

## Enhancing Literacy: The Reading Development of Grade School Learners

Recy DG. Balaquidan<sup>1</sup>, Alex B. Caballero<sup>2</sup>, Ruben P. Quitolbo<sup>3\*</sup>

<sup>1</sup> Department of Education-Nueva Ecija, Philippines. [RecyBalaquidan@yahoo.com](mailto:RecyBalaquidan@yahoo.com)

<sup>2</sup> Wesleyan University-Philippines. [spinecrd@yahoo.com](mailto:spinecrd@yahoo.com)

<sup>3\*</sup> Wesleyan University-Philippines. [pquitolbo@dotclsu.edu.ph](mailto:pquitolbo@dotclsu.edu.ph)

ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> reading skills, parent learning action, reading assessment, enhancing literacy, reading development</p> <p><b>DOI:</b> <a href="http://dx.doi.org/10.22437/langue.v4i1.48656">http://dx.doi.org/10.22437/langue.v4i1.48656</a></p> <p><b>Received:</b> September 30, 2025</p> <p><b>Reviewed:</b> December 3, 2025</p> <p><b>Accepted:</b> January 20, 2026</p>	<p>The research studied how parent learning action cells (PLACs) can improve reading skills for non-readers and struggling readers using different teaching methods. It aimed to see how PLACs affect vocabulary, comprehension, and fluency. The mixed-methods approach of the study highlighted strategies parents can use, like phonics, sight words, and comprehension techniques. Results showed that students improved their reading skills after PLACs, and there was a strong link between parents' participation and post-assessment scores. Parents noted that their child felt more confident in reading, improved comprehension, better understanding of reading strengths and weaknesses, a desire to continue reading together, and the importance of spending time reading with their child.</p>

### 1. Introduction

Foundational literacy development remains a persistent challenge in many public elementary schools, particularly in the early grades where reading skills are expected to be firmly established. At Luis O. Renon Integrated School, Grade 2 pupils during the School Year 2022–2023 exhibited significant difficulties in reading, largely attributed to prolonged exposure to modular learning, limited access to quality instructional support at home, and insufficient opportunities for guided reading practice during the formative years of kindergarten and Grade 1. These conditions contributed to learning gaps that hindered pupils' ability to develop essential reading competencies.

Reading is a core academic skill that serves as the foundation for learning across all subject areas. Pupils who struggle to read at the primary level often experience difficulties in comprehension, written expression, and academic performance in higher grade levels (Madrid, Balawag, & Franca, 2025). Moreover, limited reading proficiency may negatively affect learners' motivation, confidence, and overall engagement in school (Huebner, & Jennings, 2023). Despite the crucial role of early reading instruction, many parents and guardians who supported their children's learning at home were unprepared to teach reading effectively due to limited pedagogical knowledge, lack of instructional materials, and

unfamiliarity with systematic reading strategies (O'Connor & Cremin, 2025). In this study, a considerable number of Grade 2 pupils remained non-readers or struggling readers.

Reyes and Corpuz (2021) highlight that limited exposure to reading materials at home and inconsistent literacy instruction are significant contributors to persistent reading comprehension challenges among early grade learners. These factors collectively emphasize the need for a structured intervention that actively involves parents as partners in the reading development of their children.

In response to these challenges, this study aims to evaluate the effectiveness of the Parent Learning Action Cell (PLAC) as an intervention to improve the reading skills of struggling Grade 2 learners. The PLAC provides a structured and supportive platform for parents who are willing to assist their children but lack the confidence and skills necessary for effective reading instruction. Through guided sessions, parents are introduced to evidence-based strategies such as phonics instruction, sight word recognition, and interactive reading techniques that address the varying needs of non-readers and struggling readers. Dicaldo, Rowe, & Roch (2022) corroborated that a parent-focused intervention using dialogic shared book reading strategies can lead to significant improvements in early language and literacy skills and enhanced the quality of parent–child interaction during shared reading.

The PLAC is designed to support Grade 2 learners experiencing reading difficulties by strengthening home–school collaboration. Sessions are facilitated by the class teacher, who guides parents in the use of established reading approaches, including the Marungko Approach (Bernabe, 2024) and the Claveria Technique (Bautista, 2022). Parents are provided with a specially developed reading booklet to support consistent practice at home. The initial session focuses on orienting parents to the objectives of the PLAC, followed by sessions that emphasize practical application, shared experiences, and continuous communication between parents and teachers.

Through sustained parental engagement and guided instructional support, the PLAC seeks to enhance parents' capacity to facilitate effective reading instruction at home. Ultimately, this intervention aims to improve the reading proficiency of Grade 2 learners, strengthen their academic foundation, and promote long-term educational success by addressing early literacy challenges in a systematic and collaborative manner.

## **2. Literature Review**

This section presents a comprehensive review of related literature and studies that provide the theoretical, empirical, and contextual foundations of the present research. The review is organized thematically to examine reading difficulties among learners, the role of parental involvement in literacy development, the emergence of Parent Learning Action Cells (PLACs), and innovative instructional approaches that support struggling readers. Collectively, these studies establish the relevance and necessity of investigating the effectiveness of PLACs in enhancing the reading skills of non-readers and struggling readers.

### **2.1. Reading as a Fundamental Skill in Child Development**

Reading is a core academic skill that underpins learners' success across subject areas and plays a crucial role in cognitive, social, and emotional development. Snow, Burns, and Griffin (1998) emphasized that reading proficiency acquired during the early grades serves as a strong predictor of long-term academic achievement. Conversely, learners who experience difficulty in reading at an early age are more likely to encounter persistent academic challenges throughout their schooling. Juel (1988) noted that early reading failure often

results in a cumulative deficit, wherein struggling readers fall further behind their peers over time. This phenomenon, commonly referred to as the “Matthew Effect” in reading, was further explained by Stanovich (1986), who argued that poor readers receive less exposure to print, thereby limiting their vocabulary growth and comprehension development. These findings underscore the urgency of early and sustained interventions for non-readers and struggling readers.

