

The Impact of Parental Engagement in Developing the Literacy and Numeracy Skills of Learners

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Abstract: This study determined the impact of parental engagement on the development of learners' literacy and numeracy skills at Bagsangan Elementary School, Irosin I District, during the School Year 2025–2026. Employing a mixed-method approach, the study involved 15 selected parents and 8 teachers as respondents. Data were gathered using survey questionnaire and interview guide questions. The study utilized frequency count, rank, weighted mean, and thematic analysis in interpreting the data. Findings revealed that the most common parental engagement practices included participation in school activities promoting literacy and numeracy, regular communication with teachers regarding learners' progress, and assistance with counting, number recognition, and basic Mathematical skills. These practices were perceived to be highly effective, particularly supervising children in practicing mathematical operations, maintaining communication with teachers to support learning at home, and monitoring reading assignments. Qualitative findings further showed that parents contributed to learners' development by assisting with homework, establishing study routines, explaining difficult lessons, and sustaining collaboration with teachers. However, teachers identified several challenges, including parents' infrequent attendance in school activities, limited teacher trainings on parental engagement strategies, and parents' financial constraints in providing literacy and numeracy resources. Based on these findings, the Enhanced School–Home Literacy and Numeracy Engagement Program (ESHLNEP) was developed to strengthen partnerships between schools and families. The study concluded that parental engagement significantly contributes to learners' literacy and numeracy development and recommended the implementation of structured programs that promote sustained parent–teacher collaboration and home-based learning support.

Keywords: Impact, Parental Engagement, Literacy Skills, Numeracy Skills, School-Home Program.

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I. INTRODUCTION

Education is an essential aspect of every Filipino child's life. It is one of the fundamental human rights recognized by our government, which became the basis for crafting the programs that promote the “No Child Left Policy,” thus considering children with special needs to be catered for in public schools.

The Department of Education (DepEd) faces a critical challenge in fostering meaningful engagement with parents of learners with learning difficulties. Parents and teachers must collaborate and communicate effectively for these adolescents' academic journeys to be supported. DepEd can significantly enhance the engagement of Grade 5 parents of learners ultimately contributing to the holistic development of these students.

Literacy and numeracy skills are the foundations of lifelong learning and full participation in society. These skills empower students to make meaning, think critically and creatively, and reach their full potential. Throughout the grades, literacy and numeracy are applied across all areas of learning.

The Ministry of Education defines literacy as “the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, to accomplish one's goals. Literacy helps students apply reading, writing, speaking and listening skills across a variety of subject areas.”

Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems and make decisions in a variety of situations, including real-life scenarios. This includes basic arithmetic

operations (such as addition, subtraction, multiplication, division), as well as more complex capacities such as interpreting data, managing measurements, reasoning with mathematical concepts, and applying math in real-life situations.

Ma, Shen, Krenn, et al opined that parental involvement is seen as quite significant in students' learning and academic achievement. Despite their importance, many learners — even in school contexts — may have insufficient literacy and numeracy skills. According to a recent study in the Philippines, teachers perceive that poor literacy and numeracy status among students remains a persistent concern.

Moreover, research shows that literacy and numeracy are deeply interrelated — proficiency in one often supports development in the other. For example, reading comprehension (a literacy skill) helps learners understand word problems in mathematics; likewise, numeracy supports understanding information-rich texts involving data or statistics.

Learning to read, write, and count is essential for a child's academic and later life success. The level of a child's improvement in these core skills is one of the best predictors of school achievement. Although children's reading, writing, and numeracy skills improve as they get older, the early years of life, from birth to age eight, are the most crucial for language, literacy, and numeracy development. Reading, writing, and counting abilities do not develop naturally or without careful planning and training as stipulated in D.O no. 12, s.2015.

Partnerships between the school, the family, and the community are essential to education. Children are legally under the care of their parents. Parents and educators collaborate to promote and enhance children's and adolescents' learning, development, and health through parental engagement. It is a shared responsibility that parents are expected to be committed to actively support their children's and teenagers' learning and development, and schools are committed to reaching out to engage parents in meaningful ways. Parent engagement in schools is strongly associated with improved social skills, greater academic achievement, and better behavior from students as stated by Durisic and Bunijevac.

