



Teacher-Perceived Parental Involvement and Kindergarten Learners' Language Development in Coastal Schools of Panganiban District, Philippines

Article History:

Initial submission: 28 November 2025
First decision: 30 November 2025
Revision received: 09 February 2026
Accepted for publication: 20 February 2026
Online release: 26 February 2026

Judy Alfaro-Bernardo¹, ORCID No. 0009-0003-1387-0806
Pedrito Jose V. Bermudo², EdD, PhD, ORCID No. 0000-0002-5944-7128
Engr. Johnmar F. Cordial³, PhD, ORCID No. 0000-0003-4151-1934

¹Teacher III, Panay Community School, Panganiban District, Panganiban, Catanduanes, Philippines

²College of Business Administration Dean & Director for Research, Catanduanes Colleges, Virac, Catanduanes, Philippines

³Faculty Member, Catanduanes State University-Panganiban Campus, Panganiban, Catanduanes, Philippines

Abstract

Early language development is a critical foundation for later literacy, academic achievement, and socioemotional competence, yet disparities remain pronounced in geographically vulnerable communities. This study examined the relationship between teacher-perceived parental involvement and the language development of kindergarten learners in six (6) coastal schools in the Panganiban District during the 2024–2025 academic year. Anchored in Bronfenbrenner's Ecological Systems Theory and Vygotsky's Sociocultural Theory, the study assessed parental involvement across home literacy activities, school-related support, and parent-teacher communication, alongside learners' language competencies in vocabulary, grammar, comprehension, and expressive skills. Employing a descriptive-correlational research design, data were collected using a validated researcher-developed questionnaire administered to 60 kindergarten learners, their parents, and teachers. Descriptive statistics, including weighted means, were used to determine levels of parental involvement, language development, and perceived challenges, while Pearson product-moment correlation analysis examined the relationship between the key variables. Results indicated a high level of parental involvement (overall WM = 3.49), particularly in school-based support and communication with teachers. Kindergarten learners demonstrated generally strong language development (overall WM = 3.16), with vocabulary and comprehension emerging as relative strengths. Correlation analysis revealed a moderate, positive, and statistically significant relationship between parental involvement and language development ($r = 0.541$, $p < 0.05$). Despite these positive outcomes, parents reported persistent challenges related to time constraints, limited literacy materials, and language barriers (overall WM = 3.08). The findings underscore the importance of context-responsive strategies that strengthen home literacy practices and sustain effective home-school collaboration to enhance early language outcomes in coastal communities.

Keywords: parental involvement, language development, early childhood education, coastal schools, home literacy practices, kindergarten learners, descriptive-correlational design



Copyright © 2026. The Author/s. Published by VMC Analytik's Multidisciplinary Journal News Publishing Services. Teacher-Perceived Parental Involvement and Kindergarten Learners' Language Development in Coastal Schools of Panganiban District, Philippines © 2026 by Judy Alfaro-Bernardo, Pedrito Jose V. Bermudo and Johnmar F. Cordial is an open access article licensed under [Creative Commons Attribution \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/). This permits the copying, redistribution, remixing, transforming, and building upon the material in any medium or format for any purpose, even commercially, provided that appropriate credit is given to the copyright owner/s through proper and standard citation.

INTRODUCTION

Language development in early childhood is widely recognized as a foundational determinant of later literacy achievement, academic performance, and socioemotional competence, particularly during the kindergarten years when children undergo rapid linguistic growth (Niklas & Schneider, 2017; Pan et al., 2005). Early language proficiency strongly predicts later reading abilities and school readiness, with richer early

vocabularies consistently linked to more favorable academic trajectories (Mendelsohn et al., 2018). During this critical developmental period, the home environment assumes heightened importance, as children's earliest and most frequent language experiences, such as parent child interactions, shared reading, and exposure to print materials, occur outside formal school settings and are closely associated with emergent linguistic skills (Niklas et al., 2020), fostering lifelong learning potential.

Extant literature demonstrates that parental involvement is positively associated with children's vocabulary growth, narrative skills, and broader literacy outcomes. Evidence indicates that shared reading and conversational engagement at home significantly contribute to early language and literacy competencies (Sénéchal & Young, 2008; Niklas & Schneider, 2017). Family literacy practices, including interactive reading, guided conversation, and storytelling, provide rich linguistic input that supports emergent skills and school readiness (Niklas et al., 2020). Moreover, sustained and meaningful communication between parents and teachers strengthens instructional alignment, enhances the monitoring of developmental milestones, and fosters collaborative strategies for promoting children's linguistic competencies (Girolametto & Weitzman, 2002; Sheridan et al., 2011).

Despite robust global evidence, several gaps persist in the literature. First, although parental involvement has been extensively examined in urban or well-resourced contexts, empirical research remains limited in geographically vulnerable and socioeconomically constrained environments, such as coastal and rural school communities, where livelihood demands, resource scarcity, and limited access to educational supports may restrict consistent parental engagement (Bartolome et al., 2020). Contextual disparities in material resources, literacy supports, and access to information can substantially influence both the nature and frequency of parental contributions to children's language experiences.

Second, within the Philippine context, research on parental involvement and kindergarten language development remains limited, and relatively few studies employ teacher based evaluative measures. Teachers serve as critical informants because they systematically observe children's language progression and regularly engage with parents regarding learning support practices (Bartolome et al., 2020). However, much of the existing local literature relies heavily on parent self-reports,

which may be susceptible to social desirability bias and may not fully capture observable learner outcomes in classroom settings.

Third, there is a notable lack of integrated and context specific studies that examine the relationship between distinct domains of parental involvement, such as home literacy practices, school related support, and parent teacher communication, and specific components of children's language development using teacher rated assessments. While some studies have explored parental engagement in general terms, limited attention has been given to understanding how multiple involvement domains jointly relate to discrete language outcomes, including vocabulary, grammar, and comprehension (Niklas & Schneider, 2017; Sénéchal & Young, 2008). This fragmentation constrains the development of targeted and evidence-based interventions tailored to early learners in marginalized settings.

