings suggest that, while parental involvement is important, it may not immediately increase reading outcomes in the absence of integrated teaching practices and focused literacy support. This study recommends addressing the

ⁱ Correspondence: email demecilloapril1996@gmail.com

observed gaps in reading proficiency and emphasizing the importance of stronger collaboration between schools and families in promoting early reading development.

Keywords: parental involvement, parents' self-efficacy, reading skills

1. Introduction

Reading is an essential ability for a child's academic development and lifetime learning capacity (Pergar & Hadel, 2020). It allows pupils to gain knowledge, improve their language abilities, and enhance their imagination and critical thinking (Gambrell & Morrow, 2021). Children who develop strong reading skills at an early age can cultivate self-learning and metacognitive capacities. Moreover, early reading proficiency is important because foundational reading deficiency results in a persistent learning gap, which is why mastery in reading for young learners is not optional, because it is a basic tool for learning. However, not all pupils begin formal education with equal exposure to literacy-rich environments. This discrepancy causes variations in reading readiness, which can have an impact on the learners' academic progress.

Parents play one of the most important roles in their children's reading development. Parents who are actively involved in their child's early literacy journey through reading aloud, fostering reading habits, and creating supportive home learning environments help their children develop greater reading skills (Hornby & Blackwell, 2018). Parental involvement not only offers cognitive help, but it also boosts children's confidence and willingness to learn. In the context of the learners' reading skills development, it is essential that parents provide an avenue for their children to develop the skills of reading at home to reinforce the learners' reading exposure in school. Parental involvement in children's reading development has been shown to support early literacy by providing intellectual stimulation, scaffolding reading behaviours, and modelling positive attitudes toward books and print (Merano, 2025).

Enhancing children's reading experiences at home supports what takes place in the school environment. Reading activities at home, such as shared reading, access to print materials, and conversations about stories, will strengthen the reading habit and help children apply skills gained in school to real-life situations (Driscoll & Shapiro, 2025). On the other hand, neglecting to incorporate reading assistance at home might lead to less effective reinforcement of classroom learning, resulting in lower reading performance. Thus, it is essential that the duty of fostering reading skills does not lie exclusively with schools. Although schools offer formal education, parents should not relinquish their responsibility in fostering their child's reading progress (Pada, 2024). When parents fully delegate the responsibility to the school, the connection between home and school diminishes, and chances for enhancing, broadening, and situating reading experiences are missed.

Moreover, involving parents in school-related activities reinforces the partnership between home and school. When parents engage in their child's educational experience

by taking part in planning, attending meetings, assisting in the creation of reading-oriented strategies, or volunteering, they become partners and co-educators in their child's reading growth (Colla, 2023; Katel & Katel, 2024). This active participation cultivates a feeling of collective ownership and provides parents with a clearer understanding of educational objectives, thus improving their effectiveness in aiding reading at home as well. Research indicates that when parents sense that schools encourage their participation and receive clear invitations from educators, their self-efficacy improves and their engagement behaviors improve (Hoover-Dempsey *et al.*, 2005). On the other hand, when parents participate less in school activities, they are less inclined to feel significant in their child's reading skills. Their role often becomes inactive, they might feel sidelined, and the cooperation between home and school declines.

Thus, it is important that teachers encourage the parents to take part in every school activity so that parents can feel their important role in their child's educational progress (Anastasiou & Papagianni, 2020; Yulianti *et al.*, 2022). However, teachers have seen a recurring concern that many parents in the public elementary schools in the Philippines rely their responsibility for their children's reading progress on the school and its teachers (Jabar, 2021; Painagan *et al.*, 2023). Instead of collaborating, some parents place a high value on the classroom environment, expecting the school to overcome literacy gaps on their own (Marschall & Shah, 2020). This lack of shared responsibility presents issues for Grade One pupils, who are confronted with a growing proportion of pupils who struggle with basic reading upon enrollment. Indeed, classroom teachers have repeatedly observed that most Grade One pupils begin the school year with low reading abilities, ranging from an inability to recognize letters to difficulties comprehending simple words. These gaps underscore the critical need to better understand the home literacy environment and how parents see their role in promoting their children's reading development.

