



Parental Involvement on Kindergarten Literacy Development in Cervantes District, Ilocos Sur

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PARENTAL INVOLVEMENT ON KINDERGARTEN LITERACY

DEVELOPMENT IN CERVANTES DISTRICT

CERVANTES, ILOCOS SUR

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ABSTRACT

This study determined the level of parental involvement on literacy development of kindergarten along learning to read, early writing and early counting in Cervantes District, Ilocos Sur. The descriptive correlational analysis was used as the research design and questionnaire as the main tool in gathering data where 332 kindergarten parents as respondents. Frequency count, percentages, mean values and Pearson r were used in the analysis and interpretation of data gathered.

The conclusions revealed that the profile of the respondents varied; the level of parental involvement on their child's literacy development along the dimensions considered are moderately involved, and; there is a significant relationship between the profile of the respondents along primary language spoken at home and parental involvement on learning to count while the other profile of the respondents has no significant on the dimensions considered.

The following recommendations were offered; differences on the profile of the respondent should not affect their involvement, duties and responsibilities to the literacy development of their child; they should allot at least 30-45 minutes a day for their literacy development session. They will attend trainings and seminars on some of the strategies and activities to be applied at home in teaching or may apply reward over punishment or punishment over reward. They may also use gadgets to introduce to them the phonics and rhyming number but with strict guidance, and; both parents will involve themselves on the literacy development of their children because the strategies of a mother and father is different.

Key Words: *Parental Involvement, Kindergarten Literacy Development, Learning to Read, Early counting and Early writing*



Chapter I

INTRODUCTION

Background of the Study

Parental involvement is the participation of parents in the learning of the child. The involvement of parents even before school is essential, and it is increasingly important as the child enters formal education. The participation of parents to the learning of their child reflects on the performance of their children. It was said that their involvement encourages and develops confidence to their children. Sadly, this critical participation of the parents has not been observed in the society this recent times.

When parents are involved in their literacy development, they prepare the child for success in their literacy skills at school (Kids Academy, 2018). United States also promotes the importance of parental involvement as it becomes a major goal for both policymakers and educators (Yamamoto, Y., et al., (2016). Herewith, knowing the importance of parental involvement is not enough without the action, but, a knowledge on the crucial effect of parental involvement accompanied by actions will develop a great performance of their children. Moreover, in Japan, some parents are sending their children to other school apart from Japanese school because of how other school give importance on parental involvement (Tett, 2007). It only shows how Japanese saw the critical significance of the said involvement.



In the Philippines, parental involvement is indeed important. However, there are studies that shows how parental involvement in the Philippines are being affected as the days passed by. Due to the prevailing economic status of the country, parents tend to spend time to work for the family which lead them to sacrifice their time on involving themselves to their children. The Department of Education (DepEd) data shows that for every 100 children who enters Grade 1, clos eto 15 do not make it into Grade 2 and one reason of it is the involvement of parents to their children (Bartolome, M., et al., 2017)

Parents and schools are partners, which means they will help each other develop the child. The more the parents will involve themselves to the child's development, the more the child will be motivated and encouraged. Some findings of different authors present that the the time spend by parents in involving themselves on the educational development of their children will result to a great performance (Acero, et. al., 2015) and the collaboration of the school and parents will enhance the child's academic success and well-being (Srednicka, 2018). Thus, the child's development does not solely rely on the teacher but also on the involvement of parents.

The World Health Organization declared COVID-19 a pandemic on the 12th day of March 2020, resulting in the temporary closures of schools as part of the worldwide public health measures (Viner, 2020).



This affected the face-to-face class, resulting in a modular modality that made parental involvement crucial in the child's learning. A child cannot learn sounds by merely using printed materials. Herewith, it requires parental involvement.

Herewith, teachers could not teach kindergarten face-to-face due to the series of lockdowns and unstable protocols that significantly affect the pupils' early literacy development. Because of this pandemic, many businesses were affected, more financial stress, and many lost their jobs, affecting the family's income, balance, support, and school-family modes of collaboration (Ribeiro, 2021).

Many schools had cancelled their face-to-face classes to abide with the government's protocols. President Rodrigo Duterte has justified closing elementary schools and high schools for the safety of the pupils (Gutierrez & Bilefsky, 2021). The move, which has kept nearly 2, 000 schools closed (Gutierrez & Bilefsky, 2021), makes learning more challenging. For teachers and parents, especially those who have children at the preschool level, this is a crucial and sensitive stage for the children to learn basic literacy. This pandemic has increased poverty to parents and students in the sprawling (Gutierrez & Bilefsky, 2021), making it more difficult for the parents to get involved in the development of the early literacy of their child. Before the pandemic,



early literacy was a problem in school due to the poor involvement of parents, but it gets worst now.

Before, even when it is face-to-face, teaching children on early literacy is already challenging, but it is more challenging now that learning shifts to online to both parents and pupils. The sudden shifts of learning to online make parents instant teachers too. It is said that children ages 3-5 years old could grasp information easier but with parents' involvement, especially now that they are not going to school.