According to Pagsuguiron, there many strategies parents typically employ to raise their children are categorized under parenting styles or practices. Parental practices include monitoring children's behavior and peer affiliations in school and community environments, establishing a positive relationship with them, and applying appropriate discipline (e.g., structuring, reinforcement of prosocial behaviors, application of mildly aversive consequences for problem behaviors, and absence of abusive tactics such as humiliation and hitting).

Parental involvement is defined in relation to a number of different parental behaviors including parental aspirations for their children's academic performance, parents'

communication with children, parents' participation in activities in school, parents' communication with teachers, parental rules, and so on. Some list types of involvement as parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. According to Shute et al, list home-related parental involvement types as parenting style, discussing school activities, checking homework, aspirations and expectations, reading at home, supervision and home rules, while school-related aspects include contacting school personnel, attending parent teacher organizations and volunteering at school.

On the other hand, academic achievement can be defined as “learned proficiency in basic skills and content knowledge. Academic achievement in a course or lesson is not only related with those experiences in that course or lesson, it is cumulative of the present and prior school, family and community experiences as stressed by Rivkin, Hanushek & Kain.

In the Philippine context, parental involvement is similarly valued, though practices vary considerably between urban and rural communities as emphasized by William et al. Filipino parents often emphasize home-based support—supervising homework and encouraging reading habits—especially at the elementary level based from the idea of Naungayan et al. However, direct participation in school-based activities is frequently limited by demanding work schedules, transportation challenges, and financial constraints, particularly in rural areas as found out by Jabar. Emotional support and motivational encouragement at home remain strong, reflecting the country's close-knit, family-centered culture. Department of Education policy formally defines the PTA as a cooperative partner promoting open dialogue, but many schools still rely primarily on face-to-face parent meetings. Despite DepEd initiatives to foster home–school collaboration, practical barriers—such as unreliable internet access and limited learning resources—continue to hamper widespread implementation in under-resourced schools as stressed by Naungayan et al.

Sheldon and Epstein¹¹ found that teachers' actions can result in substantial differences in parent involvement when teachers support and provide at-home endeavors such as interactive homework engagement or subject-oriented games and activities. While some school districts have no homework policies, homework is prevalent, especially in upper-elementary grades, to support students' academic efforts. Despite the widespread use of homework to support academic efforts, the impact of parental involvement, particularly in homework, on students' academic performance remains inconsistent.

Parents of students in Bagsangan Elementary School encountered considerable obstacles in their involvement; many found it difficult to comprehend the particulars of their child's issues, which left them feeling frustrated and powerless. These difficulties are exacerbated by limited access to pertinent educational materials and assistance. Parents may also be unable to actively support their child's academic aspirations due to time constraints resulting from

work or other commitments. The challenges are made worse by a lack of communication with instructors and a need for greater knowledge about the resources that are accessible. These issues call for focused assistance, easily accessible information, and a cooperative relationship between parents and the school system.

It is impossible to overestimate the importance of a study that addresses the difficulties faced by parents of students who have learning disabilities. By illuminating the barriers to parental involvement, this study promotes a better comprehension of the problems. By identifying these issues, educators and DepEd administrators can better customize support systems. Additionally, this study is essential for increasing parent awareness and promoting empathy and cooperation between the home and the school.

In the end, the results aid in the creation of focused interventions and materials, fostering a more inclusive environment that acknowledges and attends to the particular requirements of students with learning challenges. DepEd wants to support pupils who are suffering and wants to successfully implement inclusive education in public school environments. The researchers sought to determine how parental participation affected kids' literacy and numeracy and whether kids could handle it with their parents or perform similarly. This study would assist organizations and society in realizing the importance of parents and their close ties to schools in shaping children's academic success.