Therefore, it is critical to measure both the level of parental involvement in school-related activities and parents' perceptions of their usefulness in helping their children's learning, particularly in acquiring reading abilities. This insight is critical in developing programs and interventions that empower parents while also improving reading results for early grade pupils.

It is in this context that the study aims to assess the impact of parental involvement and self-efficacy on the reading skills of Grade One pupils at a public elementary school in Cebu, Philippines. The study's findings will contain insights and data that may be used to guide literacy assistance programs, parent-teacher partnerships, and policy recommendations. Specifically, this study sought answers to the following objectives:

- 1) To determine the level of parents' involvement towards the school activities of the learners,
- 2) To assess the level of self-efficacy of the parent-respondents,
- 3) To describe the level of reading skills of the learners,
- 4) To test the association between parents' involvement and the reading skills of the learners,

- 5) To test the association between parental self-efficacy and the reading skills of the learners

2. Materials and Methods

This study used a descriptive-correlational design, which is a tool for investigating correlations between variables without changing them (Seeram, 2019). The design of this study was utilized to evaluate how parental involvement and parental self-efficacy are linked to Grade One pupils' reading achievement. This method enabled the researchers to examine and quantify the extent to which these variables were interrelated and how they could affect young learners' literacy development. The study was conducted at a public elementary school in Consolacion, Cebu, Philippines. There were 105 parents who answered the survey questionnaires assessing their involvement and self-efficacy while the reading skills of the learners were assessed using the Oral Reading Verification Test. A total enumeration of the respondents was utilized due to the small population of the learners.

The Parental Involvement survey questionnaire, adopted from Hashim *et al.* (2018) was utilized to assess the level of parents' involvement. The questionnaire has 10 items, which were answered by the parents using a 5-point Likert scale to reflect their agreement on their feelings and perceptions about the statements describing their involvement, namely: 5-Strongly Agree, 4-Agree, 3-Undecided, 2-Disagree, 1-Strongly Disagree. On the other hand, the Parental Self-efficacy survey questionnaire was adopted from Woolgar *et al.* (2023) with five statements. Responses were rated using a 5-point Likert scale to reflect the degree of agreement: 5-Strongly Agree, 4-Agree, 3-Undecided, 2-Disagree, 1-Strongly Disagree. The Oral Reading Verification (ORV) was a great instrument for evaluating oral reading proficiency. It used a reading excerpt that pupils read aloud to assess comprehension, accuracy, and fluency.

The data gathered were sorted, tallied, summarized, treated and analyzed based on the study's objectives. Frequency count and percentage were used to determine the number of respondents who fall into the same category and describe the proportion of the respondents with respect to the total respondents who possess the same characteristics. Weighted mean was used to describe the level of parents' involvement and self-efficacy while the standard deviation was used to describe the extent of dispersion of the respondents' answers to the statements. Chi-square test was used to test the association of parental involvement and the learners' reading skills. At the same time, it was also used to test the association of parental self-efficacy and the learners' reading skills.

3. Results and Discussion

This section presents the results on the data gathered from the respondents about their involvement and self-efficacy. The learners' reading skills are also presented here, and the test of the hypotheses on the relationship between the variables.

3.1 Level of parents' involvement in the school activities of the learners

Table 1 presents the parents' involvement in their children's school-related activities. With an aggregate weighted mean of 4.30 and a 0.77 standard deviation, the data showed that parents were very involved in the school activities of their children. This means that the majority of parents actively monitored and assisted their children's academic needs and emotional well-being at home. The indicators with the highest scores were talking about everyday activities (WM=4.47, SD=0.67), helping kids with domestic duties (WM=4.51, SD=0.61), and talking about personal issues (WM=4.48, SD=0.62). These suggest a type of all-encompassing parental involvement that promotes the child's emotional and behavioural growth in addition to their academic success. Epstein's Overlapping Spheres of Influence Theory emphasised the joint roles that families and schools played in children's education, which was consistent with this intense participation.