## **2.2. Reading Difficulties and Educational Consequences**

Struggling readers typically exhibit difficulties in phonemic awareness, decoding, fluency, vocabulary, and comprehension (Lyon, Shaywitz, & Shaywitz, 2003). These difficulties not only affect academic performance but also influence learners’ motivation, self-confidence, and classroom participation. When left unaddressed, reading difficulties may lead to disengagement from school and increased risk of dropout. Research consistently highlights the importance of early identification and targeted support to mitigate the long-term consequences of reading failure. Effective literacy intervention requires a holistic approach that involves not only schools but also families and communities in supporting learners’ reading development (Sénéchal, 2006).

## **2.3. Parental Involvement in Education**

Parental involvement has long been recognized as a critical factor influencing children’s academic achievement. Epstein (1994) conceptualized parental involvement through a framework consisting of six types: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. This framework emphasizes that meaningful parental engagement extends beyond school-based activities and includes support for learning within the home environment. Epstein (2005) further observed that limited or strained relationships between parents and teachers hinder the development of effective school–family partnerships. In contrast, strong collaboration between parents and educators fosters positive learning environments and enhances student outcomes.

## **2.4. Parental Involvement and Academic Achievement**

Numerous studies have established a positive relationship between parental involvement and students’ academic performance. Fan and Chen (2001) found that parental expectations and home-based involvement had a significant impact on learners’ academic achievement. Similarly, Hill and Tyson (2009) emphasized that consistent parental engagement contributes to improved motivation, behavior, and academic success. Fullan (2001) asserted that parental involvement is a powerful driver of educational reform, noting that the closer parents are to the educational process, the greater the positive impact on learners’ development and achievement. These findings highlight the necessity of empowering parents to actively participate in their children’s education.

## **2.5. Parental Involvement in Literacy Development**

Parental involvement is particularly influential in the development of children’s reading skills. Sénéchal and LeFevre (2002) demonstrated that home literacy activities, such as shared reading, storytelling, and discussions about books, significantly improve children’s vocabulary and reading comprehension. Their study emphasized that informal literacy experiences at home play a crucial role in early reading development. Sénéchal and Young (2008) further confirmed that parental engagement in literacy-related activities is strongly associated with children’s reading comprehension and vocabulary growth. These findings

suggest that parents serve as essential literacy models and facilitators, especially for children who struggle with reading.

## **2.6. Policy Support for Parental Involvement**

The Philippine government recognizes the critical role of parents in their children's education and has institutionalized mechanisms to strengthen parental engagement. Republic Act No. 11908 (2022) explicitly mandates the establishment of the *Parent Effectiveness Service Program*, which aims “to strengthen parental involvement in their children's education, providing structures and interventions to actively support learners' academic and personal development” (RA 11908, 2022, Sec. 1). Complementing this, the Department of Education emphasizes in DepEd Order No. 13, s. 2022 that schools must “encourage meaningful collaboration between parents and educators, ensuring parents participate not only in school activities but also in decision-making processes that impact their children's learning” (DepEd, 2022).

These policies reflect the national commitment to fostering a sense of shared responsibility for learners' success, particularly benefiting struggling readers and non-readers who require additional support at home. By institutionalizing parental involvement, the Philippines aligns with global research indicating that active parental engagement contributes to improved literacy outcomes, motivation, and overall academic achievement (Epstein, 2005; Snow, Burns, & Griffin, 1998).

Further, educational policies worldwide have recognized the importance of parental involvement in improving learning outcomes. The No Child Left Behind Act of 2007 mandated schools to actively involve parents in their children's education and to provide opportunities for parents to support learning at home. Similarly, the U.S. Department of Education (1994) emphasized family–school partnerships as a strategy to enhance student achievement and close learning gaps. These policy frameworks reinforce the notion that parental involvement is not optional but an integral component of effective educational systems.

## **2.7. Parent Learning Action Cells (PLACs) as a Literacy Intervention**

In response to the need for collaborative and community-based approaches to learning, Parent Learning Action Cells (PLACs) have emerged as a promising literacy intervention. PLACs involve parents, teachers, and community members working together to support learners' academic development, particularly in reading. PLACs extend learning support beyond the classroom by equipping parents with strategies to assist their children at home. They also foster a sense of shared responsibility for learners' success, making them particularly effective for non-readers and struggling readers who require additional support. This finding highlights the importance of shared responsibility for learners' success, making collaborative home–school partnerships particularly effective for non-readers and struggling readers who require additional support (International Journal of Elementary Education, 2023).

## **2.8. Community-Based Literacy Support and Sociocultural Perspectives**

Community-based literacy initiatives, such as PLACs, are grounded in sociocultural theories of learning. Vygotsky (1978) emphasized that learning occurs through social interaction and collaboration within a cultural context. From this perspective, literacy development is enhanced when learners are supported by more knowledgeable individuals, including parents and community members. Auerbach (1995) argued that family literacy programs that empower parents contribute to sustainable literacy development. These

programs recognize parents as valuable educational partners rather than passive recipients of school directives.

## **2.9. Innovative Instructional and Assessment Approaches in Literacy**

Innovative instructional strategies play a vital role in addressing the needs of struggling readers. Ohashi (2018) highlighted the importance of performance-based assessment in understanding pupils' learning processes and approaches. Such assessments provide deeper insights into learners' reading abilities than traditional standardized tests. The integration of information and communication technology (ICT) in literacy instruction has also shown positive effects on learner engagement. Asnadi, Ratminingsih, and Myartawan (2018) found that ICT-based tools increased learners' interest and participation in English reading activities. Similarly, Neumann (2018) reported that digital reading platforms support vocabulary development and reading motivation among young learners.

## **2.10. Teaching Strategies and Learner Engagement**

Effective literacy instruction requires varied and learner-centered strategies. Dahlqvist (2018) challenged the effectiveness of translation-based instruction and advocated for interactive and meaning-focused reading strategies. Cadierno and Eskildsen (2018) demonstrated that incorporating diverse learning styles and approaches in primary education led to increased learner engagement and improved reading outcomes. These findings highlight the importance of flexible instructional practices that accommodate learners' diverse needs and learning preferences.