The primary gap addressed by the present study lies in the absence of localized and teacher evaluated evidence examining the relationship between parental involvement and kindergarten learners' language development in coastal Philippine school contexts. Existing studies rarely integrate contextual challenges faced by parents, domain specific language outcomes, and teacher-based assessments within a single empirical framework. As a result, policymakers and educators are left with limited contextually grounded data to inform responsive early language interventions in communities such as the Panganiban District (Bartolome et al., 2020). In response to this gap, the present study examines the association between parental involvement and the language development of kindergarten learners in coastal schools of the Panganiban District during the 2024–2025 academic year using teacher rated assessments. Specifically, the study analyzes multiple dimensions of parental involvement, including home literacy activities, parental support for school related tasks, and communication with teachers, in relation to key domains of learner language development,

namely vocabulary, sentence structure and grammar, and comprehension and expressive language skills. In addition, the study identifies teacher perceived parental challenges and proposes a strategic framework aimed at strengthening parental engagement. By generating localized, teacher validated, and context sensitive evidence, this study seeks to contribute meaningfully to the literature on early language development and inform policy and practice in coastal early childhood education settings.

Statement of the Problem. This study sought to examine the relationship between teacher-perceived parental involvement and the language development of kindergarten learners in coastal schools of the Panganiban District, Philippines, during the 2024–2025 academic year. Specifically, the study aimed to address the following questions:

1. What is the level of parental involvement in supporting the language development of kindergarten learners as evaluated by teachers, in terms of:
 - 1.1 Home literacy activities;
 - 1.2 Parental support in school-related activities; and
 - 1.3 Frequency and quality of communication with teachers?
2. What is the level of language development among kindergarten learners as assessed by teachers, in terms of:
 - 2.1 Vocabulary acquisition;
 - 2.2 Sentence structure and grammar; and
 - 2.3 Comprehension and expressive language skills?
3. Is there a statistically significant relationship between the level of parental involvement and the language development of kindergarten learners as evaluated by teachers?
4. What challenges do parents encounter in supporting their children's language development at home, as assessed by teachers?
5. What strategic framework can be proposed to enhance parental involvement in fostering language development among kindergarten learners?

Scope of the Study. This study focused on examining the relationship between teacher-perceived parental involvement and the language development of kindergarten learners enrolled in the coastal schools of the Panganiban District during the 2024–2025 academic year. It specifically covered the extent of parental engagement in home literacy activities, support in school-related tasks, and communication with teachers, as evaluated by kindergarten teachers. The inquiry was limited to teachers' assessments of learners' language development, including vocabulary, grammar, comprehension, and expressive language skills. The study also examined the challenges parents encountered in supporting language development at home, as perceived by teachers, and proposed an action plan aimed at strengthening parental involvement. Data collection, analysis, and interpretation were confined to the selected coastal public schools within the district.

Theoretical and Conceptual Framework. The conceptual framework of this study is anchored in Bronfenbrenner's Ecological Systems Theory (1979, as cited in Tudge et al., 2016) and Vygotsky's Sociocultural Theory (1978, as cited in Lantolf & Poehner, 2019), both of which provide theoretical bases for understanding the relational context of early language development. Bronfenbrenner's ecological perspective emphasizes the microsystem, which includes the home, school, and immediate social interactions, as a critical context for children's development. This is particularly relevant in coastal communities, where socioeconomic and geographic conditions may shape children's access to language-rich learning environments. Within the microsystem, parental practices such as engagement in home literacy activities, support for school-related tasks, and regular communication with teachers constitute meaningful interactions that are associated

with children's vocabulary growth, syntactic development, and emergent literacy skills.

Complementing this ecological perspective, Vygotsky's Sociocultural Theory underscores the role of social interaction and cultural mediation in language acquisition (Lantolf & Poehner, 2019). Language development is viewed as a socially situated process that occurs through guided participation and shared meaning-making. Through scaffolding within the Zone of Proximal Development, parents support children's gradual internalization of language structures, communicative functions, and expressive abilities. These guided interactions provide opportunities for children to practice and refine language skills in culturally meaningful contexts, reinforcing the importance of family involvement in early learning.

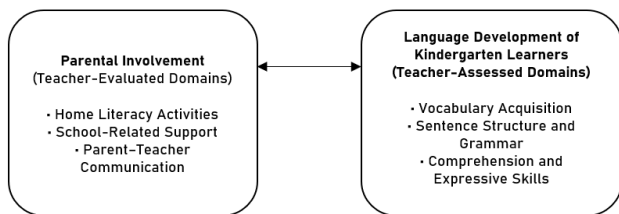


Figure 1
The Conceptual Paradigm of the Study

Guided by these theoretical foundations, the conceptual framework of the study, as illustrated in Figure 1, presents a non-causal, correlational relationship between parental involvement and the language development of kindergarten learners. Rather than assuming directional influence, the framework conceptualizes parental involvement and language development as interrelated constructs examined through teacher-based assessments.

Parental involvement is represented through key domains, namely home literacy activities, parental support in school-related tasks, and parent-teacher communication, while language development is reflected in vocabulary acquisition, sentence structure and grammar, and comprehension and expressive language skills. The two-headed arrow in the figure

signifies the relational nature of these constructs, consistent with the use of Pearson correlation analysis.

Overall, this integrated theoretical and conceptual framework provides a coherent structure for examining the association between parental involvement and early language development in coastal kindergarten settings. By situating the investigation within ecological and sociocultural contexts and by clearly articulating the relational model depicted in the figure, the framework supports a context-sensitive and methodologically aligned examination of early language development.

LITERATURE REVIEW

Parental involvement in early childhood education is consistently recognized as a critical determinant of children's language and literacy development, exerting a substantial influence across diverse cultural and socioeconomic contexts (Kaya et al., 2025). Empirical evidence indicates that home-based practices, including shared reading, storytelling, language-rich interactions, and sustained parent-teacher collaboration, contribute significantly to children's vocabulary acquisition, comprehension skills, and emergent literacy development (Christina, 2025). Contextual factors such as family resources, parental expectations, and parental self-efficacy play a pivotal role in shaping the extent and quality of engagement, underscoring the importance of culturally responsive and context-sensitive approaches to parental involvement (Bigba, 2025). Within Southeast Asia, collaborative school-home partnerships aligned with national multilingual education policies further reinforce positive early language outcomes by promoting continuity between home and school learning environments (Kirkpatrick & Liddicoat, 2017).

