

Investigating Strategic Leadership Approaches to Strengthening Parental Involvement in Early Literacy Development among Pupils in the Island Municipalities of the First District of Quezon Province

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Abstract

This study aimed to investigate the strategic leadership approaches that strengthen parental involvement in early literacy development among pupils in the island municipalities of the first district of Quezon province. Specifically, it sought to examine the extent of parental involvement; the strategies employed by principals and teachers; and the leadership approaches of school heads. An explanatory sequential mixed-methods design was utilized, wherein quantitative data were gathered through a survey questionnaire, followed by qualitative insights obtained from semi-structured interviews. Both statistical and thematic analyses were employed to interpret the data. The findings imply a perceptual gap between parents and school personnel regarding the extent of parental involvement in early literacy development. While educators view parental involvement as consistently high, parents themselves report a slightly lower frequency of engagement, particularly in activities that require creativity and resourcefulness, such as storytelling and singing. However, schools adopt a holistic and multi-dimensional approach to engage parents effectively in early literacy development. By combining strong communication, structured training, collaborative initiatives, and leadership support, schools create an environment that encourages active parental participation. The strong consensus among principals and teachers highlights that these strategies are well-integrated and consistently implemented. Based on the findings proposed comprehensive action plan designed to sustain and strengthen parental involvement in learners' early literacy development through collaborative, structured, and responsive approach.

Keywords: Strategic leadership; parental involvement; early literacy development; elementary schools; school districts

1. Introduction

From a global perspective, Northouse (2022) conceptualizes strategic leadership as the ability of leaders to apply experience, foresight, and sound judgment in navigating complex, uncertain environments. Within the Philippine educational landscape, this perspective is highly relevant as school leaders confront persistent challenges such as learning loss, resource constraints, and shifting policy demands. In response, this study

situates strategic leadership alongside transactional, transformational, and shared leadership approaches as complementary mechanisms for addressing school-based constraints.

Leadership styles significantly influence school effectiveness and student outcomes. Transformational leadership, in particular, promotes innovation, motivation, and collaboration by aligning teachers and stakeholders toward shared goals grounded in trust and mutual respect (Bush, 2023). In contrast, transactional leadership reinforces accountability through structured expectations, clear roles, and performance-based incentives (Yukl, 2020; Robbins & Judge, 2021). In Philippine public schools, both approaches are evident in efforts to balance compliance with reforms and the need to inspire meaningful change. Strategic leadership theory emphasizes long-term thinking, adaptability, and the ability to mobilize stakeholders toward sustained improvement. In the context of Philippine basic education, school heads are expected not only to manage daily operations but also to anticipate emerging challenges and align school goals with national priorities. Research suggests that schools with strong strategic leadership are better positioned to respond to environmental pressures and sustain improvement (Harris & Jones, 2024). A clear strategic leadership framework is essential for guiding school leaders in aligning vision, planning, and implementation. In public secondary and elementary schools, this is particularly critical in ensuring that learners acquire the competencies necessary for higher education and future employment. Well-defined leadership structures enable schools to respond effectively to evolving societal and educational demands.

Globally and locally, strong school leadership has been consistently linked to improved academic performance. In the Philippines, however, large-scale assessments such as the Programme for International Student Assessment (PISA) and the Functional Literacy, Education, and Mass Media Survey (FLEMMS) reveal persistent gaps in learners' literacy and numeracy skills. These findings underscore the urgent need for more effective and context-responsive leadership practices that directly influence teaching quality and learner support. Recent national reports, including those from the Second Congressional Commission on Education (EDCOM 2), highlight alarming levels of functional illiteracy among Filipino learners. In response, the Department of Education has implemented initiatives such as curriculum revisions, the Early Language, Literacy, and Numeracy (ELLN) Program, and the ARAL Program. Despite these efforts, challenges remain, particularly in underserved and rural communities, indicating that program implementation alone is insufficient without strong leadership and stakeholder engagement.

One critical yet often underutilized factor in improving literacy outcomes is parental involvement. Research indicates that meaningful parental engagement significantly enhances early literacy development. However, in many Philippine contexts, especially in low-income communities, parents are often positioned as passive participants rather than active partners. Deficit-oriented assumptions about families further limit authentic collaboration and weaken school–community relationships. Given these challenges, this study examines how strategic leadership can strengthen parental involvement in early literacy development, particularly in the island municipalities of Quezon province. By focusing on localized contexts, the study seeks to generate insights into how school leaders can foster inclusive, collaborative partnerships with parents. Ultimately, it aims to contribute to the development of contextually relevant leadership strategies that improve literacy outcomes and support sustainable educational improvement in the Philippines.

1.1 Purpose of Research

This study aimed to investigate strategic leadership approaches to strengthening parental involvement in early literacy development among pupils in the island municipalities of the first district of Quezon province.

Specifically, it sought to answer the following questions:

1. What is the level of involvement of parents in early literacy development of the learners as perceived by teachers, parents, and principals in central elementary schools in island municipalities of the first district of Quezon province in terms of:

- 1.1 reading and writing activities;
- 1.2 homework exercises;
- 1.3 provision of reading and writing materials;
- 1.4 storytelling; and
- 1.5 singing as pre-reading activities?