## **2.11. Empirical Studies on Parental Involvement Across Contexts**

Several empirical studies have emphasized the positive impact of parental involvement on academic achievement across different cultural and educational contexts. Anicama, Zhou, and Ly (2018) found that parental engagement significantly influenced learners' academic performance. Similarly, Willemse, Thompson, Vanderlinde, and Mutton (2018), as well as Yawman and Edwards (2018), reported that active parental participation contributed to improved learning outcomes. Beyond these specific studies, meta-analytic evidence shows that structured parental involvement programs are associated with moderate positive effects on children's academic outcomes across diverse populations (Dearing, McCartney, Weiss, Kreider, & Simpkins, 2022). Systematic reviews have further confirmed that parental engagement—both at home and in school—is consistently linked to higher academic achievement in multiple educational and cultural contexts (Musengamana, 2023). Longitudinal research also indicates that parental involvement promotes academic engagement, which in turn supports sustained achievement over time (Fan & Chen, 2021). Moreover, regional studies such as in Ghana demonstrate that parental involvement significantly predicts students' performance in core subjects (Owusu-Amponsah, Milledzi, Ampofo, & Gyambrah, 2018). Collectively, these studies suggest that parental involvement is a universal determinant of academic success, reinforcing the importance of engaging families as active partners in education regardless of cultural or contextual differences.

## **2.12. Research Gap and Relevance of the Present Study**

While extensive literature supports the role of parental involvement in literacy development, limited studies have specifically examined the effectiveness of Parent Learning Action Cells in improving the reading skills of non-readers and struggling readers. Moreover, there is a need for context-specific research that evaluates the direct impact of PLACs on reading proficiency, parental involvement, and academic outcomes.

The present study seeks to address this gap by investigating whether PLACs can effectively enhance the reading skills of non-readers and struggling readers. By examining the role of PLACs in literacy development, this research contributes to the ongoing efforts to provide inclusive, collaborative, and sustainable learning interventions for learners who are most at risk of reading failure.

### **3. Research Methodology**

#### **3.1. Research Design**

The research employed a mixed-methods approach, combining quantitative and qualitative data collection and analysis methods. The study involved the Grade 2-Recy pupils from diverse socio-economic backgrounds and academic abilities.

Quantitative data were collected through pre-and-post reading assessments to measure the participants' reading skills and engagement levels. Qualitative data were obtained through observations, interviews, and focus group discussions with parents, educators, and participants themselves. The diverse teaching strategies implemented within the PLAC sessions included interactive read-alouds, phonics-based activities, reading comprehension exercises, and personalized support tailored to individual learners.

On the other hand, the current investigation employed a qualitative research design. It should be noted that the qualitative method is suitable for investigating participants' opinions on a certain topic. In-depth interviews are a key component of the qualitative technique as they capture participants' understanding of the phenomenon and the reasons behind its occurrence (Bailey, 2014). In order to obtain a more comprehensive understanding of participants' perceptions, attitudes, and awareness of the issue, the researcher conducted in-depth interviews for purposes of eliciting opinions from the participants regarding the effect of PLAC program to their children.

#### **3.2. Participants**

The sample consists of the pupils of Grade 2- Recy for the SY 2022-2023 in Luis O. Renon Integrated School in Kalikid Sur, Cabanatuan City who are currently enrolled for the school year 2022-2023, and their parents who participated in PLACs. The sampling method used in the study is purposive sampling. This type of sampling becomes very useful in situations when the need to reach a targeted sample quickly and where sampling for proportionality is not the main concern (Crossman, 2018).

#### **3.3. Instrumentation**

The study utilized to set of data gathering tools. The first set is designed to measure the extent of the parents' involvement in the improvement of their children's reading skills. The second set elicited non-numerical data from the selected participants regarding their experiences of making themselves involve in the enhancement of the pupils' skills in reading.

The survey instrument is a modified tool that measured the participation of the parents and lifted from the study of ALazri (2019). This has undertaken modifications to be culture-free.

#### **3.4. Data Analysis Procedures**

Upon approval of the proposal, the proponent secures the permission of the principal to conduct the research within the premises of the school. It also sought with requesting the permission of parents allowing their children to participate in the study. Once approved, the

proponent proceeds to short listing the participants including the selection of parents through formal invitation.

Once the participants are identified, pre-test is administered among the pupil participants and questionnaires to the parents as well as face-to-face interview with them. Generated data are transcribed and recorded in spread sheet.

It is followed by the design and implementation of the intervention. Orientation and soft training of the parents are also undertaken. Once accomplished, the intervention is implemented.

After the implementation of the intervention, post-test for the pupil participants is administered while another face to face interview is conducted with the parents. The results of the pre and post-test are analysed to determine the desired results. The information generated from the parents are likewise interpreted using thematic analysis. All information is narrated in descriptive form.

Quantitative data were collected using pre-reading and post-reading assessment tool to measure changes in reading proficiency, academic outcomes, and parental involvement. Qualitative data were collected through questionnaires, focus groups and interviews to explore the challenges and benefits of implementing PLACs. The study utilized descriptive statistics, such as weighted mean and Pearson r, to analyze quantitative data, and thematic analysis to analyze qualitative data

#### 4. Findings

##### 4.1. Description of Pre-Reading Assessment Prior to Parent Learning Action Cells (PLACs)

Figure 1 showed the result of first oral reading test that involved Grade 1, Grade 2 and Grade 3. Out of 283 students from Grades 1 to 3, 111 students (39%) were identified as being at the frustration level in reading based on the Oral Reading Test. The highest