Language development among kindergarten learners serves as a foundational basis for later academic achievement and socio-cognitive growth, with core competencies such as

vocabulary, grammar, and comprehension shaped through dynamic interactions between home and school contexts (Law et al., 2018). In the Philippine setting, the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) policy seeks to strengthen early literacy through instruction in learners' first language; however, persistent gaps in the availability of localized instructional materials remain, particularly in rural and underserved areas (Barruga, 2024). Research indicates that enriched linguistic input and culturally responsive pedagogical practices accelerate language acquisition; nevertheless, achieving an effective balance between mother-tongue instruction and English language exposure continues to present a significant instructional challenge (Salie & Moletsane, 2021).

Home literacy activities, including shared reading, storytelling, and parent-child dialogue, complement formal schooling and are deeply embedded in cultural values and household routines that shape children's early language experiences (Hayes et al., 2025). Emerging evidence further suggests that technology-mediated interventions hold promise for enhancing vocabulary development and early numeracy skills, highlighting opportunities for innovative and adaptive instructional approaches in early childhood education (Kiru et al., 2018). Meta-analytic findings demonstrate that active parental teaching strategies and access to diverse literacy resources are stronger predictors of early literacy development than passive reading alone, reinforcing the importance of intentional and interactive home literacy practices (Xu & Gao, 2021). These findings collectively support the integration of mother-tongue instruction and appropriate technology use, emphasizing the need for culturally responsive and context-specific literacy programs.

Despite its recognized importance, parental engagement continues to face multiple barriers in low-income Filipino families, including limited material resources, competing work commitments, and insufficient understanding of child developmental processes (Garcia et al.,

2025). School- and teacher-level practices may either facilitate or constrain parental participation, while the COVID-19 pandemic further underscored parents' essential role in home-based learning, revealing both structural challenges and opportunities for strengthened collaboration between families and schools (Soltero-González & Gillanders, 2021). Government- and school-based initiatives such as the Pantawid Pamilyang Pilipino Program (4Ps), Parent-Teacher Associations (PTAs), and programs of the Department of Education highlight the importance of systemic support and community involvement in promoting sustained parental engagement (Colinares, 2024).

Collectively, the literature emphasizes that effective parental involvement is a multidimensional construct encompassing home literacy practices, school-based support, and culturally responsive interventions aimed at promoting early language development. However, notable gaps persist, particularly regarding the implementation of home literacy activities in rural and coastal Filipino communities where localized instructional materials are limited and parental participation remains constrained. Few studies have comprehensively examined the intersection of parental involvement, home literacy practices, and kindergarten language outcomes within these specific contexts. Addressing these gaps, the present study investigates how parental engagement—across home literacy activities, school-related participation, and communication with teachers—influences the language development of kindergarten learners in coastal schools of the Panganiban District. By foregrounding context-specific and culturally relevant practices, this study seeks to inform targeted interventions that strengthen home-school collaboration and optimize early language outcomes.

METHODS

Research Design. This study employed a descriptive-correlational research design, guided by the methodological framework of

Creswell and Creswell (2017), to examine the relationship between parental involvement and language development among kindergarten learners in coastal schools within the Panganiban District during the 2024–2025 academic year. The descriptive component enabled a systematic assessment of parental involvement, conceptualized as a multidimensional construct encompassing home literacy activities, school-based support, and communication with teachers (Garcia et al., 2025), alongside learners' language competencies, including vocabulary, grammar, and comprehension (Qian & Lin, 2019). The correlational component quantified the strength and direction of the relationships between these variables. This research design is particularly appropriate for capturing naturally occurring patterns and interactions without experimental manipulation, thereby addressing the study's objectives and providing empirical evidence on how home learning environments influence early literacy outcomes (Caporaso et al., 2022).

Study Population and Research Participants.

Kindergarten teachers served as the key informants in this study, as they evaluated learners' language development and parental involvement based on systematic classroom observations and sustained interactions with pupils and parents. The study covered the entire population of 60 kindergarten pupils and their corresponding parents enrolled in six coastal public elementary schools in the Panganiban District during the 2024–2025 school year; thus, a census approach was employed, and no sampling procedure was applied, minimizing sampling bias and strengthening internal validity (Younas, & Durante, 2023). Kindergarten learners were the unit of analysis because early childhood is a critical period for language acquisition, particularly in vocabulary, grammar, and comprehension development (Rogde et al., 2016), while parents were included due to the established association of home literacy practices, school-related support, and parent–teacher communication with children's educational outcomes and language proficiency (Cheung et al., 2021). Teacher-based

assessments of both parental involvement and learner language development enhanced data credibility through triangulation and provided a holistic perspective on the studied constructs (Ishihara & Chiba, 2014).). This population-based design captured localized and context-specific dynamics of early language development in coastal school settings, consistent with ecological perspectives on child development (Liang & Wu, 2025).

Instrumentation. The study employed a researcher-developed questionnaire to measure three core domains: parental involvement in supporting children's language development, kindergarten learners' language competencies, and challenges encountered by parents in facilitating early language acquisition. Content validity was established through expert evaluation by specialists in early childhood education and language development, who examined item clarity, relevance, and representativeness of the intended constructs. Expert judgment remains a rigorous and widely accepted approach for ensuring that measurement instruments adequately capture theoretical domains and contextual appropriateness (Boateng et al., 2018; Zamanzadeh et al., 2015). Following expert validation, pilot testing was conducted to refine item wording, improve clarity, and verify the instrument's suitability for the study context, thereby strengthening its methodological rigor and applicability.