2. What are the perceptions of school principals and teachers on the strategies they employ to engage parents in early literacy development among central elementary schools in island municipalities of the first district of Quezon province in terms of:

- 2.1 communication strategies;
- 2.2 capability-building and training;
- 2.3 collaborative and community-based and;
- 2.4 leadership and support strategies?

3. Is there a significant difference in the level of parental involvement in learners' early literacy development as perceived by teachers, parents, and principals?

4. Is there a significant correlation between teachers' and principals' perceptions of the level of parental involvement in early literacy development and the strategies they employ to engage parents in supporting early literacy development?

5. How do public elementary school principals describe best leadership approaches they employ to strengthen parental involvement for literacy development of the pupils in central elementary schools in island municipalities of the first district of Quezon province?

6. How do public elementary school principals describe the challenges they experience in fostering parental involvement in central elementary schools in island municipalities of the first district of Quezon province?

7. How do parents perceive their roles and responsibilities in supporting their children's literacy development in central elementary schools in island municipalities of the first district of Quezon province?

1.2 Theoretical Framework

The theoretical framework of this study is primarily anchored in strategic leadership theory, which emphasizes leaders' capacity to set direction, make informed decisions, and articulate a clear vision for organizational success. This perspective is particularly salient in educational settings, where school leaders must navigate complex and dynamic environments to ensure alignment between institutional goals, academic excellence, and organizational development. The works of Davies and Davies (2024) provide a foundation for understanding how strategic leadership in schools entails long-term planning, anticipation of emerging trends, and the effective management of resources. Consistent with these principles, the instrument assesses leaders' ability to establish clear goals, communicate them effectively, and monitor the progress of both teachers and students toward their attainment. In addition, this study draws on transformational leadership theory, as advanced by Avolio and Bass (2021), which highlights the role of leaders in inspiring and motivating followers through shared vision, trust, and mutual respect. The dimensions "Frame the School Goals" and "Communicate the School Goals" reflect key tenets of transformational leadership, emphasizing how leaders cultivate collective commitment by aligning school goals with shared aspirations. Transformational leaders foster collaboration, promote intellectual stimulation, and encourage teachers to engage learners in ways that enhance both academic achievement and well-being. The instrument's focus on goal-setting and communication reinforces these leadership behaviors.

The framework is further supported by transactional leadership theory, it underscores the importance of structure, accountability, and performance-based reinforcement. The dimensions “Supervise and Evaluate Instruction” and “Monitor Student Progress” capture the transactional elements of leadership by focusing on the use of clear standards, systematic evaluation, and feedback mechanisms. Through this approach, leaders ensure that teachers meet established expectations and that students demonstrate measurable academic progress. In school contexts where accountability and consistency are essential, transactional leadership provides a necessary complement to more visionary leadership approaches (Lussier & Achua, 2022).

Finally, the framework integrates the concept of school improvement as intrinsically linked to strategic leadership. As articulated by Carvalho et al. (2021), strategic leadership in education involves fostering continuous improvement through resource mobilization, professional development, and the cultivation of an innovative school culture. The “Promotes Improvement” dimension of the instrument reflects this orientation by examining leadership practices related to outreach, empowerment, and instructional support. This perspective underscores that effective school leaders must not only address immediate operational demands but also build long-term institutional capacity, ensuring sustained improvement and resilience in the face of evolving educational challenges. International and local assessments have consistently revealed a concerning number of functionally illiterate individuals and learners in the country. In response, DepEd has implemented various intervention programs to address literacy gaps. Aligned with these efforts, this study seeks to investigate leadership approaches that strengthen parental involvement in early literacy development among pupils, drawing on relevant theories and models to provide a strong conceptual foundation. In the past years parental involvement was a strategy to enhance the performance of the learners. In fact, Vance (2024) explains that Joyce Epstein's School-Family-Community Partnership Model provides a significant framework to understand the parents' involvements' impact on the learner's performance in school. Collaboration among all Stakeholders of school can enhance educational outcomes, with research indicating that increased parental involvement positively impacts student performance.

This model has six suggested types of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The purpose of each parental involvement is to enhance the learner's achievement and adopt inclusive practices to overcome barriers to parental engagement considering the diverse backgrounds and circumstances of families. Furthermore, it also aims to create supportive environment that benefits both parents and their families and serve as a guide to the meaningful relationship between the stakeholders in contributing to learners' holistic development (Vance, 2024). Sociocultural theory of Vygotsky, it states that learning takes place because of social interactions. Vygotsky, who believed that all these types of factors, parents, caregivers, peers, and the surrounding culture are responsible for developing rational functions of children's brains (Yusof, 2021). This evidence might conclude that parental involvement in developing early literacy development of the pupils as the parents are the immediate person in the environment of the learners.

In Vygotsky's theory, the factors of learning or how the pupils/children acquire knowledge were explained using the main concepts: Social Interaction, the More Knowledgeable Other (MKO), and the Zone of Proximal Development (ZPD). Vygotsky believed that children's cognitive development and learning ability can be guided and mediated by their social interactions. Vygotsky also expands on this by stating that a child's learning benefited greatly from being guided by a more knowledgeable community member - such as a parent or teacher (Gowrie NSW, 2022). As parents become one of the more knowledgeable others, school can take this as an opportunity to involve the parents in the intervention program to guide the children in homebased activities to develop their early literacy skills.

