
| RESEARCH ARTICLE

Collaborative Efforts of Parents and Teachers on Literacy Instruction of the Kindergarten Learners

Ramil P. Manguilimotan¹, Manuelito M. Patatag², Carmel Fatima L. Rica³ Ligaya M. Sioc⁴, Gengen G. Padillo⁵

¹²³⁴⁵*Cebu Technological University-Main*

Corresponding Author: Gengen G. Padillo, **E-mail:** gengen.padillo@ctu.edu.ph

| ABSTRACT

This research assessed the collaborative effort of teachers and parents on the literacy instruction of kindergarten learners at the identified schools of the Aloguinsa District in the Division of Cebu Province for the School Year 2022-2023 as the basis for a Literacy Skills Enhancement Plan. It utilized a descriptive-correlation research design to determine the extent of collaboration among respondent groups on the literacy instruction of kindergarten learners. Respondents were selected using a universal sampling technique. Gathered data were treated using frequency, percentage, standard deviation, weighted mean, Likert scale, and Spearman Rho. The findings revealed that most parent-respondents were female, whose age bracket was 29-36 years old, were high school graduates, had one or two children, and earned 10,000 pesos and below. On the other hand, teacher-respondents were primarily females with masteral units, ranked teacher 1, and had six to 10 years in service. Furthermore, results indicated that the respondent groups always collaborated on the literacy instruction of the kindergarten learners. Meanwhile, there was a significant difference in the extent of collaboration among the respondent groups in literacy instruction of kindergarten learners. It is recommended that the literacy skills enhancement plan be adopted.

| KEYWORDS

Early Childhood Education, parent-teacher collaboration, literacy instruction, descriptive-correlation, Aloguinsan, Cebu

| ARTICLE INFORMATION

ACCEPTED: 02 January 2025

PUBLISHED: 19 January 2025

DOI: 10.32996/ljahs.2025.5.1.1

1. Introduction

Literacy instruction delivered in the classroom remained challenging among kindergarten teachers as intervening factors drive the young learners to lose focus. There are a lot of issues and concerns in facilitating early childhood education in a classroom setting (Atiles et al., 2021). If this case is left unresolved, the same could impact these young learners' learning as they proceed to the following curriculum levels (e.g., in the primary grade). The problem foreseen here could have rippling effects from a domestic state towards a macro perspective. For instance, national news reported that Grade-4 Filipino learners fared worst in mathematics and science assessment in 2019, ranking the lowest among the 58 participating nations (Carmel & Jayeel, 2021; Cruz & Natividad Jr, 2022). Likewise, the 2018 Programme for International Student Assessment (PISA) results were rather dismal, as Filipino learners ranked last in reading among the 79 participating countries (Cardeño, 2019). More so, the same international assessment placed Filipino learners second to last in both mathematics and science.

In hindsight, the researchers had much experience handling these young learners. One of those challenging moments was that some learners did not know how to hold a pencil while others could not write so far. Some learners also could not identify primary colors, shapes, letters of the alphabet, and numbers. Other young learners would not talk or cannot speak yet of a few words or small sentences fluently. Moreover, the teachers, in general, have noticed that some parents would not follow up on their children's progress or even check whether or not they have pencils, paper, or snacks with them while going to school.

It is imperative that literacy instruction, whether under normal circumstances or in a restrained situation – like the COVID-19 condition where younger learners are obliged to stay at home – be critically considered to address the preceding educational debacles the country faces. Thus, it is enticing to know what could have happened in an environment like at home, where the parents themselves manage the literacy instruction. Could there be struggles or improvements on the young learners' end when their mother or father is involved in their literacy instruction? This has remained an exciting hypothesis.

With the latter viewpoint, the researchers have decided to investigate the collaborative effort of teachers and parents on the literacy instruction of kindergarten learners in Aloguinsan District School, Cebu Province Division, as the basis for the literacy skills enhancement plans for stakeholders to utilize in literacy instruction.

2. Related Literature and Studies

This study is anchored on Bourdieu's Social Capital Theory (1990, 1993) and Joyce L. Epstein's parent involvement framework (2001, 2011) (Epstein et al., 2011). It is also supported by some legal bases, such as RA 9155 Section 1.2 (specifically pointing out parents' and community's active involvement in the child's education). The Department of Education (DepEd) Order No. 23 series 2016 with its Enclosure No. 2 will reinforce the national mandate pertinent to the mentioned research variable.

According to the Social Capital Theory, an individual's action is a product of their habitus and capital, plus their ability to move in a particular field or environment. Habitus is ingrained personality systems, habits, or skills acquired through interacting with one's social world (Gokturk & Dinckal, 2018). Bourdieu's Theory can also be applied to educational research theory, especially with parents' collaborative effort in the child's education; the field in Bourdieu's formula could be their home and the formal school. Following that, the capital developed in the child is credentials (i.e., cultural capital), connections made throughout the child's education (i.e., social capital), and later on, the economic capital, which later results in job positions, titles, or rewards. Hierarchically structured fields like the school result in higher positions resistant to change, usually maintaining the status quo and regulating resources. Hence, since the teacher and the parent's cultural capital are in congruence, upper- and middle-class families are more adept with the norms and language within the school field and hence have more effect on their child's education once they are involved (Tichavakunda, 2019).