Given that parents are in charge of their children's education, it is essential to assess the level of parental involvement and practices in order to improve the literacy and numeracy of learners. In order to assist pupils in improving their academic performance, it is essential to ascertain the degree of parental engagement or involvement and their practices with their children, as well as to comprehend the difficulties they encounter.

There is a compelling need to conduct a study on the level of parental involvement in pupils literacy and numeracy skills because parental involvement acts as a foundational pillar in the educational success of children: when parents are actively engaged—through helping with homework, collaborating with teachers, maintaining home-school communication, and fostering a learning-supportive environment at home—students consistently show higher motivation, better attendance, stronger academic performance, and more positive attitudes toward school. Examining how much and in what ways parents are involved provides essential insight into where support systems may be lacking (for instance, in home-based learning, school-based participation, or in communication channels) and thus enables teachers, schools and policymakers to design targeted interventions to strengthen that involvement—ultimately contributing to improved pupil learning outcomes and closing performance gaps.

Lastly, there is a need to conduct research on parental involvement in the development of learners' numeracy and literacy because existing findings remain mixed, context-

dependent, and incomplete. While many studies highlight that parents play an essential role in early learning through activities such as shared reading, home numeracy games, and creating supportive learning environments, other research shows that not all types of parental involvement led to measurable improvements in literacy or numeracy outcomes.

Moreover, children's early numeracy and literacy skills form the foundation for later academic success, yet many parents may lack guidance, resources, or training to provide appropriate support. Research in this area can help schools and policymakers design evidence-based programs that strengthen home-school collaboration, empower parents with effective strategies, and ensure that all learners—regardless of background—have access to strong foundational learning experiences. Ultimately, studying parental involvement more deeply is essential for improving teaching approaches, closing learning gaps, and promoting equitable educational outcomes.

➤ *Statement of the Problem*

This study determined the impact of parental engagement in developing the literacy and numeracy skills of grade 5 learners in Bagsangan Elementary School, Irosin I District, School Year 2025-2026.

• *Specifically, it Answered the Following Questions:*

- ✓ What are the different parental engagements provided to learners in improving their literacy and numeracy skills?
- ✓ What is the level of effectiveness of parental engagement provided to learners in improving their literacy and numeracy skills?
- ✓ How do parental engagements support the learners in improving their literacy and numeracy skills?
- ✓ What are the challenges met by teachers on parental engagement in improving the literacy and numeracy skills of learners?
- ✓ What school-home program can be proposed to improve the literacy and numeracy skills of learners?

II. METHODOLOGY

This study determined the impact of parental engagement in developing the literacy and numeracy skills of Grade 5 learners in Bagsangan Elementary School, Irosin I District, during the School Year 2025–2026. It also explored the different parental engagements provided to learners in improving their literacy and numeracy skills and determined the level of effectiveness of these parental engagements. Furthermore, it examined how parental engagements supported learners in enhancing their literacy and numeracy skills and identified the challenges encountered by teachers regarding parental engagement in improving learners' literacy and numeracy skills. The target respondents of this study were the 15 parents and 8 teachers of the said school. They were purposively selected as the informants of the study.

III. RESULTS PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This presents the data gathered by the researcher from respondents. These data are analyzed and interpreted in this section.

➤ *The Different Parental Engagements Provided to Learners in Improving their Literacy and Numeracy Skills*

Table 1 The Different Parental Engagements Provided to Learners in Improving their Literacy and Numeracy Skills

Indicators	Frequency	Rank
I participate in school activities that promote literacy or numeracy (reading programs, math week, etc.).	15	1
I communicate regularly with the teacher about the literacy and numeracy progress.	14	2
I help my child with counting, number recognition, or basic math skills.	13	3
I play numeracy or literacy games with my child (e.g., puzzles, flashcards, number games).	12	4
I support the school's recommended reading or numeracy activities at home.	11	5
I maintain children to read books or educational materials at home.	10	6
I participate in programs related to the development of literacy and numeracy activities organized by the school to support learning.	9	7
I encourage my child to practice writing words or sentences.	8	8

The data reveal that parents are generally engaged in activities that support learners' literacy and numeracy, with stronger involvement in school-based and collaborative practices than in direct home instruction. At the descriptive level, participation in school activities that promote literacy and numeracy ranked highest ($f = 15$), followed by regular communication with teachers regarding learners' progress ($f = 14$) and assistance with basic numeracy skills such as counting and number recognition ($f = 13$). Activities such as playing literacy or numeracy games ($f = 12$) and supporting school-recommended activities at home ($f = 11$) are also frequently practiced. In contrast, encouraging children to practice writing words or sentences was the least frequently reported activity ($f = 8$), suggesting limited parental engagement in direct literacy skill development at home.