Vygotsky's concept of the More Knowledgeable Other (MKO) highlights the role of guided learning through social interaction with someone who has a higher level of understanding or expertise. The MKO refers to any individual who possesses greater knowledge or skills related to a task or concept that a child is

attempting to learn. This individual is most commonly a parent, caregiver, or teacher, but may also be a peer, mentor, or another knowledgeable person. Learning is facilitated through these interactions, as the more knowledgeable individual provides support, guidance, and feedback that help the child progress.

Building on this idea, later interpretations of Vygotsky's theory explain that interaction with more knowledgeable individuals not only increases the amount of information and skills children acquire but also contributes significantly to the development of higher-order cognitive processes such as logical thinking, problem-solving, and formal reasoning. Vygotsky emphasized that such advanced mental functions emerge primarily through collaborative engagement with individuals who already possess more developed cognitive abilities. Closely related to the concept of the MKO is Vygotsky's Zone of Proximal Development (ZPD), which describes the range of learning tasks a child can accomplish with appropriate guidance but not yet independently. The ZPD represents the optimal space for instruction, where targeted support enables learners to master skills that later become part of their independent cognitive functioning. This process promotes the gradual development of intellectual abilities. Cognitive skills developed within the ZPD are particularly important for literacy acquisition, as literacy relies on a broad set of language and cognitive processes that support reading, writing, and comprehension.

Vygotsky's Sociocultural Theory of Cognitive Development emphasizes the significance of social interaction and cultural context in shaping learning. Accordingly, pupils acquire knowledge and skills more effectively when guided by individuals with greater expertise, referred to as MKO. Through this interaction, pupils operate within their ZPD, where tasks can be accomplished and concepts grasped that are beyond their independent ability but achievable with appropriate support and scaffolding. In the view of early literacy development, sociocultural theory provides a strong foundation for understanding how parents, teachers, and other stakeholders influence a pupil's learning journey. McLeod (2025) stated that the ZPD understands how pupils' capabilities can be nurtured when proper guidance is provided, making parental engagement crucial in literacy development. During the implementation of intervention programs that involve parents, pupils benefit from guided participation, which enhances their comprehension, vocabulary, and reading fluency. This theoretical lens also emphasizes that literacy development is more socially mediated practice than an isolated cognitive process. Active collaboration between stakeholders fosters a supportive learning environment, where intervention programs continue at home guided by the parents as MKO. These practices are consistent with Vygotsky's view that learning is socially constructed and becomes internalized through interaction (Daniels, 2021). Therefore, the sociocultural perspective justifies the importance of parental involvement in school-based literacy initiatives, as these efforts contribute significantly to pupils' foundational skills and long-term academic success. Urie Bronfenbrenner's Ecological Systems Theory (EST), established in 1979, asserts that human development is profoundly affected by several environmental systems. These systems form five interrelated levels. Each level influences humans in unique ways (EBSCO Research Starters, 2024).

Both Vygotsky's Sociocultural Theory and Bronfenbrenner's Ecological Systems Theory provide a strong foundation for this study. These theories guide the researcher in collecting and interpreting data to address the identified research gap. The Sociocultural Theory emphasizes the critical role of social interaction and cultural context in a child's learning process, underscoring how parents, teachers, and the community contribute to literacy development. Meanwhile, the Ecological Systems Theory highlights the influence of multiple environmental factors, such as family, school, and community, on the learner's growth and educational outcomes. Through these theoretical perspectives, potential strategies can be identified to equip parents and guardians with the knowledge and skills to support their children's early literacy or foundational skill development. Moreover, these theories define the scope and limitations of parents' and teachers' roles in facilitating education. In many cases, parents lack sufficient understanding of how to assist their children with home-based learning activities. Using these theories as a framework, school principals can design programs that motivate and empower parents to actively participate in their children's learning at home.

1.3 Significance of the Research

This study is significant for school heads and principals as it provides evidence-based insights into leadership approaches that can strengthen parental involvement in early literacy development among pupils in island municipalities. It offers practical guidance for identifying and adopting innovative strategies to address persistent learning gaps in literacy skills. The findings may also enhance collaboration between teachers and parents by promoting shared responsibility in supporting pupils' foundational learning. In turn, schools can design and implement programs that equip parents with the knowledge and skills needed to effectively guide their children in home-based learning activities. Moreover, the study benefits learners, who are the primary stakeholders of the educational process. Through strengthened school–family partnerships, pupils are more likely to develop essential literacy competencies that are critical for academic success and lifelong learning. The study is likewise valuable to the local community where the schools are situated, as improved literacy outcomes contribute to broader community development and the cultivation of a culture of learning. Strengthening literacy at the school level can have a ripple effect on community engagement and educational awareness. Finally, this research serves as a useful reference for future researchers by highlighting the role of leadership approaches in fostering meaningful parental involvement in literacy development. It also provides a basis for further inquiry into how collaborative efforts between educators and families can effectively address learning gaps and support the development of strong foundational skills among learners.