Internal consistency reliability of the research instrument was established using Cronbach's alpha (α), which is the most appropriate and widely endorsed reliability coefficient for Likert-type scale instruments in educational and social science research (Pallant, 2020; DeVellis, 2017). Cronbach's alpha evaluates the extent to which scale items consistently measure the same underlying construct by examining shared variance among items relative to total scale variance (Tavakol & Wetzel, 2020). The analysis produced a Cronbach's alpha coefficient of $\alpha = 0.888$, exceeding the recommended minimum threshold of 0.70 and indicating excellent

internal consistency reliability (Hair et al., 2019; George & Mallery, 2020). This finding confirms that the items assessing parental involvement, learner language development, and parental challenges operate cohesively and reliably as a unified measurement scale. Furthermore, the use of a 4-point Likert scale is methodologically justified, as aggregated Likert-type responses may be treated as continuous data, thereby supporting reliable internal consistency estimation and robust inferential statistical analyses (Norman, 2010).

Data Analysis. Data were analyzed using descriptive statistics, specifically weighted mean and rank, to summarize the levels of parental involvement, kindergarten learners' language development, and parental challenges, providing a systematic representation of central tendencies and comparative standing across teacher-rated indicators. To examine linear relationships among variables, Pearson's correlation coefficient (r) was employed, reflecting the study's focus on the strength and direction of associations rather than causal inference (Field, 2020). This approach aligns with contemporary quantitative research investigating links between home literacy practices and early language outcomes using correlational techniques (Cheung et al., 2021; Nag et al., 2024). Correlation analysis is appropriate for assessing linear associations among continuous variables derived from Likert-type scales treated as interval data (Field, 2020). As correlational analysis does not imply causation, variables were not treated as independent or dependent; instead, Pearson's r provided empirical evidence of the degree of association within a relational, non-causal framework.

Ethical Considerations. The study adhered to strict ethical standards to safeguard participants, particularly minors. Informed consent was obtained from parents, and assent was secured from kindergarten learners in accordance with established protocols for research involving children (Holloway & Galvin, 2021). Confidentiality and anonymity were

rigorously maintained, with participant identifiers coded and all data stored on password-protected devices accessible only to the research team. Data were used exclusively for research purposes, and a clear plan for secure disposal was implemented, including permanent deletion of digital files and shredding of hard copies after the mandated retention period. Ethical oversight was guided by the principles of beneficence, respect, and justice, ensuring participants' welfare, voluntary participation, and culturally sensitive engagement throughout the study (Resnik, 2024; Walliman, 2022). These procedures collectively ensured both ethical compliance and the protection of sensitive information from collection to disposal.

RESULTS

Understanding the extent of parental involvement and its association with kindergarten learners' language development provides critical insight into the early learning conditions that shape foundational literacy. This is particularly important in coastal school contexts, where variations in household resources, parental availability, and access to learning materials influence children's language acquisition both at home and in school. The results are discussed in alignment with KRAs aimed at improving parental engagement, home-based literacy practices, and instructional support.

Level of Teacher-Perceived Parental Involvement in Supporting Kindergarten Learners' Language Development. As shown in Table 1, parental involvement across all domains was rated high, with an overall weighted mean of 3.49 (Strongly Agree / Always). This indicates that teachers perceive parents in Panganiban's coastal schools as generally active in supporting language development. Parental support in school-related activities received the highest mean (WM = 3.58, Rank 1), reflecting strong engagement in structured, school-driven forms of involvement. This aligns with the KRA focused on enhancing school-anchored

parental participation, demonstrating that parents more readily respond to institutionally guided and time-bound activities.

Table 1
Composite Ratings of Teacher-Perceived Parental Involvement in the Language Development of Kindergarten Learners

Variable	Weighted Mean	Verbal Interpretation	Rank
Home Literacy Activities	3.32	Strongly Agree / Always	3
Parental Support in School Related Activities	3.58	Strongly Agree / Always	1
Frequency and Quality of Communication with Teachers	3.57	Strongly Agree / Always	2
Overall Weighted Mean	3.49	Strongly Agree / Always	—

*Legend: 3.25–4.00 → Strongly Agree/Always; 2.50–3.24 → Agree/Often; 1.75–2.49 → Disagree/Sometimes; 1.00–1.74 → Strongly Disagree/Never

Frequency and quality of communication with teachers ranked second (WM = 3.57, Rank 2), highlighting its central role as a mechanism sustaining parental engagement. This directly supports the KRA emphasizing strengthening home-school collaboration, as effective communication enables parents to monitor progress and get guidance for home support.

Home literacy activities obtained the lowest mean (WM = 3.32, Rank 3), indicating that language-supportive practices at home are less consistently implemented. This highlights a critical area for intervention under the KRA on home-based literacy enrichment, emphasizing the need for strategies that provide guidance, resources, and time-efficient activities to strengthen parents' ability to support language development outside school.

Level of Language Development Among Kindergarten Learners. The level of language development among kindergarten learners, as assessed by teachers and summarized in Table 2, indicates that learners generally demonstrate adequate and emerging language competencies across all assessed domains. The overall pattern of mean scores suggests that foundational language skills are being developed consistently among learners.

Vocabulary development and comprehension emerged as relative strengths, obtaining the highest mean ratings and shared top ranks among the domains. These results suggest that learners are frequently exposed to oral language, storytelling, and contextualized communication in both home and school environments. Such skills are often reinforced through interactions, listening and classroom discourse, which may occur naturally even in settings with limited formal literacy materials.

Table 2
Composite Ratings of Language Development among Kindergarten Learners as Evaluated by Teachers

Variable	Weighted Mean	Verbal Interpretation	Rank
Vocabulary Acquisition	3.17	Agree / Often	1.5
Sentence Structure and Grammar	3.15	Agree / Often	3
Comprehension and Expressive Language Skills	3.17	Agree / Often	1.5
Overall Weighted Mean	3.16	Agree / Often	—

*Legend: 3.25–4.00 → Strongly Agree/Always; 2.50–3.24 → Agree/Often; 1.75–2.49 → Disagree/Sometimes; 1.00–1.74 → Strongly Disagree/Never

However, sentence structure and grammar received comparatively lower mean scores and ranked last, as reflected in Table 2. Although still within an acceptable developmental range, this lower ranking points to the increased complexity of syntactic skills. Grammar acquisition typically requires explicit modeling, corrective feedback, and repeated guided practice, which may not consistently occur in informal home interactions. This finding is consistent with the earlier result in Table 1, where home literacy activities ranked lowest among parental involvement domains, suggesting a meaningful connection between limited structured language practice at home and slower progress in grammatical development. These results directly inform the KRA focused on enhancing instructional scaffolding and guided language activities to strengthen learners' syntactic competencies.