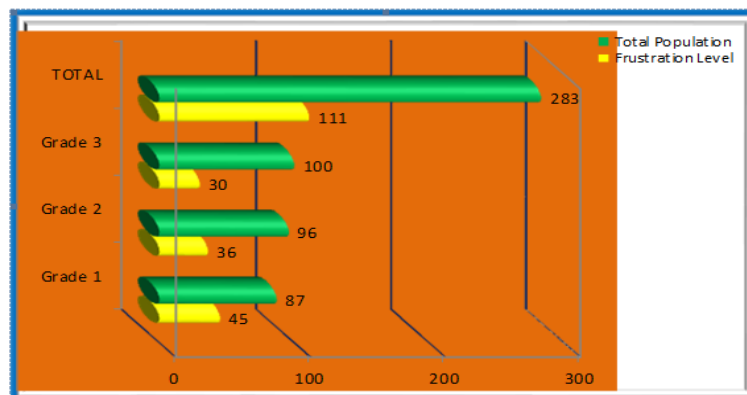


Figure 1 Distribution of Frustration Level in Reading Skills Among Grades 1,2 and 3 of the First Oral Reading Test

percentage was in Grade 1 (52%), followed by Grade 2 (38%), and Grade 3 (30%), showing that reading difficulties were more common in the lower grade levels.

#### 4.2. Post-Reading Assessment After Completing the Parent Learning Action Cells (PLACs)

The data in Figure 2 described the post reading post-reading assessment after completing the Parent Learning Action Cells (PLACs). Figure 2 highlights a significant decrease in the number of students at the frustration level in reading over three months. Initially, 111 students were identified at this level in the first oral reading test.

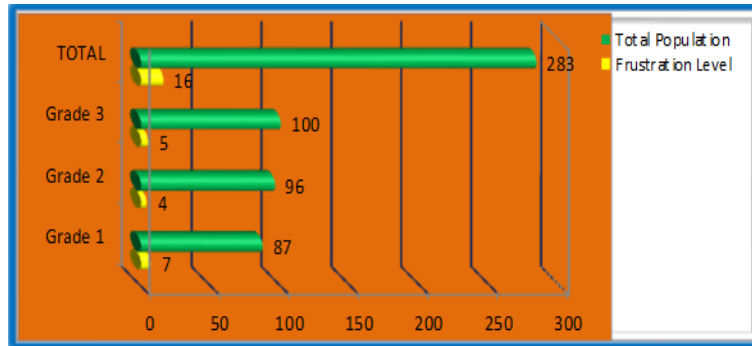


Figure 2 Distribution of Frustration Level in Reading Skills Among Grades 1, 2 and 3 of the Second Oral Reading Test

After three months, this dropped to just 16 students (6%). By grade level, Grade 1 dropped from 52% to 8%; Grade 2 from 38% to 4%; and Grade 3 from 30% to 5%. This demonstrates marked improvement in reading skills across all grade levels.

#### 4.3. Description Of Parents' Participation In Improving The Reading Skills Of The Pupils

Table 1 reveals that parents play an active and consistent role in supporting their children's reading development, as indicated by the average weighted mean of 3.70, interpreted as "always" participating. This suggests that parents are highly committed and serve as proactive partners in the implementation of the Parent Learning Action Cell (PLAC) program.

Their involvement is evident in activities such as reading stories at home, purchasing books, and borrowing reading materials from others. These efforts highlight the crucial role parents play in creating a supportive reading environment, which contributes significantly to the improvement of pupils' reading skills.

The findings highlight the positive impact of active parental involvement in enhancing pupils' reading performance. Parents not only model the importance of reading but also engage in meaningful activities that make reading a natural and enjoyable part of daily life. These include discussing reading content, allowing children to choose their own books, and setting aside regular reading time at home.

Other supportive strategies include visiting libraries and bookstores, encouraging reading in real-life contexts (like road signs or product labels), and sharing books within the community. Some parents even organize family reading competitions, give books as gifts, and provide access to e-books and online resources. These diverse efforts demonstrate how a reading-rich environment at home, supported by intentional parental actions, can significantly contribute to children's reading growth and overall literacy development.

Table 1  
Weighted Mean and Verbal Description of Parents' Participation  
to Improve the Pupils' Reading Skills

Parents' Participation	Weighted Mean	Verbal Description
I provide my children with books and stories that they need.	3.58	Always
I am concerned with buying books.	3.88	Always
I allow my children to choose books that they like to read.	3.76	Always
I allocate time for my children to read at home every day.	3.87	Always
I take my children to libraries and book shops.	3.64	Always
I encourage my children to read road signs and shop notice.	3.56	Always
I encourage my children to read about social and religious events.	3.71	Always
I read some stories with my children at home.	3.98	Always
I give my children books as a gift.	3.64	Always
I discuss with my children about what I read.	3.79	Always
I like reading with my children.	3.68	Always
I usually advise my children to read the contents of products before buying them.	3.63	Always
I follow my children's reading performance in school.	3.74	Always
I borrow story books from my friends' libraries.	3.87	Always
I share stories and books with my friends.	3.73	Always
I share my interests in reading with my family.	3.70	Always
I organize competition with my family in reading.	3.64	Always
I save in order to buy books.	3.69	Always
I allocate a special time for my self during the day to read at home.	3.53	Always
I provide e-books for my children.	3.74	Always
I like reading from the internet with my children.	3.71	Always
I share reading materials from my friends.	3.67	Always
<b>Average Weighted Mean</b>	<b>3.70</b>	<b>Always</b>

Legend: 3.25-4.00 Always    2.50-3.24 Often    1.75-2.49 Rarely    1.00-1.74 Never

These diverse efforts demonstrate how a reading-rich environment at home, supported by intentional parental actions, can significantly contribute to children's reading growth and overall literacy development.

#### 4.4. Significant Relationship Between The Post-Reading Assessment And The Parents' Participation

Table 2 illustrates a positive correlation between parents' involvement in reading activities and pupils' reading performance. As parents become more engaged in supporting their children's reading—through activities like reading together, providing materials, and

encouraging daily practice—students show noticeable improvement in their reading skills.

This finding confirms that greater parental participation leads to better reading outcomes, emphasizing the vital role parents play in their child's literacy development.