1.4 Statement of Desired Outcomes

This study aimed to unveil the strategies the common early literacy development challenges faced by learners, parental involvement in literacy-related activities at home and in school, the existing leadership approaches used by school heads or principals to strengthen parental involvement in early literacy development among learners, the impacts of existing leadership approaches on parental engagement and pupils' literacy performance in island municipalities of the first district of Quezon province and how school heads or principals effectively encourage sustained parental involvement in early literacy development in the island municipalities of the first district of Quezon province. Specifically, the desired outcomes of the study are as follows:

1. Enhanced leadership and management principles in strategizing the school operations and performance.
2. Proactive parental involvement in early literacy development among pupils in the First District of Quezon.
3. Holistic early literacy development approaches among Pupils in the schools of First District of Quezon.
4. Strategic leadership and management approaches to parental involvement in strengthening early literacy development among pupils.

1.6 Scope and Limitation of the Study

This study focused on investigating strategic leadership approaches to strengthen parental involvement in early literacy development among pupils in central elementary schools in island municipalities of the First District of Quezon Province. This will also reveal the level of involvement of parents in early literacy development of the learners as perceived by teachers, parents, and principals, significant relationship between parental involvement and pupils' early literacy development of pupils, perceptions of school principals and teachers on the strategies they employ to engage parents in early literacy development, best practices in leadership approaches have been effective in strengthening parental involvement for literacy development of

the pupils, challenges do school leaders face in fostering parental involvement, and how do parents perceive their roles and responsibilities in supporting their children's literacy development. As contrasted, the study is limited only in using the explanatory sequential method of research wherein the quantitative is higher than the qualitative data or pattern. This focused on quantitative because the study requires statistical trends and patterns which can be deduced and triangulated with the qualitative part.

This study was limited to the principals, teachers, and parents in the central elementary schools in island municipalities of the first district of Quezon province. There will be the target respondents of this study to investigate the research gap. However, this study was also limited to only three out of the five island municipalities in the First District of Quezon Province, specifically Burdeos, Polillo, and Panukulan. While all five municipalities are classified as Geographically Isolated and Disadvantaged Areas (GIDA) by the Department of Health, the selected municipalities are relatively more accessible, with regular roll-on/roll-off (RoRo) vessel services providing 2–3 hours travel from the mainland. In contrast, Patnanungan and Jomalig are significantly more remote, requiring 4–6 hours of travel by boat or banca, often under unpredictable sea conditions. Due to these logistical and accessibility constraints, the two municipalities were excluded from the study.

2. Research Designs/Research Instrument/Data Gathering Procedures

An explanatory sequential mixed-methods research design was employed in this study, providing a systematic and coherent framework for integrating quantitative and qualitative data. The design begins with a quantitative phase, which enables the identification of general patterns, measurement of relationships, and testing of hypotheses across a broad sample. The results of this phase then inform the subsequent qualitative inquiry, which seeks to examine these patterns in greater depth. Through interviews, observations, or open-ended responses, the qualitative phase helps clarify unexpected findings, enrich interpretation, and provide contextual explanations that deepen understanding of the quantitative results. An explanatory sequential design is a mixed-methods approach that begins with quantitative data collection and analysis, followed by a qualitative phase aimed at explaining or elaborating on the initial results. The quantitative findings serve as the foundation for the qualitative inquiry, allowing researchers to explore the underlying reasons behind observed patterns (Creswell, 2024).

In this study, the qualitative phase specifically explored how leadership practices strengthen parental involvement in pupils' literacy development, the challenges school leaders encounter in fostering such involvement, and parents' perceptions of their roles and responsibilities in supporting their children's literacy. These qualitative insights were used to explain and contextualize the quantitative findings. The research instrument used this study was developed by the researcher based on the principles of School-Family-Community Partnership Model of Joyce Epstein, which emphasizes the collaborative roles of families, schools and community (Vance, 2024) and leadership theories by Hallinger (2003) and Leithwood and Riehl (2022). These theory and model which support questions about school programs and collaboration with parents guided the formulation of questionnaire items focusing on school programs, leadership approaches, collaboration, and factors influencing the success of parental involvement initiatives.

The quantitative sets of questions used Likert scale to collect the response of the responsive. A Likert scale is a commonly used measurement tool designed to assess individuals' attitudes, perceptions, or behaviors. It typically presents respondents with a statement or question, followed by a set of ordered response options—usually five or seven choices—that represent varying degrees of agreement, frequency, or intensity. Participants select the option that most accurately reflects their views or experiences related to the given statement or item (Bhandari & Nikolopoulou, 2023). Qualitative questions used semi-structured interview guide designed to elicit in-depth insights from principals, teachers, and parents. The instrument will contain

open-ended questions focused on the best practices in leadership approaches have been effective in strengthening parental involvement for literacy development of the pupils, the challenges school leaders face in fostering parental involvement, how do parents perceive their roles and responsibilities in supporting their children's literacy development. The self-made research instrument undergone to a content validation to ensures that the items were clear, relevant and aligned to the objective of the study. The questionnaire was reviewed by the 3 experts compose of specialists of educational leadership (1 doctor of education in educational leadership and 2 master teachers). After incorporating expert's recommendations, the research questionnaire was prepared for the pilot testing