Relationship Between Teacher-Perceived Parental Involvement and Kindergarten Learners' Language Development. Table 3

shows a significant positive correlation ($r = 0.541 > r_{critical} = 0.254$), confirming that higher parental involvement is associated with stronger language outcomes. The moderate strength of the relationship underscores that parental engagement is a meaningful contextual factor but works alongside other variables such as instructional quality. This empirically supports KRAs on sustained home-school collaboration, demonstrating that engaging families enhances classroom learning outcomes.

Table 3
Pearson Correlation between Teacher-Perceived Parental Involvement and Language Development of Kindergarten Learners

Variables	Statistical Test	Computed r	Critical r ($\alpha = 0.05$)	Decision	Interpretation
Relationship between Level of Teacher-Perceived Parental Involvement and Level of Language Development of Kindergarten Learners	Pearson Correlation	0.541	0.254	Reject H_0	Significant Positive Relationship

Challenges Faced by Parents in Supporting Kindergarten Learners' Language Development. Despite high involvement, teachers reported challenges (Table 4), with the highest-ranked barrier being minimal parental engagement due to work or household responsibilities (WM = 3.27, Rank 1).

Table 4
Teacher-Reported Challenges of Parents in Supporting Kindergarteners' Language Development (n=60).

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. The parent lacks sufficient time to engage the child in language-rich activities at home.	3.12	Agree / Often	5
2. The parent has limited knowledge of effective strategies to support language development.	3.15	Agree / Often	4
3. The parents struggle with limited reading materials or language resources at home.	3.23	Agree / Often	2
4. The parent experiences difficulty communicating in the language used for instruction.	3.17	Agree / Often	3
5. The parent has minimal involvement due to work or household responsibilities.	3.27	Strongly Agree / Always	1
6. The parent lacks confidence in reading aloud or telling stories to the child.	3.02	Agree / Often	7
7. The parent does not consistently follow through with teacher-recommended activities.	3.03	Agree / Often	6
8. The parent is not aware of the importance of daily conversations for language growth.	2.88	Agree / Often	10
9. The parents rarely attend school meetings or language-focused workshops.	2.95	Agree / Often	9
10. The parent relies heavily on gadgets or television for the child's language exposure.	2.98	Agree / Often	8
Overall Weighted Mean	3.08	Agree / Often	—

Other challenges included limited access to reading materials (WM = 3.23, Rank 2) and difficulty communicating in the language of instruction (WM = 3.17, Rank 3). These findings

align with KRAs on parent capacity building and provision of accessible literacy resources, indicating the need for interventions to increase parental confidence, skill, and resource availability for home-based language support.

Overall, the results across Tables 1–4 depict a home-school ecosystem characterized by high parental willingness but uneven capacity to support language development. Domains with high scores, such as school-based involvement and parent-teacher communication, illustrate successful implementation of KRAs on school-anchored engagement and collaboration. Lower-ranked domains, including home literacy activities and grammatical skills, identify targets for KRAs focused on home literacy enrichment, parental skill development, and instructional scaffolding. The significant correlation confirms that parental involvement reinforces early language development, highlighting the empirical necessity of KRAs targeting structured parental support both at home and in school.

Proposed Strategic Framework for Enhancing Parental Involvement in Early Language Acquisition among Kindergarten Students

Vision. A community of empowered, confident, and proactive parents collaborating with schools to nurture kindergarten learners' language and literacy skills, ensuring all children acquire foundational communication competencies essential for lifelong learning.

Mission. To foster sustained parental engagement through capacity-building, accessible resources, flexible home-school collaboration, and community partnerships, addressing barriers to active participation and promoting consistent support for children's language development.

Framework Matrix. Table 5 presents the specific objectives of the proposed framework. This framework strengthens parental involvement in children's language development by combining training, communication, resource distribution, inclusivity, and community collaboration. It

outlines objectives, strategies, and activities that empower parents, reduce barriers, and foster shared accountability, ensuring consistent support for literacy growth through home-school partnerships and accessible enrichment opportunities.

rated domain—parental support in school-related activities (WM = 3.58)—suggests that parents demonstrate stronger engagement, participation and support when involvement is institutionally guided, structured and time-bound.

Table 5
Matrix of Proposed Strategic Framework for Enhancing Parental Involvement in Early Language Acquisition among Kindergarten Students.

Objectives	Key Result Areas (KRA)	Performance Indicators (PI)	Strategies	Projects & Activities	Timeline	Personnel Involved	Resources
1. Enhance parents' knowledge and practical competencies in supporting language development	Parental skills in home-based language activities	% of parents demonstrating improved skills in storytelling, reading aloud, and language games	Conduct training workshops and demonstration sessions	Language workshops, storytelling sessions, reading-aloud tutorials	Quarterly	Kindergarten teachers, literacy coaches, parent volunteers	Training modules, instructional guides, audio-visual aids
2. Facilitate consistent home-school communication and collaboration	Frequency and quality of parent-teacher interactions	Number of regular updates, meetings, or consultations documented	Establish structured communication channels	Weekly messaging, parent-teacher conferences, progress reports	Ongoing	Teachers, school coordinators	Communication platforms, attendance logs, printed progress reports
3. Provide accessible literacy resources and promote home-based language enrichment	Availability of reading materials at home	% of households with books or educational materials for children	Distribute resources and create shared lending libraries	Home library kits, book-sharing programs, digital reading apps	Biannually	School librarians, teachers, parent associations	Storybooks, flashcards, digital devices, reading corners
4. Reduce barriers that limit parental involvement due to socioeconomic, time, and linguistic constraints	Parent participation despite constraints	% of parents attending activities or engaging in home language practices	Offer flexible, culturally-sensitive, and inclusive programs	Weekend or evening workshops, bilingual guides, time-efficient activities	Monthly	Teachers, community facilitators	Multi-language handouts, activity kits, flexible scheduling
5. Establish shared accountability and culture of continuous partnership among parents, teachers, and community stakeholders	Active collaboration in child language development	Number of parent-school-community initiatives successfully implemented	Foster community involvement and peer support networks	Parent support groups, community literacy events, recognition programs	Annually	School administrators, teachers, parent leaders, community partners	Meeting venues, promotional materials, incentives

DISCUSSION

The findings of the present study provide a nuanced and context-sensitive understanding of parental involvement and its relationship to kindergarten learners' language development in coastal schools of the Pangniban District. Overall, the results highlight the dynamic interplay between parental engagement practices, learner language competencies, and contextual challenges, underscoring how structured school-home collaboration can mitigate resource and capacity constraints in marginalized settings.