Table 1: Level of parents' involvement towards the school activities of the learners

S/N	Indicators	WM	SD	Verbal Description
1	I make sure that my child acts in accordance with his/her study schedule and studies at home.	4.41	0.72	Very High
2	I make sure that my child has a comfortable space for learning.	4.44	0.78	Very High
3	I always talk to my child about his/her daily activities.	4.47	0.67	Very High
4	I guide my child when performing household chores.	4.51	0.61	Very High
5	I examined my child's homework.	4.31	0.79	Very High
6	I make sure that my child has enough reference books, stationery, and other educational necessities.	4.30	0.81	Very High
7	I make sure that a learning environment has less noise from the television/radio when my child studies his/her lessons.	4.31	0.82	Very High
8	I send my children to extra classes held at school.	4.03	0.88	High
9	I send my son to a paid tuition.	3.71	1.04	High
10	I always talk with my child about his/her problems.	4.48	0.62	Very High
Aggregate Weighted Mean		4.30		Very High
Aggregate Standard Deviation			0.77	
Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low				

Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low

According to Epstein, pupils had a higher chance of success when parents were actively involved in their home learning environments by upholding order, keeping lines of communication open, and reiterating learning objectives.

Additionally, these findings were supported by Kim and Sheridan (2021), who work on the family–school partnerships. Their research made clear that regular, significant parental participation promoted favorable behavioral and academic results. A cooperative relationship between the home and the school, based on mutual trust and responsibility, enhanced the child's learning trajectory, particularly in early schooling, according to their approach.

Furthermore, Pomerantz and Moorman (2020) elaborated on autonomy-supportive parenting, proposed that children exhibit greater engagement and academic motivation when parents structure learning environments, offer emotional support, and guide without exerting pressure—outcomes that were consistent with the extremely high involvement observed in this study. Overall, the results showed that parental participation provided a solid basis for young learners' academic achievement through emotional support, academic assistance, and household organization. These contemporary theoretical stances supported the significance of ongoing family involvement, especially for the development of literacy and general academic success.

3.2 Level of self-efficacy of the parent-respondents

Parents had a very high level of self-efficacy, according to the statistics (AWM = 4.38, SD = 0.75), indicating that most respondents were confident in their capacity to regulate and assist their children's conduct and education at home. This result emphasized how strongly parents believe they had a role in shaping their children's development. The self-efficacy level of parent respondents is shown in Table 2.

Table 2: Level of self-efficacy of the parent-respondents

S/N	Indicators	WM	SD	Verbal Description
1	Even though I may not always manage it, I know what I need to do with my child	4.38	0.73	Very High
2	I am able to do the things that will improve my child's behaviour	4.43	0.71	Very High
3	I can make an important difference to my child	4.34	0.74	Very High
4	In most situations, I know what I should do to ensure my child behaves	4.42	0.77	Very High
5	The things I do make a difference to my child's behaviour	4.35	0.80	Very High
Aggregate Weighted Mean		4.38		Very High
Aggregate Standard Deviation			0.75	
Legend: 4.21-5.00-Very High; 3.41-4.20-High; 2.61-3.40-Moderate; 1.81-2.60-Low; 1.00-1.80-Very Low				

According to Jones and Prinz (2021), parents who had a high level of self-efficacy were more likely to participate in educational activities and use successful parenting techniques. Their perseverance in handling difficulties and promoting their child's academic development, especially in the development of fundamental abilities like reading, was made possible by their confidence.

Additionally, Zee and Koomen (2016) supported the concept that interactions in the classroom and other environmental factors impacted self-efficacy. Parents who were more confident and consistent in their involvement at home were those who felt encouraged and in sync with school initiatives.

Finally, the results are aligned with Grolnick and Pomeranz (2020), who asserted that self-efficacy is essential for long-term involvement. When faced with challenges, parents who felt their efforts had an impact were more inclined to keep their kids involved in worthwhile educational activities. Overall, these new theories reinforced the idea that parental self-efficacy, which was bolstered by empowerment, supportive environments, and experiences that create confidence, was a major factor in promoting children's learning, particularly reading.