Prior to the actual data gathering the research instrument was conducted to a respondent with similar characteristics to the research participants but not included in the final sample. This was conducted among 30 respondents from the central elementary school of Alabat Quezon. The purpose of this is to determine the clarity of the questions and identify the potential problem of the research instrument. In addition to determine the internal consistency of the research instrument reliability analysis was conducted through Cronbach's Alpha. The researchers secured permission from the district supervisors and principals of Polillio, Panukulan, and Burdeos District to conduct the the self-made survey questionnaire and gathered the level of involvement of parents in early literacy development of the learners as perceived by teacher, parents, and principals in terms of: reading and writing activities; homework exercises; provision of reading and writing materials; storytelling; and singing as pre-reading activities, and the perceptions of school principals and teachers on the strategies they employ to engage parents in early literacy development terms of: communication strategies; capability-building and training; collaborative and community-based and; leadership and support strategies.

It is followed by gathering data or responses from the key informants. Qualitative data were gathered through a semi-structured interview guide designed to elicit in-depth insights from principals, teachers, and parents. The instrument will contain open-ended questions focused on the best practices in leadership approaches have been effective in strengthening parental involvement for literacy development of the pupils, the challenges school leaders face in fostering parental involvement, how do parents perceive their roles and responsibilities in supporting their children's literacy development. In the explanatory sequential design is the triangulation of data responses from the quantitative and qualitative data. The researcher merged the results from quantitative data to qualitative data to decipher the meaning units for the study as part of the explanatory sequential method.

The inclusion criteria were the following: a principal, a Licensed Professional Teacher, a teacher with experience in Managerial position in the school, a teacher will 5 or more years length of service, a teacher who conducts home visitation to their learners be it necessary or not, and a working or non-working parent who oversee their child's schooling and learning. However, the exclusion criteria comprised of those respondents who refused to participate or take part in the research be it as a respondent to answer a questionnaire or a key informant who were interviewed for the responses of the research. In this regard, the research looked for another respondent or informant who is more willing to participate in the research and more cooperative and participative enough as the researcher gathers responses from them.

All the necessary data and secondary information collected through survey questionnaire administered during card giving. Semi structured interviews conducted with people whom the researcher deemed knowledgeable about the best practices in leadership approaches have been effective in strengthening parental involvement for literacy development of the pupils, the challenges school leaders face in fostering parental involvement, how do parents perceive their roles and responsibilities in supporting their children's literacy development.

2.1 Respondents of the Study

The participants of this study consist of three (3) school principals, forty-one (41) teachers, and one hundred sixty-eight (168) parents of learners in the primary grades from the island municipalities of the First District of Quezon. The inclusion of the primary grade level was deemed essential, as early literacy development is most critical during this stage of learning.

2.2 Sampling Design and Procedures

The population list was accessed, and sample size was computed for the quantitative part using the Cochran Sampling Formula or Calculator in determining the number of respondents or sample size. On the quantitative part, used of simple random sampling techniques. This method gave the respondents an equal and independent chance to become part of the study. This involves lottery method, drawing lots, or randomized numbers for selection. Make a number for drawing lots, enough for each district. Then randomly pick numbers corresponding to sample size. The name of the respondent corresponding to a number is selected as a respondent. For example, in the North District, you will prepare lots numbered from 1 to 408. From the lots, you must draw 98 numbers corresponding to 98 respondents. After identifying the names and the e-mail address, send the google link to the chosen respondents or personally distribute the questionnaire to the targeted respondents.

Simple random sampling is a commonly used technique in quantitative research that relies on survey instruments for data collection. This method is particularly effective when the target population is relatively homogeneous and clearly defined. In simple random sampling, every member of the population is given an equal and independent chance of being selected, as participant selection is determined purely by chance. While this approach offers several advantages—such as minimizing selection bias and ensuring a representative sample—it also has notable limitations. These include the difficulty of obtaining a complete population list, the time and effort required to implement the method, and reduced efficiency when the population is large, diverse, or geographically dispersed (Calderon, 2024). A purposive sampling method was utilized for the qualitative part to determine the principals, teachers, and parents who will serve as respondents in the study. This technique, a form of non-probability sampling, involves deliberately selecting participants who possess characteristics directly relevant to the research objectives (Nikolopoulou, 2022). In this context, principals are included because they serve as instructional leaders who implement strategies to strengthen parental involvement. Teachers are chosen because of their direct engagement with learners and their role in monitoring literacy progress, while parents are selected as the primary partners in supporting early literacy development at home. By selecting these groups, the study ensures that the perspectives gathered are aligned with the aim of examining the interplay between leadership approaches, parental involvement, and early literacy development in the primary grades.

2.3 Data Analysis Plan

Quantitative data which are the strategic approaches, parental involvement, and early literacy development were interpreted and analyzed using the Mean. The Kruskal–Wallis H test is a non-parametric statistical procedure used to determine whether there are significant differences among two or more independent groups. It is commonly applied as an alternative to one-way analysis of variance (ANOVA) when the assumption of normality is not met. Rather than comparing group means, the Kruskal–Wallis test combines all observations from the groups, ranks them collectively, and computes a test statistic based on these ranks to assess whether the groups differ significantly from one another.