Table 2

Pearson r Computation Re Ho: No Significant Relationship Between the Parents Involvement and the Pupils Reading Skills

Pupils Reading Skills			
Parents Involvement	F-value	Significance	Decision
	8.951249	Significant	Rejected

The data shows a significant relationship between parents' involvement in reading activities and pupils' reading performance, leading to the rejection of the null hypothesis. Pupils with consistently involved parents perform better in reading. This highlights the need for teachers and administrators to strengthen parent engagement as a support system in improving pupils' reading skills and love for reading.

#### 4.5. Parents Perception as to the impact of the Parents' Learning Action Cell (PLAC)

Figure 2 highlights parents' positive perceptions of the Parents' Learning Action Cell (PLAC) and its impact on their children's reading development. The findings suggest that strong parental support through PLAC enhances reading proficiency, which is essential for academic success, critical thinking, and lifelong learning.

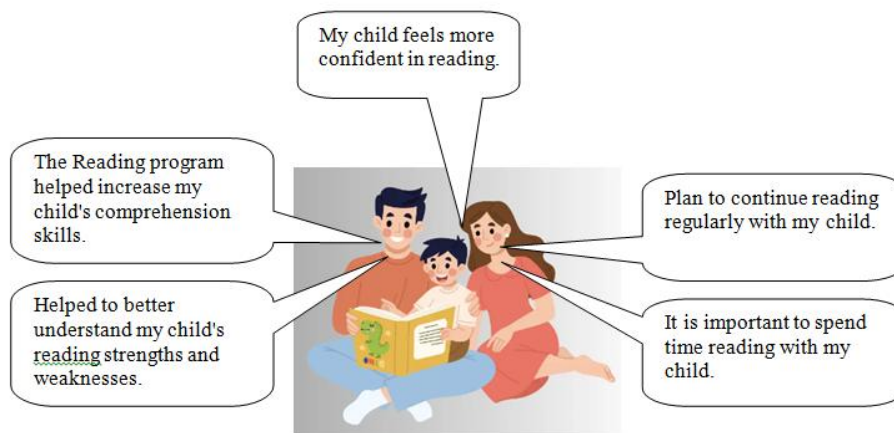


Figure 2 Emerged Themes in terms of the Parents Perception as to the impact of the Parents' Learning Action Cell (PLAC) collaborative efforts between teachers and parents are indispensable to achieve an excellent reading performance.

Reading at grade level not only improves language and communication skills but also boosts confidence, self-worth, and emotional well-being. This reinforces the vital role of parents in helping children become skilled, motivated, and independent learners.

#### 5. Discussions

Struggling readers typically exhibit difficulties in phonemic awareness, decoding, fluency, vocabulary, and comprehension (Lyon, Shaywitz, & Shaywitz, 2003). These difficulties not only affect academic performance but also influence learners' motivation, self-confidence, and classroom participation. When left unaddressed, reading difficulties may lead

to disengagement from school and increased risk of dropout. Research consistently highlights the importance of early identification and targeted support to mitigate the long-term consequences of reading failure. Effective literacy intervention requires a holistic approach that involves not only schools but also families and communities in supporting learners' reading development. The pre-reading assessment (Figure 1) revealed a considerable proportion of pupils performing at the frustration level in reading, particularly in the lower grade levels. The high incidence of reading difficulty among Grade 1 pupils suggests that many learners begin formal schooling without adequate foundational literacy skills. This finding highlights the vulnerability of early readers and confirms that reading difficulties are most pronounced during the initial stages of literacy acquisition.

This result supports established literature asserting that early reading failure, when not immediately addressed, tends to persist and intensify over time. The observed pattern reflects the widely documented "Matthew Effect" in reading, which posits that early deficits in literacy lead to cumulative disadvantages in academic achievement. The findings therefore emphasize the critical importance of early, systematic, and targeted literacy interventions, particularly for pupils in the primary grades (Stanovich, 1986).

As portrayed in Figure 2, the substantial reduction in the number of pupils at the frustration level following the implementation of PLACs indicates that the intervention was highly effective in improving reading performance. The marked improvement across all grade levels demonstrates that PLACs function as a meaningful support mechanism for both non-readers and struggling readers.

These findings suggest that PLACs successfully extended learning beyond the classroom by equipping parents with strategies to support reading at home. This aligns with sociocultural theories of learning, particularly Vygotsky's (1986) assertion that learning occurs through social interaction and guided participation. By positioning parents as co-educators, PLACs provided learners with consistent scaffolding, reinforcement, and opportunities for meaningful reading practice, which are essential for literacy development. As discussed, parental involvement is particularly influential in the development of children's reading skills. Sénéchal and LeFevre (2002) demonstrated that home literacy activities, such as shared reading, storytelling, and discussions about books, significantly improve children's vocabulary and reading comprehension. Their study emphasized that informal literacy experiences at home play a crucial role in early reading development. Sénéchal and Young (2008) further confirmed that parental engagement in literacy-related activities is strongly associated with children's reading comprehension and vocabulary growth. These findings suggest that parents serve as essential literacy models and facilitators, especially for children who struggle with reading.

The consistently high level of parental participation reflects strong commitment and engagement in supporting children's reading development. Parents actively participated in reading-related activities, including reading aloud, providing reading materials, and integrating literacy into daily routines. These practices contributed to the creation of a literacy-rich home environment that complemented classroom instruction which is confirmed in Table 1. The results also confirmed empirical studies emphasizing the effectiveness of family-centered literacy interventions. The improvements observed in this study affirm that when instructional efforts are reinforced at home through structured parental involvement, learners experience accelerated gains in reading proficiency as shown in Table 2. Recent research underscores that active parental participation in reading-related activities, such as shared book reading, storytelling, providing reading materials, and engaging in literacy

routines, contributes positively to children's literacy development and reading performance. These home-based practices are linked with enhanced reading outcomes and supportive home literacy environments (Inoue *et al.*, 2024; Caban *et al.*, 2024; Alikan & Oco, 2025; Lapuhapu & Oco, 2024).