3.3 Level of reading skills of the learners

A standardized reading assessment tool was used to evaluate the Grade One learners' reading proficiency, with an emphasis on vocabulary, comprehension, fluency, and word identification. The results were summarized using descriptive statistics. Based on the Quarterly Report on Assessment (QRA) developed by the Department of Education, Table 3 shows the distribution of learners by reading competence levels. There were 14 learners (13.33%) out of the 105 who were evaluated as Independent Readers, indicating that they could read grade-level material fluently and comprehend. A small group of eight learners (7.62%) were at the Instructional Level, meaning they required assistance from their teachers in order to comprehend the reading content. There were 35 learners, or 33.33% of the total, who were classified as Frustration Readers because they had difficulty reading and understanding even basic materials. At the Syllabic Level, 30 learners (28.57%) could recognize syllables but could not decipher entire words. There were 18 learners (17.14%) who were classified as Non-readers, which was concerning because it indicated that they lacked functional reading skills.

Table 3: Level of Reading Skills of the Learners

Reading Skills	f	%
Independent	14	13.33
Instructional	8	7.62
Frustration	35	33.33
Syllabic	30	28.57
Non-Reader	18	17.14
Total	105	100.00

According to these results, there is an urgent need for focused reading interventions because more than 78% of the pupils appeared to be performing below the instructional reading level. A strong family-school partnership can improve literacy development through regular home learning activities (Kim *et al.*, 2021). Additionally, by encouraging self-control and drive at home, parental involvement can positively enhance reading outcomes (Yulianti *et al.*, 2021). The implementation of developmentally appropriate and

culturally sensitive literacy initiatives backed by family-school partnerships is also an important aspect in ensuring learners' reading development (Siraj & Mayo, 2021).

The QRA results are used to guide the development and performance of school-based literacy programs, which were in line with DepEd's programs like the "Every Child a Reader Program (ECARP)" and the "Bawat Bata Bumabasa (3Bs Initiative)". These programs consist of organized remedial, home-based reading assignments and progress tracking that took the learner's context into account. Encouraging parental warmth, expectancies, and autonomous support can help in designing interventions that raise kids' innate interest in reading (Pomerantz & Moorman, 2020). Thus, these data on reading performance highlight the necessity of a team-based, evidence-based, and theory-informed strategy to guarantee that every kid learned to read.

3.4 Test of association between parents' involvement and reading skills of the learners

The statistical association between the learners' reading abilities and the parents' involvement was shown in Table 4. The statistical results revealed a computed Chi-square value of 11.076 with degrees of freedom (df) of 8, and a p-value of 0.197. The p-value is greater than the significance level of 0.05, which indicates that the null hypothesis is not rejected and shows that there is no significant association between learners' reading skills and parental involvement. This suggests that even if many parents took an active role in their kids' education, better reading results for the pupils were not always the result of their involvement alone.

Table 4: Test of association between parents' involvement and reading skills of the learners

Variables	df	χ^2 -value	p - value	Decision	Remarks
Parents' Involvement and Reading Skills	8	11.076	0.197	Do not reject Ho	Not Significant
*significant at p<0.05 (two-tailed)					

The findings of this study are contradicted by the previous studies, which found that parental involvement has a positive impact on the children's reading skills. Moreover, early parental involvement in the literacy activities of the child influences the increase of the child's reading literacy. Interestingly, teaching children about reading is related to the development of early reading skills, which can predict the child's word reading skills at the end of Grade one (Gay *et al.*, 2020; Graham & Mtsweni, 2024; Renuka, 2025)

There were several theoretical theories that explained this result. As per Grolnick and Pomerantz (2020), the motivating climate and quality of parental support were more important than the frequency of involvement alone. Parents who promote their children's liberty instead of regulating them may have a more favorable impact on their learning. Contextual alignment between the home and school contexts was also emphasized by Zee and Koomen (2016). The efforts of parents might not have a major impact on reading development if their activities at home do not align with the requirements of the school.

Furthermore, according to Hoover-Dempsey *et al.* (2005), parental involvement needed to be coordinated with school structures and sensitive to particular academic requirements. Even well-meaning parental efforts could not result in noticeable academic improvements if schools didn't support them and communicate clearly. Overall, these ideas implied that the key to improving reading abilities was contextually aware, coordinated, and strategic involvement rather than widespread participation.

3.5 Test of association between parental self-efficacy and reading skills of the learners

Table 5 presents the statistical findings that investigated the association between learners' reading abilities and parental self-efficacy. The results showed a Chi-square value of 3.796, degrees of freedom (df) of 4, and a p-value of 0.434. The results suggest that the null hypothesis is not rejected and show that there is no significant link between the two variables at the 0.05 level of significance.