Analytically, this pattern indicates that parents tend to assume a supportive and participatory role, particularly in structured school-led programs and teacher communication, rather than acting as primary instructors of literacy skills. This may reflect parents' greater confidence in guided school activities and numeracy-related tasks, which are often easier to integrate into daily routines than writing activities that require specific instructional knowledge.

The findings align with Epstein's theory of school-family partnerships, which emphasizes the importance of

collaboration between parents and schools in enhancing learners' academic outcomes. However, the lower frequency of home-based literacy practices, particularly writing, points to a potential gap in early literacy development, as research consistently shows that direct parental involvement in reading and writing at home significantly contributes to children's literacy growth. Strengthening parents' capacity to engage in home-based literacy activities could therefore enhance the overall effectiveness of parental engagement in improving both literacy and numeracy outcomes among learners (Epstein, Jeynes, S  n  chal & Young,; Manolitsis et al.,).

The findings imply that schools need to strengthen parents' competencies in facilitating home-based literacy activities, particularly writing tasks, through targeted orientations and practical workshops. Teachers may also develop simple and accessible literacy activities that parents can easily integrate into their daily routines to increase direct instructional support at home. Moreover, fostering a balanced partnership that combines active school participation with meaningful home learning practices can further enhance learners' literacy and numeracy achievement.

➤ *Level of Effectiveness of Parental Engagement Provided to Learners in Improving their Literacy and Numeracy Skills*

Table 2 Level of Effectiveness of Parental Engagement Provided to Learners in Improving their Literacy and Numeracy Skills

Indicators	Weighted Mean	Description
I supervise my child while practicing addition, subtraction, multiplication, or division to improve their accuracy.	4.40	Very Much Effective
I communicate with my child's teachers to help me understand how to better support literacy and numeracy at home.	4.20	Very much Effective
I monitor and assist with reading homework that improves his/her comprehension.	4.10	Very much Effective
I follow the school's recommended reading/math activities to support my child's development.	4.00	Effective
I help my child practice counting and number recognition to improve his/her number sense; and recognize letters, sounds, and words to improve his/her reading skills.	3.90	Effective
I guide my child in writing words or sentences to improve his/her writing ability.	3.83	Effective

I assist with math homework which helps improve their understanding of basic mathematical concepts.	3.80	Effective
I provide books, storybooks, or reading materials that enhance his/her vocabulary.	3.60	Effective
I provide math-related materials (worksheets, apps, manipulatives) that help strengthen their numeracy skills.	3.50	Effective
I follow the school's recommended reading/math activities to support my child's development.	3.30	Effective
Average	3.74	Effective

The data in Table 2 reveal that the overall level of effectiveness of parental engagement in improving learners' literacy and numeracy skills obtained a weighted mean of 3.74, interpreted as Effective. This indicates that, in general, parents are actively involved in supporting their children's academic development at home. Among the indicators, the highest-rated practice is supervising children while practicing basic mathematical operations (WM = 4.40, Very Much Effective), followed by communicating with teachers (WM = 4.20, Very Much Effective) and monitoring reading homework (WM = 4.10, Very Much Effective). On the other hand, providing math-related materials (WM = 3.50) and consistently following recommended activities (WM = 3.30) received relatively lower ratings, though still within the "Effective" range. These findings suggest that while parental involvement is evident across different domains, engagement is stronger in direct supervision and communication than in resource provision and consistency of structured activities.