Epstein's (2011) model is arranged into six levels and covers (1) parenting, (2) communicating, (3) volunteering, (4) learning at Home, (5) decision-making, and (6) collaborating with the community. Parenting includes supporting their children's academic endeavors by creating a healthy home environment and sustaining healthy nutrition while considering their child's learning level. She explained that there is a need to provide a safe and healthy learning environment where the parents can supervise and guide the young learners. In this case, they can assist the child to become confident and acquire positive viewpoints for learning. Hence, literacy instruction must be delivered appropriately and managed, particularly while young learners are homeschooled. With the latter setting, such type of involvement hoped that the curriculum contents, which the teachers in the school have supposedly discussed, are being correctly done by the parents at their respective homes.

With the family being the smallest unit of society, it is, thus, imperative that the involvement towards the development and growth of the child shall be looked into. Indeed, parent's involvement in their children's education is a phenomenon that happens within the social world. Hence, social, cultural, and economic factors can affect parental involvement between the family and the school (Hornby & Blackwell, 2018). Existing parental involvement frameworks, nevertheless, do not include race or social or economic class (Fenton et al., 2017).

Most models suggest parental involvement activities for only middle-class parents (Hill et al., 2018). These activities include supervising children with their school assignments, joining Parents' Day, and communicating with the teachers regarding their progress (Walker & Legg, 2018). These activities are time-consuming and demand specific abilities from the parents that most, if not all, families with low socioeconomic status (SES) cannot afford.

Families with low SES usually offer most of their hours at work to provide for their family's basic needs, and they often lack the confidence to communicate with teachers comfortably (Lee, 2017). However, this does not indicate that marginalized families do not give their children's education significance. They have different paradigms for which forms or activities are considered involved. Some of their parental involvement conceptualizations include stressing the value of education, offering support through communication, nurturing their children's self-esteem, and encouraging them to aspire for social mobility (Goldberg et al., 2021). Indeed, a broader definition of parental involvement must be developed, including several forms of engagement in children's education.

Racial, social, cultural, and economic factors affect the definition of parental involvement and the relationship between parental involvement and academic achievement. While the overall results of certain types of parental involvement on academic success are significant, the data is moderated by ethnic or racial factors (Boonk et al., 2018). Several studies also support the

mediation of racial or cultural factors in the parental involvement and academic achievement variables (Dotterer & Wehrspann, 2016; Veas et al., 2019).

Philippine laws concerning the care of Filipino children with special needs in all human aspects were seriously critical in such regard given the RA 9155 Section 1.2 (specifically pointing out parents and community's active involvement in the child's education), which proposed that both parents and the identified stakeholders should be motivated to actively participate or get involved in the educative process of their child(ren). Such provisional articulations emphasized that the enforcement of the Act, including the application of the rules, should be guided by the fundamental principles which mandated the latter conditions. The same Act, with other related policies and directives, calls for the maximization of parental participation in the Parent Teacher's Associations (PTAs), school-based undertakings, and during pertinent assemblies. This Act encouraged volunteerism among parents and all sectors to ensure that sustainable educational development was achieved equally.

Additionally, the DepEd Order No. 23 series 2016 with its Enclosure No. 2 was crafted to address the abovementioned matter. Such enclosure from that Order, if interpreted in layman's terms, stipulated that there should be a general assembly that must be conducted so that the parents and stakeholders shall be oriented on the curriculum that was designed, the activities being and to be conducted as well as the services that it gives which support or supplement the learning of the students and for the improvement of the school outcomes. Moreover, the same enclosure directed all division chiefs to allow the conduct of parent-teacher conferences every quarter to give the parents updates and feedback on the performance and progress of their child in the school and to ascertain their participation in school-based events.

3. Purpose of the Study

This research assessed the collaborative effort of teachers and parents in the literacy instruction of kindergarten learners at the identified schools in the Division of Cebu Province for the school year 2022-2023 as a basis for a Literacy Skills Enhancement Plan. Specifically, this sought to answer the questions regarding the demographic profile of the respondent groups, the extent of their collaboration on the literacy instruction of the kindergarten learners as perceived by the respondent groups, and a comparative analysis between the parent's and teachers' collaboration on the literacy instruction of the kindergarten learners.

4. Methodology

This section discussed the research design, the criteria for selecting respondents, the identification of an appropriate research instrument, the data gathering procedure, the statistical treatment of data, and the scoring procedure.

4.1 Design

This study utilized a descriptive-correlational research design to gather data about the extent of the respondent groups' collaboration on the literacy instruction of the kindergarten learners and the relationship of the respondent groups with the identified variables. Such research design was used as it involved empirical scrutiny of the nature of the association and/or measure of a relationship between two variables or among variables (Amponsah et al., 2018).

A survey questionnaire was used to gather the necessary data, such as the profile of the respondent groups, the extent of their collaboration on the literacy instruction of the kindergarten learners, and the significance of the difference between the identified variables. Due to pandemic restrictions, a convenience sampling method was used to determine the respondents.