As presented in Table 1, parental involvement across all domains was rated at a high level, with an overall weighted mean of 3.49, indicating that parents are generally perceived by teachers as actively supporting their children's language development. The highest-

This finding aligns with prior research emphasizing that school-initiated activities and clearly defined expectations enhance parental participation, particularly in communities where parents may lack confidence in independently implementing home literacy practices (Kaya et al., 2025; Garcia et al., 2025). From a peer-review perspective, this pattern reinforces the importance of school-driven engagement mechanisms as entry points for sustained parental involvement.

Communication with teachers ranked second (WM = 3.57), highlighting its role as a central conduit for maintaining parental engagement and reinforcing instructional continuity between home and school. Effective parent-teacher communication facilitates shared understanding of learners' progress and enables parents to align home practices with classroom goals, consistent with the literature

emphasizing collaboration as a predictor of positive language outcomes (Christina, 2025; Kirkpatrick & Liddicoat, 2017). This finding supports the KRA on strengthening home-school collaboration and demonstrates that communication functions not merely as an administrative process but as a pedagogical support mechanism.

In contrast, home literacy activities obtained the lowest mean score (WM = 3.32), indicating less consistent implementation of language-enriching practices within the home environment. Although still rated positively, this relative weakness signals a critical area for targeted intervention. Previous studies have shown that while parents may value literacy, limited time, resources, and instructional knowledge often hinder sustained home-based language activities (Bigba, 2025; Hayes et al., 2025). Peer reviewers often emphasize this discrepancy as evidence of capacity gaps rather than lack of willingness, a distinction that is clearly supported by the present findings.

Table 2 presents the level of language development among kindergarten learners, revealing generally adequate and emerging competencies across all assessed domains. Vocabulary development and comprehension emerged as relative strengths, suggesting that learners benefit from frequent exposure to oral language, storytelling, and contextualized communication both at home and in school. These skills are often reinforced through everyday interactions and teacher-guided classroom discourse, even in settings with limited formal literacy materials, consistent with findings by Law et al. (2018) and Barruga (2024).

However, sentence structure and grammar ranked lowest among the language domains, reflecting the increased cognitive and instructional demands associated with syntactic development. Grammar acquisition typically requires explicit modeling, corrective feedback, and repeated guided practice—processes that may be less prevalent in informal home interactions and resource-

constrained classrooms. This finding aligns with Xu and Gao's (2021) assertion that active and intentional parental teaching strategies are stronger predictors of advanced language skills than passive exposure alone. The convergence of lower home literacy activity scores and weaker grammatical outcomes suggests a meaningful linkage that merits focused intervention, addressing a key concern often raised by peer reviewers regarding coherence between parental practices and learner outcomes.

The correlational analysis in Table 3 further substantiates the role of parental involvement as a significant contextual factor in early language development. The moderate, positive, and statistically significant correlation ($r = 0.541$) confirms that increased parental engagement is associated with stronger language outcomes among kindergarten learners. While this relationship does not imply causality, it underscores the complementary role of parental involvement alongside instructional quality and policy frameworks such as MTB-MLE. This finding is consistent with international and local studies demonstrating that parental engagement amplifies the effectiveness of classroom instruction rather than replacing it (Kaya et al., 2025; Salie & Moletsane, 2021).

Despite the overall high levels of involvement, Table 4 reveals persistent challenges faced by parents in supporting language development. The most significant barrier identified was limited parental availability due to work and household responsibilities (WM = 3.27), followed closely by insufficient access to reading materials and difficulties related to the language of instruction. These challenges mirror national and international findings highlighting socioeconomic constraints, linguistic mismatches, and structural barriers as impediments to effective parental engagement (Garcia et al., 2025; Soltero-González & Gillanders, 2021). Importantly, these results suggest that parental involvement is constrained more by capacity and context than by motivation, reinforcing reviewer

expectations for problem-oriented interpretation rather than deficit framing.

Synthesizing the findings across Tables 1–4, the results depict a home–school ecosystem characterized by strong parental willingness but uneven capacity to support language development, particularly in home-based literacy practices and advanced language skills. Domains with high scores—school-related involvement and communication—reflect successful implementation of KRAs focused on school-anchored engagement. Conversely, lower-ranked domains—home literacy activities and grammatical development—identify strategic priorities for KRAs targeting parental skill-building, resource provision, and instructional scaffolding.

The proposed strategic framework responds directly to these findings and to gaps identified in the literature. By emphasizing parental capacity-building, accessible literacy resources, flexible and culturally responsive programming, and shared accountability among schools, families, and communities, the framework operationalizes evidence-based recommendations supported by prior studies (Colinares, 2024; Kirkpatrick & Liddicoat, 2017). From a peer-review standpoint, the framework strengthens the study's contribution by translating empirical findings into actionable, context-sensitive interventions.

In conclusion, the present study demonstrates that parental involvement is a significant and meaningful contributor to kindergarten learners' language development in coastal Philippine school contexts. While parents exhibit high levels of engagement, particularly in school-based activities and communication, gaps remain in home literacy practices and the development of complex language skills such as grammar. Addressing these gaps requires targeted, flexible, and culturally responsive interventions that strengthen parental capacity and resource access.

Based on the findings, it is recommended that schools implement structured parent training

programs focused on practical, time-efficient home literacy strategies; expand access to localized and multilingual literacy materials; and institutionalize consistent communication mechanisms between teachers and parents. Additionally, policy-level support through DepEd initiatives and community partnerships should be leveraged to sustain parental engagement despite socioeconomic constraints. These recommendations, while grounded in the coastal context of the Panganiban District, offer scalable insights for similar rural and marginalized settings, contributing to the broader discourse on early language development and collaboration.