The findings suggest that parental engagement is more effective when it is guided by clear school expectations and teacher communication, while independent instructional activities at home may be constrained by parents' limited pedagogical skills or time. The lower effectiveness ratings for literacy-related activities, particularly writing and vocabulary development, imply that parents may require additional support and guidance to effectively reinforce these skills.

The findings support existing research emphasizing that parental involvement is most impactful when it is structured, collaborative, and aligned with school practices, reinforcing Epstein's model of school-family partnerships. However, the overall moderate effectiveness underscores the need for schools to strengthen parental capacity through training and provision of user-friendly instructional materials, especially for literacy development, to maximize the benefits of parental engagement on learners' academic outcomes (Epstein, Sénéchal & Young, Manolitsis et al.,).

The findings imply that schools should continue strengthening parent-teacher communication and encourage parents' active supervision of learners' academic tasks, as these practices have been perceived as highly effective in supporting literacy and numeracy development. There is also a need to provide parents with practical training and easy-to-use instructional resources to enhance their confidence and consistency in facilitating literacy-related activities, particularly writing and vocabulary development, at home. By building parents' instructional capacity and promoting structured home learning practices, schools can maximize the positive impact of parental engagement on learners' academic achievement.

➤ *How Parental Engagements Support the Learners in Improving their Literacy and Numeracy Skills*

There were three ways as to how parental engagements support the learners in improving their literacy and numeracy skills. These are divided into three categories which are: Home-Based Literacy and Numeracy Support, Academic Monitoring and Guided Practice and Communication and Collaboration with Teachers.

• *Home-Based Literacy and Numeracy Support*

Parents emphasize their role in directly supporting their children's learning at home by engaging them in reading, writing, and numeracy activities. This includes allowing children to read books, helping them accomplish writing assignments, and assisting with mathematical problems. Parents also integrate learning into daily routines, such as counting objects at home and reading labels or signs, which helps reinforce literacy and numeracy skills in meaningful contexts. These are evident in their responses below:

Participant 1 and Participant 7 both stated, I support my child's literacy skills by letting the child read books and by helping them accomplish writing assignments. Participant 3 and Participant 5 added that parental engagement supports learners by guiding them in their schoolwork at home and making sure they practice reading, writing, and counting regularly, and I allow them to read books and assist them in doing mathematical problems.

Meanwhile, Participant 1 also shared that by monitoring homework and checking output, it helps identify accurately the learning status of the learners.

Participant 8 stated, I communicate with the teacher if my child doesn't know the task on reading. Participant 10 explained, through daily activities such as counting objects at home and reading labels or signs, pupils develop their literacy/numeracy skills.

Parents play a critical role in directly supporting their children's literacy and numeracy development through home-based engagement activities, which are fundamental to reinforcing school learning in everyday contexts. At the descriptive level, parents actively engage learners by encouraging reading through book sharing and assisting with writing assignments, as well as supporting numeracy skills by helping with mathematical problems. They also integrate literacy and numeracy practice into daily routines, such as counting household objects and reading labels or signs, demonstrating an informal yet effective approach to skill reinforcement. Analytically, these responses indicate that

parents not only provide academic assistance but also create rich learning environments at home that promote consistent practice and meaningful application of literacy and numeracy skills. Furthermore, parents' involvement extends to monitoring homework and collaborating with teachers, reflecting a commitment to bridging home and school learning.

This home-based parental engagement aligns with Vygotsky's socio-cultural theory, which highlights the role of social interaction and scaffolding in cognitive development, and Epstein's framework of parental involvement, emphasizing the importance of learning at home¹⁰². Research corroborates that such engagement positively influences children's reading and math achievement by providing both emotional support and cognitive scaffolding, which are crucial during early skill acquisition stages (Vygotsky, 1978). Therefore, the active participation of parents in home-based literacy and numeracy practices significantly contributes to learners' academic growth by reinforcing foundational skills within familiar environments.