The Mann–Whitney U test, also called the Mann–Whitney–Wilcoxon test, is a non-parametric statistical method used to compare two independent samples. It evaluates whether the two samples originate from populations with the same distribution or, more specifically, whether their population medians differ. This test is most often applied when the assumptions required for parametric tests—such as normality and homogeneity of variances in the independent-samples t-test—are violated.

The qualitative phase employed thematic analysis to interpret patterns from the quantitative results, using verbatim transcriptions of interviews with school principals, teachers, and parents. The data underwent open coding to identify meaningful units, organized into categories that reflected common responses regarding the best practices in leadership approaches have been effective in strengthening parental involvement for literacy development of the pupils, the challenges school leaders face in fostering parental involvement, how do parents perceive their roles and responsibilities in supporting their children’s literacy development. These categories were refined into broader themes, guided by Braun and Clarke’s framework for thematic analysis (Braun & Clarke, 2006; Byrne, 2021). In the qualitative part, the study employed recording key informant interview. Coding and transcription are followed. Thematic coding analysis is applied to get the sub-themes and sub-codes.

2.4 Conceptual Framework of the Study

The Figure shows the framework are used by the researcher to serve as a support or guide to investigate strategic leadership approaches to strengthening parental involvement in early literacy development among pupils in the island municipalities of the First District of Quezon Province. The conceptual framework shows how strategic leadership approaches influence parental involvement to enhance early literacy development among pupils. These different strategic leadership approaches, like communication, capability-building, collaboration, and support strategies, act as strategies in empowering and parental involvement in home-based literacy activities such as reading and writing, homework supervision, storytelling, and singing as pre-reading activities. The framework further underlines best practices and challenges that impact on the effectiveness of leadership and parental collaboration. These combine into enhanced early literacy development, which forms the basis for the Comprehensive Action Plan as an output of this study served as a strategic guide for school leaders in pursuit of strengthening and sustaining parental involvement in literacy programs.

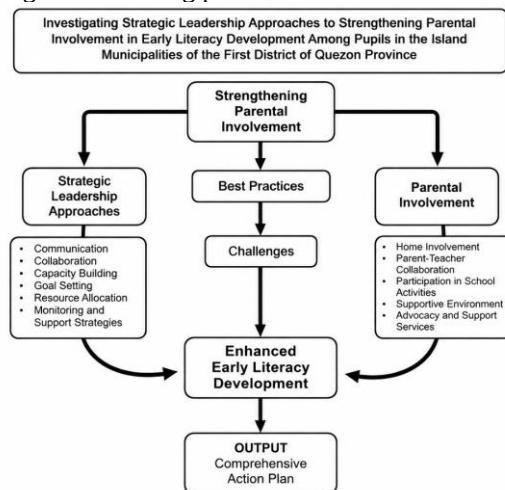


Figure 1. Conceptual Framework of the Study

The Comprehensive Action Plan provided school leaders with a structured, strategic guide to effectively strengthen and sustain parental involvement in literacy programs, thereby fostering a collaborative environment between educators and families. By addressing key leadership approaches such as communication, capability-building, and support strategies, the plan empowers parents to actively participate in home-based literacy activities. This approach not only enhances early literacy development among pupils but also aligns school efforts with best practices, helping to overcome challenges and improve outcomes. Ultimately, the plan serves as a catalyst for creating a more engaged, supportive learning community that drives long-term academic success for students.

3. Results and Discussion

Table 1. Respondents' Overall Perceptions of Parents' Level of Involvement in the Learners' Early Literacy Development

Dimension	Parents		Principal		Teacher	
	WM	Verbal Interpretation	WM	Verbal Interpretation	WM	Verbal Interpretation
Reading and Writing Activities	3.13	Often	3.92	Always	3.21	Often
Homework Exercises	3.28	Always	3.56	Always	3.26	Always
Provision of Reading and Writing Materials	3.11	Often	3.22	Often	3.28	Always
Storytelling	3.07	Often	2.93	Often	3.33	Always
Singing as Pre-Reading Activities	3.03	Often	3.27	Always	3.40	Always
General Average	3.12	Often	3.38	Always	3.30	Always

Legend: 3.26 - 4.00 = Always; 2.51 – 3.25 = Often; 1.76 – 2.50 = Sometimes; 1.00 – 1.75 = Rarely

The overall perceptions of respondents regarding parents' level of involvement in learners' early literacy development across five key dimensions is generally moderate to high. Across the five dimensions, reading and writing activities, homework exercises, provision of reading and writing materials, storytelling, and singing as pre-reading activities, parental involvement is most consistently observed in structured, school-aligned tasks such as homework exercises, while more informal and home-integrated literacy practices show relatively lower and less consistent engagement. Examining these dimensions collectively provides a comprehensive understanding of how parents support early literacy at home and how such involvement is perceived by different stakeholders in the educational process.

These patterns signify that parental engagement is largely task-driven and compliance-oriented, with stringer emphasis on activities that are directly required by the school rather than those that promote continuous literacy-rich interactions at home.

The results in Table 1 show notable variations in perceptions among the three groups of respondents. Principals reported the highest overall perception of parents' involvement in learners' early literacy development, interpreting it as "Always" (WM = 3.38). This suggests that school administrators view parental engagement as consistently evident across literacy activities, likely based on learners' outputs, participation in school programs, and compliance with school requirements.