4.2 Respondents

The researchers deliberately chose the teachers and parents from their respective schools. Given the health crisis that the cities, provinces, and nations were managing, the researchers utilized a convenience sampling technique to determine the sample from the populations. The study respondents were clustered into three groups. The first cluster was the Bonbon Integrated School and Angilan Elementary School. The second cluster was the Aloguinsan Central School and Zaragosa Elementary School. The third cluster was the Tappaan Integrated School, Kantabogon Elementary School, and the Tuyokon Integrated School.

4.3 Instruments

This study utilized an adapted survey questionnaire from Berthelsen (2013) for the survey of literacy instruction in public preschool programs in Iowa and from Westat (1999) for the kindergarten teacher questionnaire.

The instrument has two parts. Part 1 contained the profile of respondents, and Part 2 consisted of literacy instruction for kindergarten learners in six (6) indicators, such as phonological awareness, concepts about print, comprehension/vocabulary activities, alphabet knowledge and letter sounds, writing activities, and mathematical thinking.

4.4 Data Gathering Procedures

The researchers followed a step-by-step process in gathering the data. First, they sent a transmittal letter to the school principals. After the letter was approved, they distributed the questionnaires to the respondents. The respondents were given time

to answer the questionnaire. The data were collected and treated using appropriate statistical tools, and then subjected to further presentation, analysis, and interpretation.

4.4.1 Data Privacy Act. Part of the letter explicitly ascertained that the Data Privacy Act shall be considered in the entire process. Hence, the respondents will be assured that such an Act, which articulates the protection of the fundamental human right of privacy of communication while ensuring the free flow of information to promote innovation and growth, shall be observed. Given this mandate, the researchers ensured that the anonymity of the respondents' names would be given due consideration during the proper presentation of the empirical results. However, their responses from the given survey were disclosed in the succeeding part regarding privacy.

4.4.2 Ethical Consideration. In addition, should a respondent decline to participate in the study, his/her decision will be respected. Nonetheless, those parents who confirmed joining this recent study will be briefed on the details and dynamics of filling in the questionnaire through various orientation modes (e.g., video conference, mobile phone calls, emails, messenger, etc.). From the completion of this phase, the transmittal (e.g., through emails, messenger, and other equivalent forms) and questionnaire administration have accordingly been made.

Once the parents completed the survey, the questionnaires were collected, and the raw data were collated and tabulated. The gathered data were statistically treated using the appropriate tools. The data-gathering procedure eventually culminated in the scientific results being presented, analyzed, and interpreted.

4.5 Statistical Treatment of Data

Table 1. Age and Gender of the Parent-Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
45-52	22	5.57	5	1.27	27	6.84
37-44	64	16.20	16	4.05	80	20.25
29-36	144	36.46	6	1.52	150	37.97
21-28	132	33.42	6	1.52	138	34.94
Total	362	91.65	33	8.35	395	100.00

The gathered data were treated using frequency, percentage, and standard deviation to gather data about the profiles of the respondent groups in terms of age and gender, highest educational attainment, number of children in elementary school, and combined family monthly income for parents, while age and gender, highest educational attainment, academic rank, and length of service for the teacher respondents. Moreover, the standard deviation was used to treat the gathered data on the profile of the respondent groups. Additionally, the weighted mean was used to treat the data on the extent of the respondent groups' collaboration on the literacy instruction of the kindergarten learners. Lastly, Spearman Rho was used to compute the significant difference in the collaboration of the parents and teachers on the literacy instruction of kindergarten learners.

5. Results and Discussion

This section presents, analyzes, and interprets the data gathered regarding the respondents' profiles, the extent of their collaboration on the literacy instruction of kindergarten learners, and the significant difference between the parents' and teachers' collaboration on the literacy instruction of the kindergarten learners.

5.1 Profile of the Respondents

This part presents the data gathered about the age and gender of the respondent groups, their highest educational attainment, the number of elementary-aged children, the combined family monthly income of the parent-respondents; and the teacher-respondents' academic rank and length of service.

As shown in Table 1, 362 out of 395 parent-respondents were female parents, which comprised 91.65 percent, while 33 or 8.35 percent were male parents. One hundred forty-four (144) or 36.46 percent of the female parents are 29-36 years old, followed by 132 or 33.42 percent of them are 21-28 years old. Moreover, 64, or 16.20 percent, were aged 37-44, and 22 female respondents, with 5.57 percent aged 45-52. In addition, 16 or 4.05 percent of the male respondents are in the 37-44 age bracket.

The table reveals that most parent-respondents were females, aged 29-36. The data imply that mothers were more involved in their children's education. Especially in primary years, mothers' collaboration in literacy instruction is crucial to the development of the basic skills and competencies of their children. The responsibility for managing their children's schooling has led to several mothers (Vincent, 2017). The mother is considered the first teacher at home, primarily directing toward their child's development and this role is still evident in online learning during the pandemic (Caputi et al., 2017).