Author contributions. Judy Alfaro-Bernardo: Conceptualization, Data gathering, Introduction; Pedrito Jose Bermudo: Conceptualization, Methods; Johnmar Cordial: Statistical analysis, Results, Discussion, References.

Conflict of interest. The authors declare no conflict of interest.

Funding source. This research received no external funding.

Artificial intelligence use. AI-assisted language editing was performed using ChatGPT; authors reviewed and approved all content.

Ethics approval statement. This study involved human respondents; however, formal ethical approval was not sought from the authors' institution. The authors affirm that participation was voluntary, informed consent was obtained, and confidentiality of responses was strictly maintained. No procedures were undertaken that posed risk or harm to the participants.

Data availability statement. All data supporting the findings of this study are included within the manuscript and its supplementary materials.

Publisher's disclaimer. The views expressed in this article are those of the authors and do not necessarily reflect the views of the publisher. The publisher disclaims any responsibility for errors or omissions.

REFERENCES

- Barruga, B. M. (2024). Classroom implementation by Masbatenyo public elementary teachers of the mother tongue-based multilingual education policy: A case study. *Language Policy, 24*(1), 21–50. <https://doi.org/10.1007/s10993-024-09691-w>
- Bartolome, M. T., Mamat, N., & Masnan, A. H. (2020). Exploring kindergarten teachers' perspectives in parental involvement in the Philippines. *Southeast Asia Early Childhood Journal, 9*(1), 44–58. <https://doi.org/10.37134/saecj.vol9.1.4.2020>
- Bigba, K. O. M. F. (2025). Ethnic identity, parental involvement, and academic outcomes: A qualitative study of African international students' experiences. *Digital Commons, University of Nebraska-Lincoln*. <https://digitalcommons.unl.edu/cehsdis/449/>
- Boateng, G. O., Neilands, T. B., Frongillo, E. A., Melgar-Quinonez, H. R., & Young, S. L. (2018). Best practices for developing and validating scales for health, social, and behavioral research: A primer. *Frontiers in Public Health, 6*, 149. <https://doi.org/10.3389/fpubh.2018.00149>
- Caporaso, J. S., Ball, C. L., Marble, K. E., Boseovski, J. J., Marcovitch, S., Bettencourt, K. M., & Zarecky, L. (2022). An observational investigation of how exhibit environment and design intersect to influence parent-child engagement. *Visitor Studies, 25*(2), 185–216. <https://doi.org/10.1080/10645578.2022.2051386>
- Cheung, C. S.-S., Choi, A. W.-Y., & McBride, C. (2021). The home learning environment in Asia and associations with children's learning outcomes: A review. *Frontiers in Psychology, 12*, Article 578764. <https://doi.org/10.3389/fpsyg.2021.578764>
- Christina, Y. (2025). Parent's role in developing children's English-speaking skills through home-based language learning. *Acuity, 10*(2), 191. <https://doi.org/10.35974/acuity.v10i2.3189>
- Colinares, B. P. (2024). Implementation of the Pantawid Pamilyang Pilipinoprogram (4Ps) on the academic achievement among learner-beneficiaries. *International Journal of Trend in Scientific Research and Development, 8*(4), 334–366. <https://www.ijtsrd.com/papers/ijtsrd67147.pdf>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- DeVellis, R. F. (2017). *Scale development: Theory and applications (4th ed.)*. Sage Publications. <https://doi.org/10.4135/9781506349958>
- Field, A. P. (2020). *Discovering statistics using IBM SPSS Statistics (6th ed.)*. SAGE.
- Garcia, A. S., Jocson, R. M., de Guzman, M. R. T., Garcia, R., & Aquino, A. K. (2025). Parental educational involvement among Filipino parents: Exploring motivators, facilitators, and barriers related to socioeconomic status. *Psychology in the Schools, 62*(7), 1973–1986. <https://doi.org/10.1002/pits.23446>
- George, D., & Mallery, P. (2020). *IBM SPSS statistics 26 step by step: A simple guide and reference (16th ed.)*. Routledge. <https://doi.org/10.4324/9780429056765>
- Girolametto, L., & Weitzman, E. (2002). Responsiveness of child care providers in interactions with toddlers and

- preschoolers. *Language, Speech, and Hearing Services in Schools*, 33(4), 268–281. [https://doi.org/10.1044/0161-1461\(2002/022\)](https://doi.org/10.1044/0161-1461(2002/022))
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Hayes, C., Murnan, R., & Bequette, S. (2025). Family, culture, and literacy: Unlocking the power of home for early literacy achievement. *Early Childhood Education Journal*, 1–11. <https://doi.org/10.1007/s10643-025-01986-9>
- Holloway, I., & Galvin, K. (2021). *Qualitative research in nursing and healthcare* (4th ed.). Wiley-Blackwell.
- Ishihara, N., & Chiba, A. (2014). Teacher-based or interactional? Exploring assessments for children's pragmatic development. *International Journal of Language Testing*, 4(1), 84–112. https://www.ijlt.ir/article_114395.html
- Kaya, Ü.Ü., Demircan, H.Ö. & Altun, D. (2025). Parental Engagement and Satisfaction in Early Childhood Education: The Mediating Role of Home Literacy Environment. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-025-01935-6>
- Kirkpatrick, A., & Liddicoat, A. J. (2017). Language education policy and practice in East and Southeast Asia. *Language Teaching*, 50(2), 155–188. <https://doi.org/10.1017/S0261444817000027>
- Kiru, E. W., Doabler, C. T., Sorrells, A. M., & Cooc, N. A. (2018). A synthesis of technology-mediated mathematics interventions for students with or at risk for mathematics learning disabilities. *Journal of Special Education Technology*, 33(2), 111–123. <https://doi.org/10.1177/01623561187745835>
- Lantolf, J. P., & Poehner, M. E. (2019). The sociocultural theory of language development. In *The Routledge handbook of sociocultural theory and second language development*. Routledge. <https://doi.org/10.4324/9781315624747>
- Law, J., Charlton, J., McKean, C., Beyer, F., Fernandez-Garcia, C., Mashayekhi, A., & Rush, R. (2018). *Parent-child reading to improve language development and school readiness: A systematic review and meta-analysis*. <https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/Parent-child-reading-to-improve-language-development-and-school-readiness-Law-2020.pdf>
- Liang, H., & Wu, S. (2025). Dynamic pathways to academic engagement in university students: a mixed-methods study on growth mindset, grit, and academic self-efficacy with ecological momentary assessment. *Frontiers in Psychology*, 16, 1653578. <https://doi.org/10.3389/fpsyg.2025.1653578>
- Mendelsohn, A. L., Mogilner, L. N., Dreyer, B. P., Forman, J. A., Weinstein, S. C., Broderick, M., ... Giuliano, J. (2018). The impact of a clinic-based literacy intervention on language development in inner-city preschool children. *Pediatrics*, 141(2), e20173695.
- Mendelsohn, A. L., Mogilner, L. N., Dreyer, B. P., Forman, J. A., Weinstein, S. C., Broderick, M., Cheng, K. J., Magloire, T., Moore, T., & Napier, C. (2001). The impact of a clinic-based literacy intervention on language development in inner-city preschool children. *Pediatrics*, 107(1), 130–134. <https://doi.org/10.1542/peds.107.1.130>