From a theoretical perspective, these findings reinforce Epstein's (1986) framework of parental involvement, particularly the dimensions of learning at home and collaboration between families and schools. The results highlight that parental involvement is not limited to attendance in school activities but extends to sustained, intentional engagement in children's learning processes. Practically, the findings suggest that parents, when provided with appropriate guidance and support, can effectively contribute to improving reading outcomes. This underscores the importance of parent capacity-building initiatives as part of comprehensive literacy programs.

As observed in Table 2, the significant relationship between parental involvement and pupils' reading skills confirms that increased parental engagement leads to better reading outcomes. The rejection of the null hypothesis indicates that parental participation is a meaningful predictor of reading performance among pupils. This finding validates theoretical models that view education as a shared responsibility among schools, families, and communities. It also supports previous empirical research demonstrating that parental involvement positively influences learners' academic achievement, particularly in literacy. The results suggest that reading development is optimized when parents consistently reinforce reading behaviors and attitudes at home. As emphasized in Epstein's Overlapping Spheres of Influence Theory, this is the most direct model for shared responsibility. It posits that students learn best when schools, families, and communities work in partnership, with their influences overlapping to support children's development (Epstein, 2011). From a practical standpoint, the findings provide strong justification for educators and school administrators to prioritize parental involvement as a central component of reading intervention programs. Strengthening parent-teacher partnerships emerges as a strategic approach to addressing persistent reading difficulties in the early grades.

Parents' positive perceptions of the PLAC program further substantiate its effectiveness. Parents reported increased confidence in supporting their children's reading, improved understanding of their children's learning needs, and greater appreciation of collaborative efforts between teachers and families. These perceptions suggest that PLACs not only enhance pupils' reading skills but also empower parents as active and informed partners in the educational process. Several studies have documented that parents gain greater confidence and self-efficacy in supporting their children's reading when they are actively involved in school-based or home-based literacy programs. One of the most cited works is by Hoover-Dempsey and Sandler (1997), who emphasized parental self-efficacy as a key outcome of involvement. They explain that when parents feel knowledgeable and capable, their confidence increases, leading to more active engagement in their children's learning, including reading.

Beyond academic gains, improved reading proficiency contributes to learners' self-confidence, motivation, and emotional well-being. The findings indicate that PLACs foster positive attitudes toward reading, which are essential for sustaining literacy development and promoting lifelong learning (Sutriani, 2025). Recent research indicates that skills gained through improved reading proficiency extend beyond academic achievement. Targeted reading interventions have been shown to enhance students' self-confidence and motivation to

engage with texts, as well as broader aspects of emotional well-being such as self-esteem and academic self-concept (Ticheloven *et al.*, 2025; Sümer Dodur & Ceylan, 2025; Lin, 2025).

The findings of this study contribute to existing educational theories by providing empirical support for both sociocultural and ecological perspectives on learning, which emphasize that academic development is shaped by social interactions and environmental contexts. From a sociocultural perspective, Vygotsky (1978) emphasized that learning is socially mediated and occurs through interaction with more knowledgeable others. Children develop higher mental functions through guided participation and scaffolding within the Zone of Proximal Development (ZPD). The positive impact of parental involvement on reading development supports this view, as parents serve as key agents in mediating literacy learning at home by modeling reading behaviors and guiding their children's understanding.

Similarly, the findings are consistent with Bronfenbrenner's Ecological Systems Theory, which posits that development is influenced by multiple layers of environmental systems, particularly the family and school environments (Bronfenbrenner, 1979). Parental engagement functions within the microsystem, while collaboration between parents and teachers operates in the mesosystem, reinforcing learning continuity between home and school. The results demonstrate how strengthening these systems enhances academic development, particularly in reading.

Moreover, the findings align with Epstein's Theory of School–Family–Community Partnerships, which asserts that student achievement improves when schools and families work collaboratively (Epstein, 1994; Epstein, 2005). Structured parental involvement programs empower families to actively participate in literacy development, reinforcing the idea that education is a shared responsibility between schools and homes. The effectiveness of PLACs affirms the proposition that literacy development is most successful when supported by strong home–school partnerships. Practically, the study demonstrates that PLACs are a viable, cost-effective, and scalable intervention for improving reading skills among non-readers and struggling readers. The results suggest that schools should institutionalize parent-focused literacy programs, provide structured training for parents, and create opportunities for sustained collaboration between teachers and families.

Recent educational research has increasingly integrated sociocultural and ecological perspectives to provide richer frameworks for understanding learner development. Sociocultural approaches foreground the social and cultural mediation of learning, emphasizing that cognition and knowledge are co-constructed through interaction with more knowledgeable others and culturally situated practices (Hayes, 2024). Ecological perspectives extend this view by situating learning within interconnected systems of environments, artefacts, and agents, arguing that educational outcomes emerge from complex interactions across school, home, community, and broader socio-ecological contexts (Jornet, 2025; Markauskaite *et al.*, 2024). Combining these lenses supports a more holistic understanding of learners as active participants in socially and environmentally distributed learning ecosystems.

In summary, the findings of the study confirm that Parent Learning Action Cells significantly enhance pupils' reading skills and strengthen parental involvement in literacy development. The results highlight the importance of early intervention, collaborative learning environments, and sustained parental engagement in addressing reading difficulties. By demonstrating the effectiveness of PLACs, this study provides valuable insights for educators, administrators, and policymakers seeking inclusive and sustainable solutions to early literacy challenges.

## 6. Conclusions

The discussion highlights that struggling readers commonly experience difficulties in core literacy skills, which negatively affect not only academic performance but also motivation, self-confidence, and classroom engagement. Early reading problems, if left unaddressed, tend to persist and worsen over time, reflecting the Matthew Effect in reading. The pre-reading assessment showed a high number of pupils, especially in Grade 1, performing at the frustration level, emphasizing the vulnerability of early readers and the urgent need for early, targeted interventions.