The findings imply that schools should encourage and empower parents to sustain home-based literacy and numeracy activities, as everyday learning experiences significantly reinforce the skills taught in the classroom. Parent education programs may be designed to provide practical strategies on integrating reading, writing, and numeracy tasks into daily routines and effectively monitoring children's academic progress. Strengthening home-school collaboration through regular communication and guidance can further enhance parents' ability to serve as effective learning facilitators, thereby promoting improved literacy and numeracy outcomes among learners.

- *Academic Monitoring and Guided Practice*

Another prominent theme is parents' active involvement in monitoring their children's academic tasks. Parents supervise their children while answering assignments, check homework outputs, and explain difficult lessons when needed. Setting a regular study schedule and ensuring the completion of reading and math tasks were also highlighted as effective strategies in supporting consistent learning and skill development. These are evident in their responses below:

Participant 2 and Participant 4 said, I supervise them while answering assignments and explaining difficult lessons.

Participant 6 said, I set a regular study time and ensure my child is completing reading and math tasks.

Parents' active involvement in academic monitoring and guided practice plays a significant role in improving learners' literacy and numeracy skills. At the descriptive level, parents consistently supervise their children as they complete assignments, providing explanations for challenging concepts and ensuring that homework tasks are completed thoroughly. They also establish structured routines by setting regular study times, which foster discipline and consistency in learning.

These practices reflect a proactive approach whereby parents act not only as monitors but also as facilitators of their children's learning process, offering timely support and guidance that help bridge gaps in understanding. This sustained parental supervision and structured engagement are crucial for reinforcing academic concepts and promoting skill mastery.

Such academic involvement aligns with the scaffolding concept within Vygotsky's socio-cultural theory, which underscores the importance of guided support in cognitive development. Moreover, Epstein's framework highlights the vital role of parental monitoring in enhancing student achievement by creating a supportive learning environment at home. Empirical studies confirm that parental monitoring and involvement in homework are positively associated with improved academic outcomes, particularly in literacy and numeracy, by encouraging sustained effort and reducing learning difficulties (Hoover-Dempsey & Sandler,¹⁰³; Patall, Cooper, & Robinson,¹⁰⁴; Vygotsky¹⁰⁵). Therefore, parents' academic monitoring and guided practice serve as essential mechanisms for fostering their children's literacy and numeracy development.

The findings imply that schools should encourage parents to maintain consistent academic monitoring practices, such as supervising homework and establishing regular study routines, as these contribute to learners' literacy and numeracy development. Parent capability-building activities may be conducted to equip them with effective strategies for explaining difficult concepts and providing appropriate learning support at home. Strengthening parents' role as learning facilitators can help create structured and supportive home environments that enhance learners' academic performance and promote mastery of essential literacy and numeracy skills.

- *Communication and Collaboration with Teachers*

Parents recognized the importance of maintaining open communication with teachers, particularly when children encounter difficulties in reading or understanding assigned tasks. This collaboration enables parents to better support learning at home and aligns their guidance with school expectations, thereby enhancing learners' literacy and numeracy development. These are evident in their responses below:

Participant 11 and Participant 13 said I involved myself in school activities and programs to support my child's learning at home. Participant 14 said I learn to support my child by attending different activities at school and programs.

Parents' active communication and collaboration with teachers emerged as a crucial strategy in supporting learners' literacy and numeracy development. At the descriptive level, parents reported participating in school activities and programs, which facilitated better understanding of their children's academic needs and the methods used in teaching literacy and numeracy (P11, P13, P14).

These responses indicate that collaboration with teachers allows parents to align their support at home with school expectations, providing targeted guidance when children face difficulties in reading or math. This two-way communication strengthens the home–school connection and ensures that learning is consistent across environments, enhancing the effectiveness of parental engagement.

The finding is supported by Epstein's (2011) framework of parental involvement, which emphasizes the significance of school–family partnerships in promoting student achievement. Research also demonstrates that parental participation in school programs and open communication with teachers positively influence children's literacy and numeracy outcomes by fostering a supportive, coordinated learning environment. Thus, collaboration with teachers not only equips parents with the knowledge to guide learning at

home but also reinforces the development of foundational literacy and numeracy skills in learners.