Amidst the pandemic, DepEd Ilocos Sur utilized blended methods of instruction, such as modular learning or online classes, depending on what is suitable for the students or the teachers (Pasiliao, 2021). Also, not all areas in Ilocos Sur have stable internet connections for the teachers to meet their learners, especially in kindergarten. With these, the time teachers should teach early literacy to the pupils is limited, requiring more parents' involvement in the learning and development of basic literacy. Some parts of Ilocos Sur might have a stable internet connection, but the money it requires for the online class affects the class. Some pupils may attend, some may not.

In Cervantes, modular learning is utilized because the internet connection is not stable. Parents demand more time to teach their children, especially in reading, writing, and counting, even at the preschool level. Due to the unstable quarantine protocols, children stay



at home to learn how to write, count and read. They cannot do it alone without an adult's guidance. Cervantes' parental involvement may vary due to sex, age, educational attainment, and economic status.

This study would like to find out if the different profile of the preschool parents will affect their involvement in their child's literacy development. From the researcher's experience, she spend more time in teaching her child on how read, write and count more than the father. She also noticed that a father spend more time in working for the family which made him spend less time in teaching the child. This experience were the same from the study of Curtiss, Mcbride, and Uchima (2019) when they found out that mothers actively participate in the child's development even early while fathers are providers. They also added that fathers as providers have limited time to get involved in the child's learning because they have more time to work for the family.

Garcia (2018) mentioned that a child with parents with higher educational attainment tends to have put much effort into teaching the child. The same researcher quoted that a child with parents with low educational attainment only rely to the teacher. She also added that parental involvement is affected not only on educational attainment but also in the socio-economic status of the family. She supported the previous idea that parents with low income have less time to get involved with their child's learning because of financial stress and pressure, while



parents with high income have greater support. The different result of studies mentioned above were different from the researcher's experience which made her engage in this study.

Aside from the aforementioned, primary language spoken at home may also affect parental involvement. From the researcher's experience, the language they are using at home when they have conversation with their child is English which made the learning of the child easier and faster because the medium of instruction used at their school is also English. Moreover, the researcher also observed that a child who was exposed to an environment with a language different from the medium of instruction used at school has a difficulty in learning specially in writing, reading and counting.

With the situations mentioned earlier and factors that may affect the involvement of parents in the development of early literacy of preschool pupils, the researcher finds it necessary to explore the involvement of parents in Cervantes, Ilocos Sur. There is indeed a need to conduct this study, especially since this will be the first research conducted in the said municipality.

Framework of the Study

The following model, theories and concepts were used in the study.

The current study is guided by the Hoover-Dempsey and sandler model of the Parental Involvement process. This model includes 'learning



mechanism' which the researcher calls as 'parental involvement' used by parents during involvement activities such as parental encouragement, modeling, reinforcement and instructions. These model defines the following as: (a) parental encouragement as parents' explicit support for students and active engagement in activities related to school tasks and learning, (b) parental modeling is a parent behavior linked to successful learning such as explicit modeling in the course of instruction, attitude towards literacy development, (c) parental reinforcement includes a parent's application of positive and individually and developmentally appropriate consequences for learning behaviors and efforts of their child, and (d) parental instruction is the engagement of a parent with their child by giving various forms of instructions such as teaching, tutoring, practicing or correcting at home (Kigobe, 2019).

Additionally, the first environment where a child will be exposed is at home. Piaget's Cognitive theory believed that children's thinking developed through infancy and be developed and construct knowledge from new experiences (Martin, 2021). Thus, this study shows how crucial parental involvement is in developing a child. At this time of pandemic wherein children are not allowed to go to school, they badly need an adult's involvement in their learning and development. Further, the child's development has stages, and one stage is the pre-operational stage that covers the kindergarten level. This new set of ideas will not be



developed in this stage if the child is not guided but will be constructed if someone in the family or the parent/s will be involved.

Lev Vygotsky's sociocultural theory also believed that children construct knowledge through social and cultural. He also added that the social and cultural influence of the environment is central to children's cognitive development because the social context is an ongoing stimulus for learning. These stimuli can be interactions with parents, extended families, and significant others in the community, like peers and siblings. This study supported this research because the more interaction of parents and children, the more the literacy development is effective and faster specifically on the literacy skills of the child.

In addition, Bronfenbrenner's ecological theory, connected with social and cultural systems, is also one factor in a child's development. He supported his theory that a child constructs his/her knowledge activities in social and cultural. The social system of this study covers the involvement done at home such as teaching the child to read, write and count which made it significant to this research.

Also, Bronfenbrenner's Ecological Systems theory stated that there are five environment of a child that may affect their development. One of which is the microsystem considered as the most influential level since it covers the family (Evans, 2020). In this study, it shows how influential parental involvement on their child's development which covers their



literacy development as their preparatory stage to formal education. This theory supports this research because it highlighted how important and effective the involvement of parents on their child development. Moreover, interactions between the home, family, and peers were critical to children's development.

Epstein's theory of parental involvement talked about the development of a child outside the school which are the family and community. Cano et al., (2016) also reasoned that parents are the most prominent factors in the development of the child which caters their literacy development. This study highly supported this research because parents involvement like for example expressing their appreciation and reactions may have great effects on their involvement and the literacy development of the child.

Moreover, the social capital theory has been clarified and extended by other researchers as they applied it to schools and families. Yamauchi, Ponte, Ratliffe and Traynor (2017) put forth what they called an emerging consensus of social capital in this context as the material and immaterial resources that individuals and families are able to access through their social ties. These resources are often inequitable based on class, income, culture, and other social considerations. One of these is the parents' income that can predict the level of engagement in his or her children's schools.