This result shows that measurable gains in the reading proficiency of the pupils were not always correlated with parents' confidence in their capacity to help their kids. Recent research provided a clearer understanding of this result. According to Jones and Prinz (2021), self-efficacy affected parenting behavior, but how well those actions matched the learner's academic needs and the expectations of the school also determined how it affected academic outcomes. Similarly, Comerros *et al.* (2021) highlighted that effective empowered parenting required the appropriate tools and techniques; simply having confidence without direction might not have much of an influence.

Table 5: Test of association between parental self-efficacy and reading skills of the learners

Variables	df	χ^2 -value	p - value	Decision	Remarks
Parental Self-efficacy and Reading Skills	4	3.796	0.434	Do not reject Ho	Not Significant
*significant at p<0.05 (two-tailed)					

Moreover, Zee and Koomen (2016) emphasized how crucial the social and educational environment was in influencing the results of parental self-efficacy. High parental self-efficacy might not be sufficient to promote reading success if there is a lack of environmental support, such as restricted access to literacy resources or school-family collaboration. In order to have a beneficial impact on academic achievement, Grolnick and Pomerantz (2020) contend that parental views must be converted into developmentally appropriate, autonomy-supportive activities. Lastly, although strong parental self-efficacy was positive, its capacity to improve reading outcomes might be influenced by resource availability, school collaboration, and contextual alignment, which explained the study's statistically non-significant finding.

4. Conclusion

The results of the study implied that parental involvement and the perceived self-efficacy of the parents towards their involvement in the school activities of their children have no influence on the development of the reading skills of the learners. Although the parents claimed to be highly involved in the school, there is a need to look into the type of involvement the parents have towards their children. The parents' involvement should be geared towards addressing the interventions identified by the teachers to enhance the reading skills of the learners. On the other hand, the very high perception of the parents about their self-efficacy in engaging with the school activities of their children should be validated by the teachers as to defining the roles of the parents towards the reading development of their children so that there will be consistency of the implementation of the interventions identified by the teachers when the learners engage in the reading activities at home. Lastly, although parents' involvement was crucial, other elements like instructional strategies and the classroom setting might also have a big impact on pupils' reading proficiency. All things considered, improving early reading outcomes required a comprehensive strategy that incorporated both parental assistance and efficient school methods.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

April D. Pepito is a Kindergarten Teacher I at Bagong Lipunan Elementary School under the Department of Education – Cebu Province Division. She holds a Bachelor of Elementary Education with a concentration in General Education from Cebu Technological University and is currently pursuing a Master of Arts in Education, major in Early Childhood Education. Her research interests include early childhood education, foundational literacy, and learner-centered teaching strategies. She began her career as a multigrade teacher at Saint John of Kenty School for two years and later served as an ESL teacher for Japanese learners for another two years. She also gained valuable experience

in organizational and administrative management while working as an Administrative Assistant at Vicente Sotto Memorial Medical Center. She later joined the Department of Education, initially teaching Grade 1 learners at Tayud Elementary School before transferring to Bagong Lipunan Elementary School, where she has been teaching kindergarten learners for the past two years. In her first year of service, she was recognized as an Outstanding Teacher. She has also coached students in BALAK, Nursery Rhyme, and Draw and Tell competitions during the District Kindergarten Festival of Talent, achieving 3rd place in BALAK, 4th place in Nursery Rhyme, and 1st place in Draw and Tell, advancing to the Area level. Drawing on her combined expertise in teaching and administration, she is dedicated to creating a caring and engaging learning environment that fosters the growth, curiosity, and holistic development of every child.

Jean Camille R. Lagoras is a dedicated professional who has completed 51 academic units in her Master of Arts in Education, major in Early Childhood Education, at Cebu Technological University–Main Campus, where she finished her undergraduate and continuing postgraduate studies. After earning her bachelor’s degree in 2019, she has remained dedicated to advancing her professional growth and deepening her skills in teaching young children. In 2024, she began her service at Upper Tunghaan Elementary School, where she currently serves as Teacher I. In addition to her primary instructional responsibilities, she also handles the kindergarten learners, guiding them through essential early childhood experiences that support their holistic development. Her participation in various early learning programs reflects her commitment to nurturing foundational skills, creativity, and curiosity among young learners. She is committed to ensuring that every child has access to quality education and opportunities to reach their full potential. She believes that each learner possesses unique strengths that can be nurtured through supportive teaching methods and significant learning experiences. As a passionate and caring kindergarten teacher, she consistently inspires her pupils to explore, develop, embrace challenges, and build self-confidence during their early years.