The findings imply that schools should establish and sustain effective communication channels that encourage regular collaboration between parents and teachers regarding learners' literacy and numeracy progress. Schools may also strengthen parent involvement by conducting orientations, conferences, and school-based programs that equip parents with the knowledge and strategies needed to support learning at home. By fostering strong school–family partnerships, a more coordinated and supportive learning environment can be created, leading to improved literacy and numeracy outcomes among learners.

➤ *Challenges Met by Teachers on Parental Engagement in Improving the Literacy and Numeracy Skills of Learners*

Table 3 Challenges Met by Teachers on Parental Engagement in Improving the Literacy and Numeracy Skills of Learners

Indicators	Frequency	Rank
Parents rarely attend school meetings or literacy/numeracy-related activities.	15	1
The school has lack of training or orientation for teachers on parental engagement strategies in math and reading.	14	2
Parents cannot provide adequate reading or math materials due to financial limitations.	13	3
Parents have difficulty assisting children with basic math concepts.	12	4
Parents struggle to understand school lessons or curriculum expectations.	11	5
Parents are not open to feedback regarding their child's performance or behavior.	10	6
Lack of consistent communication channels affects collaboration with parents.	8	7
1. Parents are not aware of their child's learning difficulties in literacy and numeracy.	7	8

The data reveal several challenges that teachers encounter in engaging parents to support learners' literacy and numeracy development. At the descriptive level, the most frequently reported challenge is that parents rarely attend school meetings or literacy/numeracy-related activities ($f = 15$), followed closely by the lack of teacher training or orientation on parental engagement strategies ($f = 14$), and parents' financial limitations in providing reading or math materials ($f = 13$). Other notable challenges include parents' difficulty assisting children with basic math concepts ($f = 12$), struggles in understanding school lessons or curriculum expectations ($f = 11$), and resistance to feedback regarding their child's performance ($f = 10$). Less frequently reported issues include inconsistent communication channels ($f = 8$) and parents being unaware of their child's learning difficulties ($f = 7$).

The findings suggest that barriers to effective parental engagement are both parent-centered, such as lack of attendance, understanding, or resources, and system-centered, including limited teacher preparation and communication gaps. These challenges align with research highlighting that socio-economic constraints, limited parental knowledge of curriculum content, and insufficient school–parent collaboration can hinder children's academic progress, particularly in literacy and numeracy (Hoover-Dempsey et al., ¹⁰⁶; Hill & Gabuya, ¹⁰⁷). Therefore, addressing these challenges requires multi-faceted strategies, including parent education, accessible communication channels, provision of learning materials, and capacity-building programs for

teachers to strengthen family engagement and ultimately enhance learners' literacy and numeracy outcomes.

The findings imply that schools need to strengthen parent engagement strategies by addressing both parent-related barriers, such as low attendance, limited understanding of lessons, and financial constraints, and system-related issues like insufficient teacher training and weak communication practices. There is a need for targeted interventions such as parent education programs, provision of affordable or shared learning resources, and clearer, more consistent communication channels between home and school. Additionally, enhancing teachers' capacity through training on parental engagement strategies is essential to improve collaboration and ultimately support learners' literacy and numeracy development.

➤ *Enhanced School–Home Literacy and Numeracy Engagement Program (ESHLNEP)*

➤ *Project Proposal*

- Enhanced School–Home Literacy and Numeracy Engagement Program (ESHLNEP)

➤ *Rationale*

Literacy and numeracy are foundational skills essential to learners' academic success and lifelong learning. Research consistently shows that parental engagement significantly influences the development of these skills, particularly when

learning is reinforced both at school and at home. However, findings from this study reveal that while parents are actively involved in school-based activities and communication with teachers, their engagement in direct home-based literacy practices—especially writing and vocabulary development—remains limited and only moderately effective. Furthermore, teachers face challenges such as low parental attendance in school activities, parents' difficulty in understanding lessons, limited instructional resources at home, and insufficient training on effective parental engagement strategies.