Table 2. Highest Educational Attainment of the Parent-Respondents

Educational Attainment	f	%
Master's Level	6	1.52
College Graduate	41	10.38
College Level	27	6.84
High School Graduate	179	45.32
High School Level	58	14.68
Elementary Graduate	57	14.43
Elementary Level	27	6.84
Total	395	100.00

As presented in Table 2, 179 out of 395 parent-respondents are high school graduates, which comprise 45.32 percent, followed by 58, or 14.68 percent, who are at the high school level. Moreover, 57 or 14.43 percent are Elementary Graduates. 41, or 10.38 percent, are College Graduates, and only six, or 1.52 percent, are Master's Level.

The result reveals that most of the respondents are High School graduates. This implies that parent respondents were literate and could provide assistance and get involved in the collaboration in literacy instruction with their children. Taking part as parents in children's literacy development is an important step. Thus, enriching literacy instruction experiences at home and being involved and engaged by parents could improve the child's interest and focus (Bierman et al., 2017; Ho & Lau, 2018). Being responsive and supportive of this essential skill development would boost their interest and curiosity in learning. Likewise, parents who were more highly educated have excellent success rates in taking initiative with their children's basic cognitive and language skills, which contribute to the child's early development success.

Parents' attitudes and expectations for their children and the cognitive stimulation they provide in and outside the home environment form a foundation that indirectly promotes children's academic achievement. Parents' educational attainment could drive their occupation, income, and, eventually, their family's life (Davis-Kean et al., 2021).

Table 3. Number of Children in Elementary of the Parent-Respondents

Number of Children	f	%
3-4	69	17.47
1-2	326	82.53
Total	395	100.00

Based on Table 3, there were 326 parent-respondents, or 82.53 percent, who have one or two children, while sixty-nine (69), or 17.47 percent, have three or four, number of children. This suggests that the parents have fewer children, attributing this to the parents' ages and their planning for their families. Schooling connotes resources. Hence, parents consider this aspect when forming a family (Golombok et al., 2017; Sanders et al., 2019).

It can be noted that the parent-respondents have fewer children recently compared to the traditional number of children of Filipino families. The Filipino family is considered a precious social institution in the Philippines. Moreover, when Filipino families become transnational due to migration and overseas work, they capitalize on computer-mediated communication to maintain familial connections across borders. Several changes are happening among Filipino families, including the increased participation

of women in the labor force, a decline in family authority in terms of its influence over individual members, and an increasing number of single-parent families (Bain, 2020).

Table 4. Combined Family Monthly Income of the Parent-Respondents

Monthly Income (in pesos)	f	%
Above 30,000	12	3.04
25,001-30,000	25	6.33
20,001-25,000	6	1.52
15,001-20,000	18	4.56
10,001-15,000	76	19.24
10,000 and below	258	65.32
Total	395	100.00

As shown in Table 4, 258, or 65.32 percent, of the parent respondents earned 10,000 pesos and below, followed by 76, or 19.24 percent, who earned 10,001-15,000 pesos. At the same time, 25, or 6.33 percent, earned 25,001 – 30,000 pesos monthly, and 18, or 4.56 percent, earned 15,001-20 pesos monthly.

The data show that most respondents earned a combined monthly income of 10,000 pesos or below, placing them in a low-income bracket. This financial constraint likely limits their ability to access and provide necessary resources for their children's modular distance learning. These families may struggle to afford essential educational materials, such as printing modules, purchasing learning supplies, or ensuring reliable access to digital resources like the internet or devices, often required for effective distance learning.

This economic reality could stress parents, who may be juggling multiple jobs or dealing with financial insecurity, potentially limiting their time and ability to engage actively in their children's education. Schools may need to offer flexible learning schedules or provide additional guidance and support for students who may not receive as much help at home (Bhamani et al., 2020).

Table 5. Age and Gender of the Teacher-Respondents

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
48 and above	1	6.67	0	0.00	1	6.67
38-47	2	13.33	0	0.00	2	13.33
28-37	8	53.33	4	26.67	12	80.00
Total	11	73.33	4	26.67	15	100.00

As shown in Table 5, 11 out of 15 respondents were female teachers, comprising 73.33 percent of all the teacher-respondents, whereas there were only four (4) male teacher-respondents or 26.67 percent among the teachers. Among the females, eight (8) of them were under the bracket age from 27-37 years old or 53.33 percent, while two (2) belong to the age bracket from 37-47 years old or 13.33 percent, and only one was aged above 48 6.67 percent of the teacher-respondents. Lastly, four (4) male respondents were 28-37 years old.

Table 5 reveals that there were significantly more females than males among the teacher-respondents. As affirmed by the findings, teaching in the Philippines is dominated by females, with the most recent Philippine census stating that there are more female educators than males in both primary and high schools. Research from Scraton (2017) This has indicated that

women's physical and emotional characteristics seem more appropriate for teaching, especially in basic education. They can be nurturing, strict, motherly, commanding, patient, and demanding.

Table 6. Teacher-Respondents' Highest Educational Attainment

Educational Attainment	f	%
Master's Graduate	1	6.67
With Master's Units	14	93.33
Total	15	100.00

Table 6 shows that most teacher respondents obtained master's units, specifically 14 or 93.33 percent. One (1) or 6.67 percent of them were master's graduates.

