

Relationship of Parents Involvement on the Literacy Level of Early Childhood Learners Towards an Action Plan

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Abstract

The results of the 2018 PISA are not progressing as indicated in the PISA 2022-2024 reports. Because of this, the Philippine educational leaders and implementors are investing in the factors influencing the literacy level of early childhood learners as they are in the formation years, and whatever development they will acquire is believed to affect development and achievement in later years. According to previous studies, parental involvement strongly influences the literacy level of early childhood learners, thus, the aim of the study is to determine the level of parent's involvement to their children in K-3 and its relationship to the literacy level of the children to provide an action plan that will further enhance the involvement of the parents to the learners' education and address the underlying literacy gaps of the learners. A quantitative correlation research design was utilized for the completion, accuracy, and effectiveness of the study. It has been revealed that the parents of kindergarten learners are more involved in terms of their child's academic learning compared to Grades 1-3 but both parties were open to parenting education. It is also revealed that unlike the results of previous studies, parental involvement and literacy level of early childhood learners are not significantly related. Nevertheless, a parental involvement action plan was proposed to further strengthen and improve the parents' engagement across all grade levels in their children's education. Moreover, a further research study regarding the topic with a greater population is also proposed to further validate the result of this study.

Keywords: parental involvement, literacy level, early childhood, action plan, quantitative method, correlation descriptive design, Philippines