The significant improvement in pupils' reading performance after the implementation of PLACs demonstrates the effectiveness of the program in reducing frustration-level readers across all grade levels. PLACs successfully extended learning beyond the classroom by empowering parents to support reading at home, consistent with sociocultural theory, particularly Vygotsky's view that learning occurs through social interaction and guided participation. Parents acted as co-educators by providing scaffolding, reinforcement, and meaningful reading experiences.

The findings confirm that active parental involvement—such as shared reading, storytelling, and creating literacy-rich home environments—plays a crucial role in improving children's vocabulary, comprehension, and overall reading proficiency. The strong relationship between parental involvement and pupils' reading skills supports Epstein's framework of shared responsibility among schools, families, and communities, and validates theoretical models that emphasize collaborative partnerships in education.

Parents' positive perceptions of the PLAC program indicate increased confidence, self-efficacy, and understanding of their children's learning needs. This empowerment strengthens sustained engagement in literacy activities at home and reinforces the effectiveness of family-centered literacy interventions. Beyond academic improvement, enhanced reading proficiency also contributed to learners' self-confidence, motivation, and emotional well-being.

Overall, the study provides empirical support for sociocultural and ecological perspectives on learning by demonstrating that literacy development is most effective when supported through strong home-school partnerships. PLACs emerge as a practical, cost-effective, and scalable intervention that not only improves reading outcomes but also strengthens parent capacity and promotes holistic learner development.

## References

- ALazri, Saif Nasser Saif. 2019. Developing a Questionnaire for Assessing Parental Involvement in Reading in Sultanate of Oman. *International Journal of Language and Alikan, A. O., & Oco, R. M. (2025). Parental participation and reading skills of learners. International Journal of Multidisciplinary Research and Analysis, 8(7), Article 62. <https://doi.org/10.47191/ijmra/v8-i07-62>*
- Anicama, C., Zhou, Q., & Ly, J. (2018). *Parent involvement in school and Chinese American children's academic skills*. *Journal of Educational Research, 111(5), 574–583. <https://doi.org/10.1080/00220671.2017.1323718>*
- Asnadi, I. W. S. W., Ratminingsih, N. M., & Myartawan, I. P. N. W. (2018). *Primary teachers' and students' perception on the use of ICT-based interactive game in English language teaching*. *Jurnal Pendidikan Indonesia, 7(1), 10–20. <https://doi.org/10.23887/jpi-undiksha.v7i1.10963>*

- Auerbach, E. (1995). *Multicultural perspectives on literacy research*. *Journal of Reading Behavior*, 27(1), 85–100. *Linguistics* Vol. 6, No. 1, March 2019 doi:10.30845/ijll.v6n1p7
- Bailey, L. F. (2014). The Origin And Success Of Qualitative Research. *International Journal of Market Research*, 56, 167-184. doi:10.2501/IJMR-2014-013
- Bautista, C. (2022). *E. S. Claveria's technique: Its effectiveness as reading remediation tool for Grade One pupils*. *International Journal of Research Studies in Education*, 11(6), 73–78.
- Bernabe, R. V. (2024). *Effectiveness of Marungko Approach in enhancing the reading performance among Grade 1 pupils of San Antonio Elementary School*. *Asian Journal of Education and Social Studies*, 50(12), 510–521.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Brooks, D.C., (2011). "Space matters: The impact of formal learning environments on student learning". *British Journal of Educational Technology*, 42: 719-726, <https://doi.org/10.1111/j.1467-8535.2010.01098.x>
- Cadierno, T., & Eskildsen, S. W. (2018). The younger, the better?: A usage-based approach to learning and teaching of English in Danish primary schools. *European Journal of Applied Linguistics*, 6(1), 171-182.
- Connors, L. J., & Epstein, J. L. (1994). Taking Stock. Views of Teachers, Parents, and Students on School, Family, and Community Partnerships in High Schools. Report No. 25.
- Crossman, A. (2018). *Understanding purposive sampling*. Retrieved from ThoughtCo. <https://www.thoughtco.com/purposive-sampling-3026727>
- Dahlqvist, H. (2018). Exposure to English in the Primary School English Classroom: There Are Ways to Make a Foreign Language Comprehensible without Translating.
- Dearing, E., McCartney, K., Weiss, H. B., Kreider, H., & Simpkins, S. (2022). *Effects of parental involvement programs on young children's academic and social-emotional outcomes: A meta-analysis*. *Early Childhood Research Quarterly*, 63, 115–128.
- Department of Education. (2022). *DepEd Order No. 13, s. 2022: Omnibus Guidelines on the Regulation of Operations of Parent-Teacher Associations*. Philippines.
- Epstein, J. L. (1994). *Theory to practice: School and family partnerships lead to school improvement and student success*. In C. L. Fagnano & B. Z. Werber (Eds.), *School, family, and community interaction: A view from the firing lines* (pp. –). Boulder, CO: Westview Press.
- Epstein, J. L. (2005). *School-initiated family and community partnerships*. In T. Erb (Ed.), *This we believe in action: Implementing successful middle level schools* (pp. 77–96). National Middle School Association.
- Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Boulder, CO: Westview Press.
- Fan, X., & Chen, M. (2001). *Parental involvement and students' academic achievement: A meta-analysis*. *Educational Psychology Review*, 13(1), 1–23. <https://doi.org/10.1023/A:1009048817385>
- Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). Teachers College Press.
- Griffith, M. A. (2014). Consumer acquiescence to informed consent: The influence of vulnerability, motive, trust, and suspicion. *Journal of Customer Behavior*, 13, 207-235. doi:10.1362/147539214X1403453768741