Sheldon (2021) defined parental involvement as parents participating in school-based and home-based activities. When parents are involved, it positively affects acquiring knowledge, skills, and increased confidence that they can do better at school. Thus, when teacher, parent, and pupil collaboratively work with each other, a child's educational development is enhanced. Moreover, Lin (2003) stated that parental involvement is connected to child's readiness. She added that simple interactions like reading and counting may lead to greater knowledge and skills. Thus, it shows that children with greater parental involvement tend to have high educational achievement. Stutzel (2019) also added that parental involvement has come quite a long way and has changed significantly but still should be observed nowadays. She also mentioned that emergent skills which refer to the basic skills on reading literacy development must be observed and done at home. Once these are developed at home, entering the formal education will no longer be a new experience. Instead it will already be a new stage of development. In addition, parental involvement must be highly observed even during their formal education.

Early literacy marks a great impact on the development of a child. The basic fundamental in learning will serve us as their springboard to a broader scope of knowledge. When families participate in their children's education, there are many academic, personal, and social benefits. Compared to others, children whose families participate actively in their



education tend to have a higher academic achievement (Ratliffe, et. al., 2017). The importance of parents' involvement in developing a child's early literacy calls for the need to study this to give awareness and ideas on how parental involvement affects the development of a child's early literacy. As such, the discussions below were made to understand better the context of this study.

From the theories and concepts stated, the paradigm shown in Figure 1 has guided the researcher in conducting the study. The independent variables and dependent variables (I-V-D-V) was used. The Independent variables constituted the profile of the kindergarten parents such as sex, age, civil status, highest educational attainment, socio-economic status and primary language spoken at home while the dependent variables of this study are the parental involvement of parents on literacy development of the kindergarten along learning to read, early writing and early counting.



INDEPENDENT VARIABLES

DEPENDENT VARIABLES

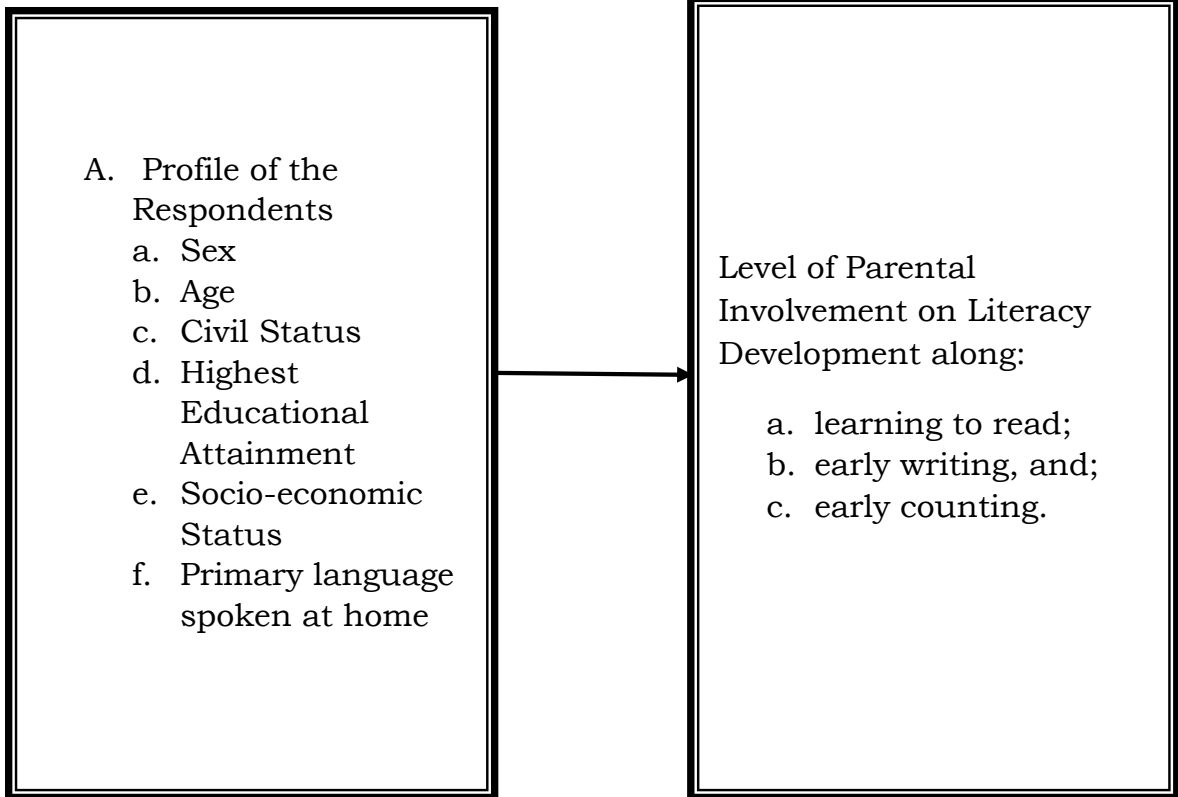


Figure 1: The Research Paradigm



Statement of the Problem

The study aimed to determine the parental involvement on kindergarten literacy development in Cervantes District, Ilocos Sur during the school year 2021-2022.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the kindergarten parents along:
 - 1.1 sex;
 - 1.2 age;
 - 1.3 civil status;
 - 1.4 educational attainment;
 - 1.5 economic status, and;
 - 1.6 primary language spoken at home?
2. What is the level of parental involvement on literacy development of the child along :
 - 3.1 learning to read;
 - 3.2 early writing and;
 - 3.3 early counting?
3. Is there a significant relationship between the profile of parents and their involvement on literacy development of their children along the dimensions considered?