Teachers with advanced degrees, such as those with a master's degree or who have taken graduate courses, will likely have a more comprehensive understanding of educational theories, pedagogical strategies, and curriculum development. They may also be more familiar with research-based practices and innovations in education, which can enhance the effectiveness of modular learning approaches (Hennebry-Leung et al., 2019). These teachers might be better equipped to design, implement, and assess modular learning materials that cater to diverse student needs, potentially leading to improved student outcomes (Dejene & Chen, 2019).

Table 7. Academic Rank of Teacher-Respondents

Academic Rank	f	%
Teacher III	4	26.67
Teacher II	3	20.00
Teacher I	8	53.33
Total	15	100.00

As shown in Table 7, the data revealed that eight (8), or 53 percent, are Teacher I, four (4) or 26.67 percent were Teacher III, and three (3), or 20.00 percent were Teacher II.

A teacher's academic rank implies the total of all his/her efforts to improve his/her professional qualification. The higher the rank, the higher the qualification. Teacher academic rank is essential in collaborating with the literacy instructions of kindergarten learners. Teacher academic rank is recommended to improve the performance of kindergarten learners. Teachers learn best through professional development that addresses their needs (Sancar et al., 2021; Shernoff et al., 2017). The promotion in rank is relevant to their professional development, increasing their motivation to teach and manage learners.

Professional development should be essential for improving schools, increasing teacher quality, and improving student learning (Pharis et al., 2019). Quality professional development can lead to critical qualitative outcomes such as creating a positive school culture, citizenship, improvement in individual teacher skills, and development of opportunities for peer learning (Hajisoteriou et al., 2019; Powell & Bodur, 2017).

Table 8. Length of Service of Teacher-Respondents

Length of Service (in years)	f	%
6-10	13	86.67
1-5	2	13.33
Total	15	100.00

As shown in Table 8, regarding the length of service of the teacher-respondents, 13, or 86.67 percent, have been connected with the institution for 6-10 years, and two (2), or 13 percent, have been teaching for 1-5 years in service. This findings imply that teachers with 6–10 years of experience were capable of collaborating on the literacy instructions for kindergarten learners, indicating that they have a greater degree of perspective on it

Generally, the diversity in teaching experience among the respondents implies that a collaborative approach, where experienced teachers mentor and support newer teachers while also engaging in continuous professional development, could enhance the overall effectiveness of modular distance learning (Anthony et al., 2019; Salamuddin, 2021).

5.2 Extent of the Parents' Collaboration on the Literacy Instruction for the Kindergarten Learners

Parents' collaboration is essential in literacy instruction, and it is based on proven and effective methods of parent-child interaction. The data gathered are shown in Table 9.

Table 9. Extent of the Parents' Collaboration on the Literacy Instruction for the Kindergarten Learners

S/N	Indicators	WM	Verbal Description
1	phonological awareness	3.41	Always
2	concepts about print	3.06	Often
3	comprehension/vocabulary activities	3.30	Always
4	alphabet knowledge and letter sounds	3.55	Always
5	writing activities	3.49	Always
6	mathematical thinking	3.21	Often
Aggregate Weighted Mean		3.33	Always

Legend: 3.25-4.00-Always; 2.50- 3.24- Often ;1.75 – 2.49-Sometimes; 1.00 – 1.74– Never

As presented in Table 9, six (6) indicators on the literacy instructions for kindergarten learners examine the extent to which parents practice these indicators. Results showed that parents **always** collaborate on the literacy instructions for their children, with an aggregate weighted mean of 3.33 percent.

The result suggests that parents consistently collaborate in supporting their children's literacy development, indicating a commendable level of involvement. However, while the term "always collaborate" implies regular participation, the mean of 3.33 may not necessarily reflect the highest level of engagement, suggesting there might be room for further improvement. Strengthening parental involvement through targeted programs, resources, or workshops could enhance their ability to effectively support literacy instruction at home. This collaboration between parents and educators is essential in creating a well-rounded learning environment for kindergarten learners, fostering academic success and holistic development.

Several studies emphasize the critical role of parental involvement in early literacy instruction. Epstein's Framework on Parental Involvement (1995), as cited in Hamlin and Flessa (2018) highlights the importance of learning at home as one of six key areas where parents can significantly impact their children's educational development. Similarly, Stutzel (2019) found that active parental engagement in literacy activities, such as reading and phonics, enhances early literacy skills.

5.3 Extent of the Teachers' Collaboration on the Literacy Instruction for the Kindergarten Learners

Collaboration on literacy instruction, which offers possibilities for such practice, makes the continuity of teaching and learning possible. Table 10 presents the results.

Table 10. Extent of the Teachers' Collaboration on the Literacy Instruction for the Kindergarten Learners

S/N	Indicators	WM	Verbal Description
1	phonological awareness	4.00	Always
2	concepts about print	4.00	Always
3	comprehension/vocabulary activities	4.00	Always
4	alphabet knowledge and letter sounds	4.00	Always
5	writing activities	4.00	Always
6	mathematical thinking	4.00	Always
Aggregate Weighted Mean		4.00	Always

As shown in Table 10, teacher collaboration on literacy instructions for kindergarten learners was always perceived as having an aggregate weighted mean of 4.00. Thus, it reveals that teachers are meeting the needs of kindergarten learners well.