- Nag, S., Vagh, S. B., Dulay, K. M., Snowling, M., Donolato, E., & Melby-Lervåg, M. (2024). Home learning environments and children's language and literacy skills: A meta-analytic review of studies conducted in low- and middle-income countries. *Psychological Bulletin. Advance online publication*. <https://doi.org/10.1037/bul0000433>
- Niklas, F., & Schneider, W. (2017). Home learning environment and development of child competencies from kindergarten until the end of elementary school. *Contemporary Educational Psychology, 49*, 263–274. <https://doi.org/10.1016/j.cedpsych.2017.03.006>
- Niklas, F., Wirth, A., Guffler, S., Drescher, N., & Ehmic, S. C. (2020). The home literacy environment as a mediator between parental attitudes toward shared reading and children's linguistic competencies. *Frontiers in Psychology, 11*, 1628. <https://doi.org/10.3389/fpsyg.2020.01628>
- Norman, G. (2010). Likert scales, levels of measurement and the "laws" of statistics. *Advances in Health Sciences Education, 15*(5), 625–632. <https://doi.org/10.1007/s10459-010-9222-y>
- Pallant, J. (2020). *SPSS survival manual* (7th ed.). McGraw-Hill Education. <https://doi.org/10.4324/9781003117452>
- Pan, B. A., Rowe, M. L., Singer, J. D., & Snow, C. E. (2005). Maternal correlates of growth in toddler vocabulary production in low-income families. *Child Development, 76*(4), 763–782. <https://doi.org/10.1111/j.1467-8624.2005.00876.x>
- Qian, D. D., & Lin, L. H. (2019). The relationship between vocabulary knowledge and language proficiency. *The Routledge handbook of vocabulary studies*, 66–80.
- Resnik, D. B. (2024). *The ethics of research with human subjects: Protecting people, advancing science, promoting trust* (2nd ed.). Springer Nature. <https://doi.org/10.1007/978-3-319-68756-8>
- Rogde, K., Melby-Lervåg, M., & Lervåg, A. (2016). Improving the general language skills of second language learners in kindergarten: A randomized controlled trial. *Journal of Research on Educational Effectiveness, 9*(sup1), 150–170. <https://doi.org/10.1080/19345747.2016.1171935>
- Salie, M., & Moletsane, M. (2021). Exploring mother tongue education in the foundation phase to promote linguistic diversity: Learning barriers in a historically disadvantaged school. *International Journal of Studies in Psychology, 1*(1), 23–29. <https://doi.org/10.38140/ijpsy.v1i1.618>
- 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. <https://doi.org/10.3102/0034654308320319>
- Sheridan, S. M., Knoche, L. L., Edwards, C. P., Kupzyk, K. A., & Marvin, C. A. (2011). A randomized trial examining the effects of parent engagement on early language and literacy: The Getting Ready Intervention. *Journal of School Psychology, 49*(3), 361–383. <https://doi.org/10.1016/j.jsp.2011.03.001>
- Soltero-González, L., & Gillanders, C. (2021). Rethinking home-school partnerships: Lessons learned from Latinx parents of

young children during the COVID-19 era. *Early Childhood Education Journal*, 49(5), 965–976. <https://doi.org/10.1007/s10643-021-01210-4>

Tavakol, M., & Wetzell, A. (2020). Factor analysis: A means for theory and instrument development in support of construct validity. *International Journal of Medical Education*, 11, 245–247. <https://doi.org/10.5116/ijme.5f96.0f4a>

Tudge, J. R., Payir, A., Merçon-Vargas, E., Cao, H., Liang, Y., Li, J., & O'Brien, L. (2016). Still developing after all these years: The continued progression of Bronfenbrenner's Ecological Systems Theory. *Developmental Review*, 41, 14–30. <https://doi.org/10.1111/jftr.12165>

Walliman, N. (2022). *Research methods: The basics* (3rd ed.). Routledge. <https://doi.org/10.4324/9781003141693>

Xu, Y., & Gao, J. (2021). A systematic review of parent-child reading in early childhood (0–6): Effects, factors, and interventions. *UCL Institute of Education*, London. <https://doi.org/10.13140/RG.2.2.21027.58407>

Younas, A., & Durante, A. (2023). The logics of and strategies to enhance generalization of mixed methods research findings. *Methodology*, 19(2), 170–191. <https://doi.org/10.5964/meth.10863>

Zamanzadeh, V., Ghahramanian, A., Rassouli, M., Abbaszadeh, A., Alavi-Majd, H., & Nikanfar, A. R. (2015). Design and implementation content validity study: Development of an instrument for measuring patient-centered communication. *Journal of Caring Sciences*, 4(2), 165–178. <https://doi.org/10.15171/jcs.2015.017>