Hypothesis

There is no significant relationship between the profile of the kindergarten parents and parental involvement along the dimensions considered.

Scope and Limitations of the Study

The focus of this study determined the parental involvement on kindergarten literacy development in Cervantes District, Ilocos Sur. The parents of the kindergarten pupils were the respondents of the study. The study includes only the parents of kindergarten pupils enrolled in public schools of Cervantes, Ilocos Sur.

Importance of the Study

The researcher believes that the output of this study benefits the following:

Kindergarten Parents. They provide valuable information on the importance of parental involvement in developing the child's early literacy and serve as a foundation for a good and healthy relationship with their child.

Learners. They will be appropriately guided at home, especially since they learn at home during the pandemic. They will also be developed good early literacy even at home. They will also have a good performance at school even when learning at home. It will also serve as a foundation for having a good and healthy relationship with their parents.



Teachers. They will have a great help with the parents as stakeholders on the development of the early literacy of the learner. They will also have a guide on conducting an intervention for the parents to get involved in their child's development efficiently.

Community Stakeholders. This study will be a guide to them on the trainings, seminars or any interventions they will conduct to help the parents in the community on their involvement to their children amidst this pandemic.

Researcher. The result will help her efficiently get involved in her child's early literacy development. The result will help her advise her co-parents who struggle with their child's development.

Future researcher. The result of this study may guide them in developing a similar topic but of different variables.

Definition of Terms

The following terms are operationally and conceptually defined for better comprehension of this study.

Profile. This refers to the data or personal information of the respondents.

Sex. This refers to the quality by which the respondents are classified as male or female.



Age. This pertains to the years of existence of the respondents at the time study is conducted.

Civil status. This refers to the quality the respondents are classified as single, married, widow or widower.

Highest Educational Attainment. This pertains to the respondents' highest level of education classified as No formal Education, Primary Education, Intermediate Education, Secondary Level, with College units, Bachelor's degree holder, with MA/MS units, Master's Degree holder, with Doctorate units or Doctorate Degree holder.

Economic Status. This refers to the social standing or class of the respondents.

Primary language spoken at home. This refers to the most common language or dialect spoken at the respondents' homes.

Level of Parental Involvement. This refers to the active involvement of the respondents in the development of the early literacy along learning to read, early writing and early counting.

Learning to read. This pertains to the involvement of respondents in the child's early reading development.

Early writing. This pertains to the involvement of respondents in the early writing development of the child.



Early counting. This pertains to the involvement of respondents in the early counting development of the child.

Review of Literature

The following review of literature taken from different authors is beneficial in making the study. The different discussions will be presented following the order of the different key topics from the statement of the problem.

Profile of Respondents

Involvement of parents to the educational development of their children in early literacy may be affected by different factor. According to Child Crisis Arizona (2017), a father contributes on the emotional intelligence and problem-solving capabilities of a child. The same source added that children who have fathers usually perform better on cognitive development assessment and is more curious and wants to explore. However, Morgan, A., et al. (2009) added that although a father contributes on the development of a child, they tended to be less involved in their literacy development. On the other hand, a mother plays a multiple role in a child's life for she is a teacher in every aspect of a child development growth (Healthway Medical, 2020). Moreover, Curtiss, S., et al. (2019) stressed that mothers actively participate in the child's development even at an early stage while fathers are providers. They also added that fathers as providers have limited time to get involved in the



child's learning because they have more time to work for the family. Further, Matchim & Singh (2002) said that a mother possess a greater sense of efficacy in helping children to read than any significant others. In addition, the same author stressed that involvement of both parents are important in the literacy development of a child.

Herawati, T., et al. (2020) cited that as mother's age increases, their involvement to their child's development decreases. However, this idea was negated by Cherry (2020) when she said that children with older mothers were more likely having a higher score on cognitive ability test while they have lower score with an older father except on motor skills. Catalini, S. et al. (2020) also added that children's performance at school are worse when the mother is older than the father.

Catalini (2020) cited that having a child at an early age will negatively affect the child's educational development. De (2020) noted that a child who grew up with both parents can do better at school than a child with divorced parents or single parent.

Moreover, Kean, P., et al. (2020) suggested that parent educational attainment provides a foundation that supports the children's academic performance at school. Moreover, another researcher mentioned that a child with parents with higher educational attainment tends to have put much effort into teaching the child (Garcia, 2018).



Furthermore, researchers stressed that there is a correlation between the income of parents to their educational attainment (Lamar University, 2021). They also added that parents who has less education are more likely having a low income,thus, it affects the family interactions and will lead to behavior problems of children that can impact their academic and intellectual development. Additionally, Li and Qiu (2018) highlighted that family's socio-economic status may affect the academic achievement children more than the impact of schools.