Several writers have suggested that the quality of a teacher is more important than any particular method or model of instruction in ensuring that learners develop essential skills (Kim et al., 2019; Kyriacou, 2018; Stronge, 2018). Certain teachers appear to produce positive learning outcomes for even the most difficult learners by using a variety of approaches. Literacy instruction must, therefore, include explicit teaching and practice of these essential strategies to enable students to read fluently, confidently, and with understanding. (Elston et al., 2022).

5.3 Test of Significance of the Difference Between the Parents' and Teachers' Collaboration on the Literacy Instruction of the Kindergarten Learners

This study hypothesized that there was no significant difference in the collaboration between parents and teachers on the literacy instruction of kindergarten learners. Table 11 presents the results.

Table 11. Test of Significant Difference Between the Parents' and Teachers' Collaboration on the Literacy Instruction of the Kindergarten Learners

Source of Difference	Mean	Standard Deviation	Mean Difference	Computed t- value	p- value	Decision	Result
Parents	20.00	3.36	-4.00	-23.983	0.000	Reject Ho	Significant
Teachers	24.00	0.00					

*significant at $p < 0.05$

As shown in Table 11, the computed p-value of 0.000, which was less than the 0.05 level of significance, indicates a significant difference between the parents' and teachers' collaboration on the literacy instruction of kindergarten learners. This led to the decision to reject the null hypothesis.

This finding indicates that the perceptions, approaches, or levels of engagement between the respondent groups are not aligned. Rejecting the null hypothesis underscores the presence of disparities that may hinder the development of cohesive and effective strategies for supporting literacy instruction. These differences could arise from varying expectations, communication gaps, or differing levels of involvement in literacy activities. Parents are experiencing arduous tasks trying to balance work schedules and involvement in literacy instruction with their children. According to Piaget's theory, how parents interact with their children during reading may have a positive or negative result (Gilkerson et al., 2017).

6. Findings

Based on the data gathered, the following were the study's findings. The data revealed that the profile of the respondent groups revealed that most parent-respondents were females whose age bracket was 29-36 years old, high school graduates with the highest educational attainment, had one or two children, and earned 10,000 pesos and below. On the other hand, most of the teacher-respondents were female, with a master's unit, a teacher I, and had six to ten years in service.

On the extent of the collaboration on the literacy instruction of the kindergarten learners, the study revealed that the collaboration among the respondent groups was Always. Additionally, the test on the significant difference in collaboration in literacy instruction for kindergarten learners was significant.

7. Conclusion and Recommendation

Based on the findings of this research, it was concluded that while teachers and parents collaborated highly in the literacy instruction of kindergarten learners, significant differences existed in their approaches and perceptions. The data showed that both groups consistently engage in the literacy development of young learners, but the variation in their levels of collaboration points to potential areas for improvement. These differences emphasized the need for a more unified and structured collaboration approach, where parents and teachers aligned their strategies and expectations. It is recommended that kindergarten learners adopt the literacy skills enhancement plan. This plan aims to bridge the gaps in collaboration and promote consistent, coordinated literacy support at home and in the classroom.

8. Study Limitations and Future Research

The study was confined to selected schools within Cebu Province and focused exclusively on the specified school year, utilizing self-reported data that may have introduced potential biases. Although the findings offer meaningful insights, their

applicability is restricted to the defined context. Due to the limitations in the study's variables and methodology, they cannot be generalized to other regions or periods.

Future studies could assess the effectiveness of targeted interventions, such as literacy skills enhancement programs, in fostering collaboration and improving literacy outcomes. Additionally, the use of qualitative approaches, including interviews or focus group discussions, may provide more comprehensive insights into the perspectives and experiences of teachers and parents.

9. Acknowledgement

The researchers conveyed their sincerest gratitude to the respondents and all involved who were responsive to their questions, which were significant in completing this research work.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