Gerommy A. Caballes is a dedicated educator who has earned 51 academic units toward the Master of Arts in Education, major in Early Childhood Education, at Cebu Technological University–Main Campus, where she also completed both her undergraduate and postgraduate studies. She obtained her bachelor’s degree in 2019 and has since continued to pursue higher learning to strengthen her expertise in teaching young learners. In 2023, she began her service at Lahug Elementary School, where she currently holds the position of Teacher II. Beyond her instructional role, she also serves as a coach of the school’s Athletics Club, guiding and training student-athletes who have actively participated in the Cebu City Olympics. Her involvement in sports reflects her belief in holistic development—balancing academics, physical growth, and character-building. She is committed to ensuring that every learner receives quality education and opportunities to develop their full potential. She strongly believes that each child possesses unique strengths that can be enhanced through supportive teaching practices and meaningful learning experiences. As a passionate and dedicated teacher, she

continues to inspire her students to push beyond limits, embrace challenges, and strive for excellence in both academics and sports.

Mary Jane L. Agad is an early childhood educator dedicated to nurturing young learners and fostering meaningful, developmentally appropriate educational experiences. She earned her undergraduate degree at Cebu Technological University, where she also completed 51 units toward her Master's degree in Early Childhood Education. Her academic background reflects a strong commitment to continuous learning and professional growth, further deepening her expertise as she continues to refine her professional craft. In 2023, she commenced her service as a Teacher I at Cubacub Elementary School, where she has focused on creating a child-centered classroom environment grounded in empathy, intentional instruction, and a strong understanding of early learners' development. Beyond her classroom responsibilities, she actively contributes to students' holistic growth as the Head Coach of the Badminton Club during the DepEd Mandaue District Sports Meet. Her ability to balance instructional duties with co-curricular engagements has enriched her teaching practice, providing her with broader insights into learner needs and professional growth. She believes that ongoing professional development is essential for enhancing teaching effectiveness, deepening understanding of children's learning needs, and improving educational outcomes. Her teaching approach is guided by empathy, intentional instruction, and a genuine understanding of children's diverse learning needs. With a growing academic background and meaningful hands-on experience, she looks forward to pursuing further achievements and contributing to initiatives that uplift the quality of early childhood education in the years ahead.

Rosella D. Rubi has completed 51 academic units in the Master of Arts in Education, major in Early Childhood Education, at Cebu Technological University–Main Campus, where she also obtained her undergraduate degree. Following the completion of her bachelor's program, she remained steadfast in her commitment to professional growth, continuously deepening her knowledge and skills in teaching young learners. In 2022, she began teaching and designing curriculum for foreign learners aged 2 to 6 at Clematis International School - Team AK English. Guided by her belief that early education serves as the cornerstone of lifelong learning, she dedicated herself to helping young children develop strong foundational skills that would prepare them to become confident, competent individuals in the future. From 2023 up to the present, she has been serving as an educator at Colegio de la Inmaculada Concepcion Inc. (CIC-Cebu), a Catholic private institution known for its commitment to forming students who reflect faith, excellence, and service. CIC upholds holistic education—nurturing not only academic growth but also moral development, spiritual formation, and compassionate leadership. She believes in cultivating learners who embody the values of integrity, kindness, and social responsibility, aligning with the school's mission to provide Christ-centered and learner-focused instruction. Throughout her teaching journey, she has demonstrated unwavering dedication to ensuring that every learner receives quality education grounded in a safe, nurturing, and supportive environment. She strives to inspire a

genuine love for learning, recognizing that young children thrive when they feel valued, respected, and cared for. As she continues to harness and refine her skills and capabilities, she remains committed to making meaningful contributions to today's educational landscape—particularly in shaping the early learning experiences that influence children's growth and future success.

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