Mendoza (2017) stressed that language spoken at home serves as barrier to good communication with the child's learning. Moreover, multilingual families may affects the children's development in literacy (Torres & Tan, 2014). Tarda and Owoicho (2017) cited that to ensure the understanding of children, parents should have fair understanding and skills to communicate in the medium of instruction.

Based on the reviewed literature, parental involvement on the basic literacy of kindergarten varies because of different factors. Various studies cited that a mother spend more time in guiding their children's educational development while a father spend more time in developing their motor skills. Some researchers also added that a mother is more involved in the literacy development of the child than fathers. Moreover, some researchers stressed that kindergarten with older mothers are more likely having a higher score than older father. But, some researcher



disagree with this as they cited that as mother gets older, their involvement to their children's development decreases. Furthermore, some studies highlighted that being a single parent affects their involvement than those kindergarten with fathers and mothers. In addition, single parents being the father and mother of the child may require more time to find for a job or more time on working.

Additionally, parents with more educational experiences tend to have more time in involving to their children's development. They also perceive that education is very important that they want to encourage and support their children as young as they are. Further, parents with higher educational attainment usually have a high income than those who have less education experiences. Researchers also added that having a low income effects their involvement to their children's educational development for they will spend more time to find a daily wage work. Some researcher also added that because of the family's low income, the involvement of fathers are affected.

Another factor that may affects the parental involvement on the basic literacy of kindergarten is the primary language spoken at home. DepEd curriculum from Kindergarten to Grade 3 uses Mother Tongue as medium of instruction (DepEd Order No. 16, S. 2012). With this being said, constituents in the Municipality of Cervantes came from different places that may affect their language spoken at home. Some speaks



kankana-ey, Tagalog, English and Iloko. Thus language barrier affects the parental involvement. Moreover, a female kindergarten tend to listen patiently while boys are aggressive. With this being said, different strategies from male and female kindergarten may be applied.

Level of Parental Involvement

Parental involvement was defined as a variety of activities that allows parents to participate in the educational development of their children at home and in school (Iroegbu & Igweiki, 2020). Same source also added that parental involvement gives adjustments to the children. The research of Stutzel (2019) proved that there is a connection between the amount of parental development on the literacy skills of their children.

Clark (2007) cited that involvement of parents in their learning positivey affects the performance of their children. She added that early reading experiences with parents prepare children for the benefits of formal literacy and develops the reading achievement, language comprehension and expressive language skills. She also stressed that parental involvement is more powerful than other family background variables. Mudzielwana (2014) also emphasized the vital influence of parents on reading of their children.

Learning to read and write efficiently is important in elementary school (Camacho & Alves, 2017). They also showed that parental



involvement influences their children's motivation in reading, but little is known about the benefits of parental involvement in writing, thus, this needs to be given attention. Moreover, parental support encourages a child to exert more effort, including numeracy development (Jay, et. al., 2018).

During the pandemic, parental involvement has become vital in the world of education (Pek & Mee, 2020). They also added that parental involvement had a big influence in children's development and academic achievement specially this time of pandemic.

The reviewed literature above proved that parental involvement is significant to the educational development of the child. Some studies cited that parental involvement on the basic literacy of the child prepares them to the formal education. They also supported this statement as they cited that parental involvement motivates and encourages the child to read, write and count. In addition, parents who involve their selves to the educational development of the children tends to do better at school. Moreover, balance parental involvement on reading, writing and counting literacy should be observed.

All of the related litertures and studies provided the necessary basic information that helped the researcher conceptualize and formulate the present investigation.



Chapter II

METHODOLOGY

This chapter presents the method and procedures employed in the study. Specifically, it discusses the research design used, the respondents and locale of the study, the description and processes of the instrumentation and data collection, the statistical treatment and categorization, and the statistical treatment and categorization of the gathered data.

Research Design

The researcher used the descriptive correlational analysis in this study. Best (1998) defined descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationship and making adequate and accurate interpretation about such data with or without the aid of statistical methods.

Likewise, Molina (2018) cited that descriptive research includes all studies that support to present facts concerning the nature and status of anything a group or system of thought or any other kind of phenomena which one may wish to study. This design includes all studies that purport to present facts concerning the nature and status of anything a group or system of thought or any other kind of phenomena which one may wish to study. This said design will include all studies that purport



to present facts concerning the nature to present facts concerning the nature of objects, a set of conditions, a class of events, and a system of thought or any other kind of phenomena which one may wish to study.

Moreover, the study used the correlation analysis (Cslmorin, 2000) which was used in solving the significant relationship of the profile of parents and their involvement on literacy development of their children along the dimensions considered.

Population and Locale

The respondents of the study were the three hundred thirty-two (332) parents of the kindergarten of Cervantes District during the school year 2021-2022. Total enumeration was done.

Research Instrument

The researcher used the questionnaire. The said questionnaire was patterned from different studies and suggestions on the google, thus, content validation and reliability test were conducted.

The said questionnaire was presented to the members of the Thesis Review Committees of the Graduate School of ISPSC and was approved. The nine (9) selected School Heads, Master Teachers and Kindergarten Teachers of Cervantes District had validated the content with an overall K* of 0.98. After validation, the researcher conducted her reliability test to the twenty (20) selected parents of Bauko Municipality



with an overall Chronbach's Alpha of 0.91 which was described as very highly reliable. After conducting the reliability test, the researcher asked permission to the barangay captain to conduct the study. The questionnaire was translated to iloko for the repondents to understand. The researcher sought help to the kindergarten teacher to float and retrieved the questionnaire from the parents with kindergarten children in Cervantes District. After floating and retrieving, the researcher tallied, tabulated, interpreted and analyzed the data.