- [1] Anthony, B., Kamaludin, A., Romli, A., Raffei, A. F. M., Nincarean A/L Eh Phon, D., Abdullah, A., Ming, G. L., Shukor, N. A., Nordin, M. S., & Baba, S. (2019). Exploring the role of blended learning for teaching and learning effectiveness in institutions of higher learning: An empirical investigation. *Education and Information Technologies*, 24(6), 3433–3466. <https://doi.org/10.1007/s10639-019-09941-z>
- [2] Atilas, J. T., Almodóvar, M., Chavarría Vargas, A., Dias, M. J. A., & Zúñiga León, I. M. (2021). International responses to COVID-19: Challenges faced by early childhood professionals. *European Early Childhood Education Research Journal*, 29(1), 66–78. <https://doi.org/10.1080/1350293X.2021.1872674>
- [3] Bain, M. C. (2020). *Exploring the challenges of single mothers in the Philippines: Empowerment as diaconal task of Evangelical church in the Philippines*. [Master's Thesis, VID Specialized University. Oslo]. <https://vid.brage.unit.no/vid-xmlui/handle/11250/2825396>
- [4] Berthelsen, A. M. (2013). *A survey of literacy instruction in public preschool programs in Iowa*. <https://scholarworks.uni.edu/etd/380/>
- [5] Bhamani, S., Makhdoom, A. Z., Bharuchi, V., Ali, N., Kaleem, S., & Ahmed, D. (2020). Home learning in times of COVID: Experiences of parents. *Journal of Education and Educational Development*, 7(1), 9–26.
- [6] Bierman, K. L., Heinrichs, B. S., Welsh, J. A., Nix, R. L., & Gest, S. D. (2017). Enriching preschool classrooms and home visits with evidence-based programming: Sustained benefits for low-income children. *Journal of Child Psychology and Psychiatry*, 58(2), 129–137. <https://doi.org/10.1111/jcpp.12618>
- [7] Boonk, L., Gijssels, H. J. M., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10–30. <https://doi.org/10.1016/j.edurev.2018.02.001>
- [8] Caputi, M., Lecce, S., & Pagnin, A. (2017). The role of mother–child and teacher–child relationship on academic achievement. *European Journal of Developmental Psychology*, 14(2), 141–158. <https://doi.org/10.1080/17405629.2016.1173538>
- [9] Cardeño, R. A. (2019). Analyzing the comprehension questions in the oral reading verification (ORV) test: The Case of the Public High Schools in the Philippines. *PRISM*, 24(1). <https://norsu.edu.ph/norsuprism/index.php/norsuprism/article/view/296>
- [10] Carmel, V., & Jayeel, S. (2021). Social Development Reform in the Duterte Administration. Available at SSRN 3878607. <https://www.waves.ca/public/justice-issues/CritiqueOfDuterteAdmin.pdf>
- [11] Cruz, M. P. D., & Natividad Jr, E. B. (2022). Parental Roles, Learners' Attitudes, and Mathematics Performance. *American Journal of Multidisciplinary Research and Innovation*, 1(5), 81–101.
- [12] Davids, R., Roman, N., & Schenck, C. (2021). The challenges experienced by parents when parenting a child with hearing loss within a South African context. *Journal of Family Social Work*, 24(1), 60–78. <https://doi.org/10.1080/10522158.2020.1852639>
- [13] Dejene, W., & Chen, D. (2019). The practice of modularized curriculum in higher education institution: Active learning and continuous assessment in focus. *Cogent Education*, 6(1), Research Article. <https://doi.org/10.1080/2331186X.2019.1611052>
- [14] Dotterer, A. M., & Wehrspann, E. (2016). Parent involvement and academic outcomes among urban adolescents: Examining the role of school engagement. *Educational Psychology*, 36(4), 812–830. <https://doi.org/10.1080/01443410.2015.1099617>
- [15] Elston, A., Tiba, C., & Condy, J. (2022). The role of explicit teaching of reading comprehension strategies to an English as a second language learner. *South African Journal of Childhood Education*, 12(1), 1–10.
- [16] Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of Leadership: Effects of District and School Leaders on the Quality of School Programs of Family and Community Involvement. *Educational Administration Quarterly*, 47(3), 462–495. <https://doi.org/10.1177/0013161X10396929>
- [17] Fenton, P., Ocasio-Stoutenburg, L., & Harry, B. (2017). The Power of Parent Engagement: Sociocultural Considerations in the Quest for Equity. *Theory Into Practice*, 56(3), 214–225. <https://doi.org/10.1080/00405841.2017.1355686>
- [18] Gilkerson, J., Richards, J. A., & Topping, K. J. (2017). The impact of book reading in the early years on parent–child language interaction. *Journal of Early Childhood Literacy*, 17(1), 92–110. <https://doi.org/10.1177/1468798415608907>
- [19] Gokturk, S., & Dinckal, S. (2018). Effective parental involvement in education: Experiences and perceptions of Turkish teachers from private schools. *Teachers and Teaching*, 24(2), 183–201. <https://doi.org/10.1080/13540602.2017.1388777>
- [20] Goldberg, A. E., McCormick, N., Frost, R., & Moyer, A. (2021). Reconciling realities, adapting expectations, and reframing “success”: Adoptive parents respond to their children's academic interests, challenges, and achievement. *Children and Youth Services Review*, 120, 105790.