This was followed by teachers, who likewise perceived parental involvement as "Always" (WM = 3.30), reflecting regular engagement observed through learners' classroom performance and communication with parents. Parents provided the lowest overall rating, interpreting their involvement as "Often" (WM = 3.12),

indicating that while they are regularly involved in supporting early literacy, their engagement may not be sustained across all dimensions, particularly in informal and home-integrated literacy practices.

This descending pattern highlights a perceptual gap between home-based and school-based stakeholders, suggesting that educators generally view parental involvement more favorably than parents' own assessments of their practices. This pattern suggests a perceptual gap between home and school stakeholders, where educators generally view parental involvement more positively than parents themselves, a trend also observed in recent studies on home-school alignment in early literacy engagement (UNESCO, 2023; OECD, 2024).

Among the dimensions, homework exercises consistently received the highest ratings across all groups, interpreted as "Always," indicating strong parental engagement in structured academic support. This aligns with findings that structured home-based learning tasks are the most common and most sustained form of parental involvement in early education (OECD, 2024; Epstein & Sheldon, 2023). In contrast, reading and writing activities, provision of materials, storytelling, and singing as pre-reading activities were generally rated as "Often" by parents, while principals and teachers tended to rate these higher as "Always," except for storytelling and provision of materials, which principals rated as "Often."

Storytelling obtained the lowest rating from principals (WM = 2.93, "Often"), suggesting less consistency in this practice. This finding is consistent with recent literature emphasizing that informal literacy practices such as storytelling and oral language activities are often less frequently implemented at home due to limited time, resources, and parental confidence in facilitating such activities (UNESCO, 2023).

Overall, the findings indicate that while parents are actively involved in their children's early literacy development, their engagement is more consistent in structured tasks than in informal or enrichment-oriented activities. This pattern is supported by existing literature suggesting that, although parents and teachers commonly associate parental involvement with support for homework, less clarity exists regarding engagement in non-academic literacy practices (Fisher & Baissberg, 2025).

The results further reveal a perceptual gap between parents and school personnel regarding the extent of parental involvement in early literacy development. While educators tend to perceive parental involvement as consistently high, parents report slightly lower levels of engagement, particularly in activities that require creativity and resourcefulness, such as storytelling and singing.

This disparity highlights the need for schools to strengthen parent education programs and provide practical, accessible strategies that enable parents to integrate literacy activities into daily routines. Emphasizing both structured and informal literacy practices can foster a more balanced and effective approach to early literacy development. Strengthened collaboration between parents and educators may further enhance consistency in support, ultimately contributing to improved literacy outcomes among learners (OECD, 2024; UNESCO, 2023).

The perspectives of parents, teachers, and principals collectively provide a comprehensive understanding of parental involvement across the five dimensions of early literacy development. While all groups acknowledge that parental involvement is evident, their views differ in terms of consistency and emphasis. Principals and teachers tend to perceive parental engagement as consistently high, likely based on observable learner outcomes, compliance with school requirements, and participation in structured activities such as homework completion. In contrast, parents offer a more grounded assessment, recognizing regular involvement while also acknowledging limitations, particularly in informal and home-integrated literacy practices such as storytelling and singing.

Across these perspectives, there is clear convergence in identifying homework exercises as the most sustained form of parental involvement, alongside divergence in perceptions of less structured practices, which are more difficult for schools to observe and for parents to implement consistently. These findings suggest that parental involvement remains largely task-driven and school-aligned. As such, strengthening

shared understanding, communication, and support between home and school is essential to promote more balanced, continuous, and literacy-rich interactions for young learners.

Table 2. Respondents' Overall Perceptions on the Strategies They Employ to Engage Parents in Learners' Early Literacy Development

Dimensions	Principal		Teacher	
	WM	Verbal Interpretation	WM	Verbal Interpretation
Communication Strategies	4.93	Strongly Agree	4.80	Strongly Agree
Capability-Building and Training	4.47	Strongly Agree	4.48	Strongly Agree
Collaborative and Community-Based	4.47	Strongly Agree	4.48	Strongly Agree
Leadership and Support Strategies	4.73	Strongly Agree	4.65	Strongly Agree
General Average	4.65	Strongly Agree	4.60	Strongly Agree

Legend: 3.26 - 4.00 = Always; 2.51 – 3.25 = Often; 1.76 – 2.50 = Sometimes; 1.00 – 1.75 = Rarely

Table 2 presents the respondents' overall perceptions on the strategies employed by schools to engage parents in learners' early literacy development across four key dimensions: communication strategies, capability-building and training, collaborative and community-based initiatives, and leadership and support strategies. The results indicate that both principals and teachers "Strongly Agree" that these strategies are effectively implemented, with general mean ratings of 4.65 for principals and 4.60 for teachers. This demonstrates that schools consistently employ a multi-dimensional approach in engaging parents, suggesting that parental involvement in early literacy is being addressed through a combination of structured communication, capacity development, partnership-building, and leadership-driven support systems. Effective engagement strategies encompass multiple dimensions, including communication, capability-building and training, collaborative and community-based initiatives, and leadership and support. Understanding the overall effectiveness of these strategies provides insights into how schools facilitate parental involvement and strengthen home-school partnerships for literacy development.