Treatment of Data

For systematic presentation and analysis of data, the following statistical tools were used:

For sub-problem 1, frequency count and percentages were used.

For sub-problem 2, mean was used.

For sub-problem 3, Pearson r was used.

Categorization of Data

The researcher retrieved, tallied, analyzed, categorized, and interpreted the data. For clarification purposes, the researcher utilized the following categorizations.



The level of parental involvement on literacy development of children in terms of learning to read, early writing and early counting the scale below was used:

Rating Scale	Statistical Range	Descriptive Equivalent Rating
5	4.21- 5.00	Very Highly Involved (VHI)
4	3.41- 4.20	Highly Involved (HI)
3	2.61- 3.40	Moderately Involved (MoI)
2	1.81- 2.60	Fairly Involved (FI)
1	1.00- 1.80	Not Involved (NI)



CHAPTER III
RESULTS AND DISCUSSION

This chapter presents, analyzes and interprets the data gathered from the research.

Table 1. Profile of the Respondents

Profile	f	%
Sex		
Male	55	16.56 %
Female	277	83.44 %
Total	332	100 %
Age		
15-24	41	12.35 %
25-34	125	37.65 %
35-44	117	35.24 %
45-54	40	12.05 %
55-64	7	2.11 %
65-74	2	0.60 %
Total	332	100 %
Civil Status		
Single	39	11.75 %
Married	277	83.43 %
Widow	16	4.82 %
Total	332	100 %
Educational Attainment		
No Formal Education	0	0
Primary Education	31	9.34 %
Intermediate Education	19	5.72 %
Secondary Education	108	32.53 %
College Units	85	25.60 %
Bachelor's Degree	82	24.70 %
Graduate School	7	2.11 %
Total	332	100 %
Economic Status		
Rich	0	
Upper middle but not rich	0	
Upper middle	2	0.60 %
Middle	18	5.42 %
Lower middle	99	29.82 %
Lower middle but not rich	105	31.63 %
Poor	108	32.53 %
Total	332	100 %
Primary Language spoken		
Iloko	197	59.34 %
Kankanaey	123	37.05 %
English	2	0.60 %
Tagalog	10	3.01 %
Total	332	100 %



Table 1 shows the profile of the respondents along sex, age, civil status, educational attainment, economic status and primary language spoken. It was gleaned from this table that 277 or 83.44% of respondents are females and 55 or 16.56% are males. This means that there are more females than male kindergarten parents who are involved in their children's literacy development. This may be due to the fact they are mothers of their own children, likewise they are after the welfare and benefits of their children. Curtiss, S., et al. (2019) mentioned that mothers actively participate in their children's development as young as they are while fathers have more time to work for the family. The same table presents that age bracket of kindergarten parents of "25-34" got the highest percentage of 37.65% followed by kindergarten parents with age bracket of "35-44" with a percentage of 35.24% while the age bracket of "65-74" got the lowest percentage of 0.60% of age of respondents. This implies that more kindergarten parents of Cervantes District, Ilocos Sur belong to the early adulthood stage and these are the parents who are active and have greater literacy competencies. Niklas, Cohrssen and Tayler (2016) supported this findings as they cited that parents who belong to early adulthood have greater literacy development. Herawati, Rizkillah nad Herawati (2020) concluded that as mothers get older, their involvement to their children's development decreases.

Table 1 presents also the civil status of the kindergarten parents. The married kindergarten parents got the highest percentage of 83.43%



while the indicator “widow” got the lowest percentage of 4.82%. This implies that there are more married parents of kindergarten in Cervantes District. This finding agreed the researcher’s observation that early adulthood parents are married. The same table reveals that kindergarten parents who finished “secondary education” got the highest percentage of 32.53% while “no formal education” got the lowest percentage of 0%. This implies that there are more kindergarten parents whose educational attainment is “secondary level”. This findings may be due to the number of parents whose age are on the bracket of early adulthood. Some maybe still pursuing their studies or some may stopped their studies.

Along economic status of kindergarten parents, the table reveals that parens’ with poor economic status got the highest percentage of 32.53% while the indicators “rich” and “upper middle but not rich” socio-economic status got a percentage of 0%. These infer that many kindergarten parents belong to the “poor”. This may be due to the type and kind of job offers in the said municipality. The municipality of Cervantes belongs to the 4th municipal income class and has 11.19% poverty incidence.

On the same table, it shows that Iloko got the highest percentage of 59.34% on the primary language spoken at home. This concludes that the primary language which is mostly spoken at home of Cervantes District which is their mother tongue, iloko. This finding corroborates the



study of Tarda and Owoicho (2017) that to ensure the understanding of children, parents should have fair understanding and skills to communicate in the medium of instruction.