- Hayes, D. (2024). *A sociocultural perspective on foreign language education in state education systems*. *Language Teaching Research Quarterly*, 46, 76–89
- Hill, N. E., & Tyson, D. F. (2009). *Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement*. *Developmental Psychology*, 45(3), 740–763. <https://doi.org/10.1037/a0015362>
- Hoover-Dempsey, K. V., & Sandler, H. M. (1997). *Why do parents become involved in their children's education?* *Review of Educational Research*, 67(1), 3–42.
- Huebner, A., & Jennings, J. (2023). *Poor reading skills and reduced reading engagement: The reciprocal impact of reading comprehension deficits and motivation*. *Education Sciences*, 15(10), 1274.
- International Journal of Elementary Education. (2023). *The synergy between parents and teachers in supporting children's literacy development*. *International Journal of Elementary Education*, 7(4), 555–566.
- Jornet, A. (2025). *Socio-educational ecologies for learning, social change, and future thinking*. *Acta Psychologica*.
- Juel, C. (1988). *Learning to read and write: A longitudinal study of 54 children from first through fourth grades*. *Journal of Educational Psychology*, 80(4), 437–447. <https://doi.org/10.1037/0022-0663.80.4.437>
- Jung, Carl (1935). "Analytical Psychology: Its Theory and Practice", C.G. Jung.
- Lapuhapu, H. J., & Oco, R. M. (2024). *Parental engagement and pupils' reading performance*. *International Journal of Multidisciplinary Research and Analysis*, 7(6), Article 42. <https://doi.org/10.47191/ijmra/v7-i06-42>
- Lin, Y. (2025). *A reflection of learners' motivation to read, self-assessment, critical thinking, and academic well-being in reading instruction*. *Learning and Motivation*.
- Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. (2003). *A definition of dyslexia*. *Annals of Dyslexia*, 53(1), 1–14. <https://doi.org/10.1007/s11881-003-0001-9>
- Madrid, L. M., Balawag, L. R. A., & Franca, G. C. (2025). *Perceived reading comprehension difficulties and academic performance of intermediate learners*. *Asian Journal of Education and Social Studies*, 51(6), 1373–1381.
- Markauskaite, L., Schwarz, B. B., & Damsa, C. (2024/2025). *Beyond disciplinary engagement: Ecologies of interdisciplinary learning*. *Journal of the Learning Sciences*.
- Musengamana, I. (2023). *A systematic review of literature on parental involvement and its impact on children's learning outcomes*. *Open Access Library Journal*, 10, e755.
- Neumann, M. M. (2018). *The effects of a parent-child environmental print programme on emergent literacy*. *Early Childhood Research Journal*
- O'Connor, C., & Cremin, T. (2025). *Insights and challenges for educational leaders supporting families in home reading practices*. *Thinking Skills and Creativity*, 59, Article 100999.
- Ohashi, Y. (2018). *Innovation and the assessment of elementary school English in Japan: Issues and concerns*.
- Owusu-Amponsah, M., Milledzi, E. Y., Ampofo, E. T., & Gyambrah, M. (2018). *Relationship between parental involvement and academic performance of senior high school students in Ashanti Mampong Municipality, Ghana*. *American Journal of Educational Research*, 6(1), 1–8.
- Republic Act No. 11908. (2022). *An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service Program to Strengthen Parental Involvement in Their Children's Education*. Philippines.

- Reyes, & Corpuz. (2021). Reading Comprehension in Early Grade Learners. *International Journal of Research and Innovation in Social Science*, 9(10), 7991–7998.
- Rohr, J., & He, Y. (2010). Preservice teachers and parents: Using a reading course to change perceptions and practice. *Educational Studies*, 36(1), 35-45.
- Sénéchal, M. (2006). *The effect of family literacy interventions on children's acquisition of reading: A meta-analytic review*. National Center for Family Literacy & National Institute for Literacy.
- Sénéchal, M., & LeFevre, J. A. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child development*, 73(2), 445-460.
- Sénéchal, M., Pagan, S., Lever, R., & Ouellette, G. P. (2008). Relations among the frequency of shared reading and 4-year-old children's vocabulary, morphological and syntax comprehension, and narrative skills. *Early Education and development*, 19(1), 27-44.
- Sénéchal, M., & Young, L. (2008). *The effect of family literacy interventions on children's acquisition of reading from kindergarten to grade 3: A meta-analytic review*. *Review of Educational Research*, 78(4), 880–907.
- Sheridan, E.M., (1981). "Theories of Reading and Implications for Teachers", *Reading Horizons: A Journal of Literacy and Language Arts*, 22 (1), Retrieved from [https://scholarworks.wmich.edu/reading\\_horizons/vol22/iss1/11](https://scholarworks.wmich.edu/reading_horizons/vol22/iss1/11).
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Stanovich, K. E. (1986). *Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy*. *Reading Research Quarterly*, 21(4), 360–407. <https://doi.org/10.1598/RRQ.21.4.1>
- Sümer Dodur, H. M., & Ceylan, M. (2025). *Academic self-concept and reading comprehension among students with learning disabilities: Serial mediating effect of reading anxiety and reading motivation*. *British Journal of Educational Psychology*.
- Sutriani, S. (2025). *Literacy Development Through Literature: A Comprehensive Review*. *Majapahit Journal of English Studies*, 2(2), 165–174.
- Ticheloven, A., et al. (2025). *Enhancing reading skills in at-risk students: Effects on reading comprehension, motivation, and self-esteem*. *Frontiers in Psychology*.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Vygotsky, L. S. (1986). *Thought and language* (A. Kozulin, Trans.). Cambridge, MA: MIT Press. (Original work published 1934)
- Willemse, T. M., Thompson, I., Vanderlinde, R., & Mutton, T. (2018). *Family-school partnerships: A challenge for teacher education*. *Journal of Education for Teaching*, 44(3), 252–257. <https://doi.org/10.1080/02607476.2018.1465545>
- Yawman, M., & Edwards, H. (2018). Parents' Involvement, Satisfaction, and Students' Competence in English as a Second Language in Private Schools in Nakhon Ratchasima, Thailand. Thailand (February 21, 2018).
- Zandbergen, P. A. (2014). Ensuring confidentiality of geocoded health data: Assessing geographic masking strategies for individual-level data. *Advances in Medicine*, 2014, 1-14. doi:10.1155/2014/567049