- [20] Golombok, S., Ilioi, E., Blake, L., Roman, G., & Jadv, V. (2017). A longitudinal study of families formed through reproductive donation: Parent-adolescent relationships and adolescent adjustment at age 14. *Developmental Psychology*, 53(10), 1966.
- [21] Hajisoteriou, C., Maniatis, P., & Angelides, P. (2019). Teacher professional development for improving the intercultural school: An example of a participatory course on stereotypes. *Education Inquiry*, 10(2), 166–188. <https://doi.org/10.1080/20004508.2018.1514908>
- [22] Hamlin, D., & Flessa, J. (2018). Parental Involvement Initiatives: An Analysis. *Educational Policy*, 32(5), 697–727. <https://doi.org/10.1177/0895904816673739>
- [23] Hennebry-Leung, M., Gayton, A., Hu, X. A., & Chen, X. (2019). Transitioning From Master's Studies to the Classroom: From Theory to Practice. *TESOL Quarterly*, 53(3), 685–711. <https://doi.org/10.1002/tesq.505>
- [24] Hill, N. E., Witherspoon, D. P., & Bartz, D. (2018). Parental involvement in education during middle school: Perspectives of ethnically diverse parents, teachers, and students. *The Journal of Educational Research*, 111(1), 12–27. <https://doi.org/10.1080/00220671.2016.1190910>
- [25] Ho, E. S. C., & Lau, K. (2018). Reading engagement and reading literacy performance: Effective policy and practices at home and in school. *Journal of Research in Reading*, 41(4), 657–679. <https://doi.org/10.1111/1467-9817.12246>
- [26] Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: An update. *Educational Review*, 70(1), 109–119. <https://doi.org/10.1080/00131911.2018.1388612>
- [27] Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-century teaching skills: The key to effective 21st-century learners. *Research in Comparative and International Education*, 14(1), 99–117. <https://doi.org/10.1177/1745499919829214>
- [28] Kyriacou, C. (2018). *Essential Teaching Skills Fifth Edition Ebook*. Oxford University Press-Children. https://books.google.com/books?hl=en&lr=&id=EclGEAAQBAJ&oi=fnd&pg=PA4&dq=Teachers+develop+new+skills,+learning+how+to+create+lessons+and+activities+that+meet+a+range+of+abilities+while+also+collaborating+closely+with+other+educators,+specialists,+and+parents&ots=Wmcnl8vO67&sig=mcSQeJKCLhRqW1_AmCsV--Fn2z4
- [29] Lee, E. M. (2017). "Where People Like Me Don't Belong": Faculty Members from Low-socioeconomic-status Backgrounds. *Sociology of Education*, 90(3), 197–212. <https://doi.org/10.1177/0038040717710495>
- [30] Pharis, T. J., Wu, E., Sullivan, S., & Moore, L. (2019). Improving Teacher Quality: Professional development implications from teacher professional growth and effectiveness system implementation in Rural Kentucky High Schools. *Educational Research Quarterly*, 42(3), 29–48.
- [31] Powell, C. G., & Bodur, Y. (2017). Professional development for quality teaching and learning: A focus on student learning outcomes. In *Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications* (pp. 144–170). IGI Global. <https://www.igi-global.com/chapter/professional-development-for-quality-teaching-and-learning/169007>
- [32] Salamuddin, A. A. (2021). Comparative analysis of students' perceptions in modular distance learning approach versus face-to-Face learning approach of Mindanao State University–Sulu. *Open Access Indonesia Journal of Social Sciences*, 4(4), 395–407.
- [33] Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education*, 101, 103305.
- [34] Sanders, M. R., Turner, K. M. T., & Metzler, C. W. (2019). Applying Self-Regulation Principles in the Delivery of Parenting Interventions. *Clinical Child and Family Psychology Review*, 22(1), 24–42. <https://doi.org/10.1007/s10567-019-00287-z>
- [35] Scraton, S. J. (2017). Images of femininity and the teaching of girls' physical education. In *Physical education, sport and schooling* (pp. 71–94). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315410890-4/images-femininity-teaching-girls-physical-education-sheila-scraton>
- [36] Shernoff, D. J., Sinha, S., Bressler, D. M., & Ginsburg, L. (2017). Assessing teacher education and professional development needs for the implementation of integrated approaches to STEM education. *International Journal of STEM Education*, 4(1), 13. <https://doi.org/10.1186/s40594-017-0068-1>
- [37] Stronge, J. H. (2018). *Qualities of Effective Teachers, 3rd Edition*. ASCD.
- [38] Stutzel, M. (2019). *Impact of parental involvement on literacy skills in early childhood*. https://nwcommons.nwciowa.edu/education_masters/143/
- [39] Tichavakunda, A. A. (2019). An Overdue Theoretical Discourse: Pierre Bourdieu's Theory of Practice and Critical Race Theory in Education. *Educational Studies*, 55(6), 651–666. <https://doi.org/10.1080/00131946.2019.1666395>
- [40] Veas, A., Castejón, J., Miñano, P., & Gilar-Corbí, R. (2019). Relationship between parent involvement and academic achievement through metacognitive strategies: A multiple multilevel mediation analysis. *British Journal of Educational Psychology*, 89(2), 393–411. <https://doi.org/10.1111/bjep.12245>
- [41] Vincent, C. (2017). 'The children have only got one education and you have to make sure it's a good one': Parenting and parent–school relations in a neoliberal age. *Gender and Education*, 29(5), 541–557. <https://doi.org/10.1080/09540253.2016.1274387>
- [42] Walker, J. M. T., & Legg, A. M. (2018). Parent-teacher conference communication: A guide to integrating family engagement through simulated conversations about student academic progress. *Journal of Education for Teaching*, 44(3), 366–380. <https://doi.org/10.1080/02607476.2018.1465661>