Parental Involvement on Literacy Development along Learning to Read

Table 2. Parental Involvement on Literacy Development

Parental Involvement on Learning to Read	Mean	DER	Rank
1. Encourage the child to frequently interact verbally with you and others.	4.35	VHI	1
2. Parents will introduce single letters and their sounds.	3.66	HI	2
3. Parents will let the child enumerate words which start with the sound of the letter they are currently discussing.	2.83	MoI	6
4. Parents will let the kids call out rhyming words with them.	2.98	MoI	4
5. Parents will introduce syllabication and onomatopoeia.	2.94	MoI	5
6. Parents will play phonological awareness games like for example the parent will say the word “red” then the child will think of a word that starts with the last sound of the word given by the parent like “dog”.	2.33	FI	8
7. Parents will play games with the child to identify everyday items like pointing at the table then let the child identify the object.	2.38	FI	7
8. Parents will let the child to form various words with the same set of sounds.	2.33	FI	8
9. Parents will work first with small words with fewer sounds and then go to longer words.	2.33	FI	8
10. Parents will teach the child basic tongue twisters like “She sells sea shells on the sea shore”.	2.2	FI	9
Sub-mean	2.83	MoI	3

Legend: VHI- Very Highly Involved HI- Higly Involved MoI- Moderately Involved FI- Fairly Involved



Table 2 shows the involvement of kindergarten parents on literacy development along learning to read. Going into detail, the indicator “encourage the child to frequently interact verbally with you and others” garnered the highest rating of 4.35 described as very highly involved while the lowest indicator “parents will teach the child basic tongue twister like “she sells sea shell on the sea shore” garnered a mean of 2.2 described as fairly involved in a sub-mean of rating of 2.83 described as moderately involved.

These findings imply that parents have an active verbal interaction with their children but some parent do not involved themselves on their reading activities at home. Also there are some factors that may affect their involvement like unable to read and weak communication of the school to the stakeholders. Ntekane (2018) cited that some parents are unable to read and write and the fact that schools sometimes fail to create strong communication link with the parents. Sherre (2020) also corroborates this finding that verbal interaction trains the child with proper pronunciation and differentiate the sounds.

Parental Involvement on Literacy Development along Early Writing

Table 3 reveals the involvement of parents on literacy development along early writing. From the table, it was gleaned that the indicator “label your child’s belongings with his/her name and let your child label/ some of her/his name” garnered the highest rating of 4.4 described as



highly involved while the lowest indicator “parents will allow the children to use sidewalk or paint letters with water on the cement” garnered a mean of 2.14 described as fairly involved in a sub-mean of 3.19 described as moderately involved.

Table 3. Parental Involvement on Literacy Development along Early Writing

Indicators	Mean	DER	Rank
1. Encourage your child to use drawing to express ideas and tell stories	4.19	HI	2
2. Let your child mold clay letters for hands-on practice shaping letters of the alphabet.	2.31	FI	10
3. Encourage your child to use drawing to express ideas and tell stories.	3.66	HI	3
4. Let your child use writing tools such as pencils, washable markers, chalk and crayon.	3.52	HI	6
5. Explicitly model writing by showing the writing process to children and thinking aloud while writing.	3.57	HI	5
6. Parents will be the peer helpers of the child to aid with the name-writing process.	2.7	MoI	7
7. Parents will allow the children to use sidewalk or paint letters with water on the cement.	2.14	FI	11
8. Model writing your name and promote name-writing activities in several centers through the day, such as having children sign their name as they write a prescription or when they complete a painting.	2.67	MoI	8
9. Develop a sign-in or sign-out routine that allows children to write or attempt to write their names each day. The routine may begin with writing the first letters instead of the whole name or with scribbling letter-like symbol.	2.33	FI	9
10. Teach your child to print his/her first name. Be patient.	3.65	HI	4
11. Label your child’s belongings with his/her name and let your child label/ some of her/his name	4.4	HI	1
Sub-mean	3.19	MoI	1

Legend: HI- Higly Involved MoI- Moderately Involved FI- Fairly Involved



These findings imply that some parents actively participate in the writing development of the child specifically in name-writing but some parents fairly involved themselves on their writing activities at home. This may be due to the time allotted by the parents to help and guide the child in writing. Graham, Harris and Larsen (2022) supported this study that parents should allocate additional time for writing and provide individually guided assistance to the child's writing activities.

Parental Involvement on Literacy Development along Early Counting

Table 4. Parental Involvement on Literacy Development along Early Counting

Indicators	Mean	DER	Rank
1. Parents will teach the child with counting using number rhymes.	4.29	VHI	1
2. Parents will teach the child to count fingers and toes.	3.99	HI	2
3. Parents will incorporate numbers into daily tasks like for example allowing the child to count the fork or spoon as you both set the table for a meal.	2.79	MoI	4
4. Play number games with the child, like for example using flash cards with numbers zero to nine and use this to play various number games.	2.68	MoI	5
5. Parents will teach the child the order of numbers with connect the dots activities.	2.96	MoI	3
6. Parents will write down numbers and make the child draw the quantity.	2.51	FI	7
7. Parents will draw the objects and let the child write the number symbol.	2.6	FI	6
8. Parents will point out number ad boards and vehicles like for instance when you go out with your child, you can point out numbers on ad boards or vehicles and thus help the child recognize the numbers by sight.	2.26	FI	8
Sub-mean	3.01	MoI	2

Legend: VHI- Very Highly Involved HI- Higly Involved MoI- Moderately Invovled FI- Fairly Involved



Table 4 presents the parental involvement on literacy development along early counting. Going into detail, the indicator “parents will teach the child with counting using number rhymes” garnered the highest rating of 4.29 described as very highly involved while the lowest indicator “parents will point out number ad boards and vehicles like for instance when you go out with your child, you can point out numbers on ad boards or vehicles and thus help the child recognize the numbers by sight” garnered a mean of 2.26 described as fairly involved.