In response to these challenges, the Enhanced School–Home Literacy and Numeracy Engagement Program (ESHLNEP) is proposed. This program aims to strengthen collaboration between the school and parents by equipping them with practical skills, structured learning materials, and clear communication strategies. By empowering parents to become effective partners in their children's education, the program seeks to improve learners' literacy and numeracy skills through consistent and meaningful school–home engagement.

➤ Objectives of the Project

- General Objective: To enhance learners' literacy and numeracy skills by strengthening parental engagement through structured school–home collaboration.
- Specific Objectives for Literacy
 - ✓ Equip parents with effective strategies to support their children's reading and writing development at home.
 - ✓ Improve parents' confidence and competence in guiding reading comprehension, vocabulary development, and writing skills.
 - ✓ Strengthen communication and collaboration between teachers and parents in supporting literacy learning.
 - ✓ Address challenges faced by teachers in engaging parents in literacy programs through organized training and support systems.
 - ✓ Increase parental participation in school-based and home-based literacy activities such as shared reading, storytelling, and writing exercises.
- Specific Objectives for Numeracy
 - ✓ Equip parents with effective strategies to support their children's basic mathematics learning at home.
 - ✓ Improve parents' confidence and competence in guiding number recognition, counting, and simple mathematical operations.
 - ✓ Strengthen communication and collaboration between teachers and parents in supporting numeracy development.
 - ✓ Address challenges faced by teachers in engaging parents in numeracy activities through organized training and support systems.
 - ✓ Increase parental participation in school-based and home-based numeracy activities such as counting games, problem-solving tasks, and practical math exercises.

➤ Target Beneficiaries

• Primary Beneficiaries:

- ✓ Learners (particularly in early grades) who need support in literacy and numeracy skills

• Secondary Beneficiaries:

- ✓ Parents and guardians
- ✓ Teachers handling literacy and numeracy subjects
- ✓ School administrators

➤ Project Description

The ESHLNEP is a comprehensive school–home intervention program composed of capacity-building activities, instructional support materials, and structured communication strategies. The program integrates parental training sessions, home-based learning kits, regular monitoring tools, and teacher capacity-building workshops to ensure sustainable parental involvement in learners' literacy and numeracy development.

IV. CONCLUSIONS

➤ Based on the Findings and Interpretations Presented, the Researcher Formulated the Following Conclusions:

- Parents demonstrate strong support through school-based involvement and teacher collaboration.
- Parental engagement positively contributes to learners' literacy and numeracy skills development.
- Parental engagement supports learners' literacy and numeracy development through a combination of home-based learning activities, academic monitoring and guided practice, and effective communication and collaboration with teachers.
- The challenges encountered by the teachers are parents' rare attendance at school meetings or at literacy/numeracy-related activities, lack of teacher training or orientation on parental engagement strategies, and parents' financial limitations in providing literacy and numeracy-related resources or materials.
- The Enhanced School–Home Literacy and Numeracy Engagement Program (ESHLNEP) is proposed to strengthen collaboration between schools and parents, thereby improving learners' literacy and numeracy skills through consistent and structured support.

RECOMMENDATIONS

➤ From the Conclusions, the Following Recommendations are Formulated:

- Schools and teachers provide parents with clear guidance, practical strategies, and simple resources to encourage consistent home-based literacy practices, particularly writing exercises, to complement school learning.
- Regular training sessions and workshops for parents be conducted to improve their understanding of literacy and

numeracy concepts, teaching techniques, and ways to support reading, writing, and math at home.

- Schools maintain well-structured, clearly communicated literacy and numeracy programs, such as workshops, orientations, and interactive activities, to increase parental involvement and hands-on support at home.
- Schools adopt and implement the Enhanced School–Home Literacy and Numeracy Engagement Program (ESHLNEP) as a structured framework to coordinate parental engagement, improve communication, and strengthen learners’ literacy and numeracy outcomes through consistent support.
- Regular and consistent communication channels, such as weekly logs, online groups, or parent-teacher meetings, to ensure feedback, guidance, and collaborative problem-solving between parents and teachers be established.

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