This findings imply that most parents teach their child with counting using number rhymes while some parents do not involved themselves on the counting activities of their child at home. This may be due to fact that children will enjoy learning counting with music and can be done during normal routines. This study was supported by Ranson (2016) that rhymes can be integrated in every day routines while learning how to count and it adds fun.

Table 5. Summary of Parental Involvement

Latent Variables	Mean	DER	Rank
1. Parental Involvement on Learning to Read	2.83	MoI	3 rd
2. Parental Involvement on Early Writing	3.19	MoI	1 st
3. Parental Involvement on Early Counting	3.01	MoI	2 nd
Composite Mean	3.01	MoI	

Legend: MoI- Moderately Involved



Table 5 reveals the summary of the level of parental involvement on literacy development along learning to read, early writing and early counting with the following mean of 2.83, 3.19, 3.01 in a composite mean of 3.01 described as moderately involved. The result of the findings imply that the involvement of parents on literacy development of a child was affected may be because of the time spent by parents to their children, the activities and strategies to be done and applied appropriate for the development their children’s basic literacy, and environmental factor. This study agrees to the study of Carroll (2013) that environmental factor and time may affect the parental involvement of parent on literacy development of their children.

Table 6. Significant Relationship Between The Profile of Parents And Their Involvement on Literacy Development of Their Children

Profile	Learning to Read		Early Writing		Early Counting		Level of Parental Involvement	
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
Sex	.032	.558	.072	.193	.030	.584	.060	.277
Age	.035	.528	-.031	-.071	-.071	.200	-.030	.588
Civil Status	.011	.847	-.032	-.010	-.010	.851	.016	.774
Educational Attainment	.044	.423	-.002	.975	.013	.807	.022	.692
Economic Status	.012	.824	-.025	.653	-.013	.816	-.012	.831
Primary Language Spoken At Home	-.015	.781	-.099	.071	-.125*	-.022	-.105	.057

*Legend: *significant at 0.05 (2-tailed)*



Table 6 presents the significant relationship between the profile of parents and their parental involvement on literacy development of their children along learning to read, early writing and early counting. It was gleaned from the table that the profile of parents along primary language spoken at home and parental involvement along learning to count has a r -computed value of .125 which means that there is a significant correlations at 0.05 level of significance.

The researcher's experience supported these findings that the language used at home in teaching must parallel to the medium of instruction used at school specifically in teaching the child on how to count. It is maybe due to the reason that language is being used in teaching how to count. This result of the study corroborates the finding of Botes and Mji (2020) that language is the medium used in conveying mathematical concepts and procedures to the learner. They also added that language and numbers are interrelated because all teaching is given through a medium of language.

On the same table, it presents that profile of parents along sex, age, civil status, educational attainment and economic status have no significant relationship on the parental involvement of parent on the literacy development of kindergarten of Cervantes District along the three dimensions. The findings imply that being a mother and a father do not affect their involvement on the literacy development of a child. It



might be because a mother's strategy ways of involvement is different to fathers. In addition, being old and young do not affect the parental involvement maybe because it depends on the capabilities or strengths of the parents. This finding was parallel to the study of Child Crisis Arizona (2017) that fathers contributes on the emotional and problem-solving capabilities of a child while mothers on the cognitive development.

Further, having a degree or not and being rich or poor do not affect the parental involvement. This may due to the fact that being a poor or a middle-income family is a challenge to the parents to participate more on the learning of the child. These findings corroborates the study of (Fedena, 2019) that parents who did not finish a degree and belongs to a low-income families set a goal for their children which were linked to the values and aspirations that they share with their child.

CONCLUSIONS

In the pursuit of this study, the following conclusions were drawn.

1. The profile of the respondents varied as to sex, age, civil status, educational attainment, economic status, primary language spoken at home and sex of the child.
2. The level of parental involvement on literacy development of kindergarten in Cervantes District along learning to read, early writing and early counting are moderately involved.



3. There is a significant relationship between the profile of the respondents along primary language spoken at home and parental involvement of kindergarten on learning to count. Sex, age, civil status, educational attainment, and economic status has no significant relationship along the dimensions considered.

RECOMMENDATIONS

In view of the findings drawn from the study, the researcher offered the following recommendations.

1. As a parent, differences of sex, age, civil status, educational attainment, economic status, primary language spoken at home and sex of the child should not affect their involvement, duties and responsibilities to the literacy development of a child.
2. Parents should allot at least 30-45 minutes a day for their reading, writing and counting session. They will attend trainings and seminars on some of the strategies and activities to be applied at home in reading, writing and counting or may apply reward over punishment or punishment over reward. They may also use gadgets like cellphones, tablets, laptops, desktops to introduce to them the phonics and rhyming numbers but with their strict guidance.



3. Both parents will involve themselves on the literacy development of their child because the strategies of a mother and father are different and the learning styles of the children are different, too. Parents will learn the medium of instruction used at school to teach their child.



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