The results indicate that both principals and teachers "Strongly Agree" that the strategies employed are effective in engaging parents, with overall weighted means of 4.65 for principals and 4.60 for teachers. Among the dimensions, communication strategies received the highest ratings (WM = 4.93 for principals; 4.80 for teachers), highlighting the importance of maintaining consistent and transparent communication with parents. This finding is supported by recent research emphasizing that effective parent-school communication significantly enhances parental involvement and student learning outcomes (Goodall, 2023; Kim & Hill, 2022). Leadership and support strategies also scored highly (WM = 4.73 for principals; 4.65 for teachers), reflecting strong administrative backing for parent engagement initiatives, which has been identified as a critical factor in sustaining school-family partnerships (Ishimaru, 2023).

Capability-building and training, as well as collaborative and community-based strategies, were equally perceived as "Strongly Agree" (WM $\approx$ 4.47–4.48), suggesting that schools actively provide parents with the skills, knowledge, and opportunities to participate in literacy programs. This aligns with recent studies indicating that equipping parents through training and community engagement initiatives strengthens their confidence and effectiveness in supporting early literacy development (Jeynes, 2022; Sheridan et al., 2022). A study conducted in elementary schools found that parents, teachers, and school leaders demonstrate alignment

in their perceptions of parental involvement strategies for early literacy development. Specifically, parents were found to be highly involved in activities such as checking homework, reading with their children, and maintaining communication with teachers. These strategies are likewise supported and encouraged by teachers and school heads, indicating a shared understanding of effective practices in promoting learners' literacy development (Segura et al., 2025). The uniformity of high ratings across all dimensions demonstrates a comprehensive and systematic approach to parent engagement, consistent with findings that integrated and collaborative strategies yield stronger educational outcomes (Epstein et al., 2023).

The findings imply that schools adopt a holistic and multi-dimensional approach to engage parents effectively in early literacy development. By combining strong communication, structured training, collaborative initiatives, and leadership support, schools create an environment that encourages active parental participation. Such a comprehensive approach has been shown to foster meaningful partnerships that positively influence learners' academic success and literacy skills (Goodall, 2023; Sheridan et al., 2022). The strong consensus among principals and teachers highlights that these strategies are well-integrated and consistently implemented. Sustaining and continuously improving these approaches can strengthen parent-school partnerships, empower parents as active participants in their children's literacy learning, and ultimately enhance learners' early literacy outcomes, as supported by recent literature on family-school engagement (Ishimaru, 2023; Epstein et al., 2023).

Generally, it creates a strong consensus among principals and teachers regarding the effectiveness of school strategies in engaging parents in learners' early literacy development. The consistent perception that communication, capability-building, collaboration, and leadership support are well implemented suggests that parent engagement is approached in a holistic and systematic manner. This shared affirmation reflects the integration of these strategies into regular school practices and highlights the role of coordinated efforts in strengthening home-school partnerships. It also implies the importance of sustaining and further enhancing these multidimensional strategies to ensure continued parental involvement, foster meaningful collaboration, and support positive early literacy outcomes among learners.

Table 3. Significant Difference in Respondents' Perceptions of Parents' Level of Involvement in the Learners' Early Literacy Development according to Respondent Type

Dimension	Group	WM	H Statistic	P-value	Decision	Conclusion
Reading and Writing Activities	Parents	3.13	8.972*	0.011	Reject Ho	Significant Difference Exists
	Principal	3.92				
	Teacher	3.21				
Homework Exercises	Parents	3.28	0.509	0.775	Fail to Reject Ho	No Significant Difference Exists
	Principal	3.56				
	Teacher	3.26				
Provision of Reading and Writing Materials	Parents	3.11	4.376	0.112	Fail to Reject Ho	No Significant Difference Exists
	Principal	3.22				
	Teacher	3.28				
Storytelling	Parents	3.07	6.308*	0.043	Reject Ho	Significant Difference Exists
	Principal	2.93				
	Teacher	3.33				
Singing as Pre-Reading	Parents	3.03	8.885*	0.012	Reject Ho	Significant

Activities	Principal	3.27	Difference Exists
	Teacher	3.40	

*Significant at $\alpha=5\%$

The findings display that there are varying levels of agreement and disagreement among parents, principals, and teachers regarding parents' involvement in learners' early literacy development, depending on the specific dimension. The Kruskal-Wallis's test results indicate that significant differences exist in the perceptions of respondent groups in reading and writing activities, storytelling, and singing as pre-reading activities, while no significant differences are observed in homework exercises and provision of reading and writing materials. This suggests that respondents share relatively similar views on more structured, school-aligned forms of involvement, but differ in their perceptions of more informal and home-based literacy practices. The Kruskal-Wallis H test was utilized to determine whether there are statistically significant differences among the groups across the identified dimensions.

This analysis is important in identifying areas where perceptions vary, which may influence how parental involvement is understood and supported. The results reveal that there are significant differences in three out of the five dimensions, namely: reading and writing activities ($H = 8.972$, $p = 0.011$), storytelling ($H = 6.308$, $p = 0.043$), and singing as pre-reading activities ($H = 8.885$, $p = 0.012$), all of which led to the rejection of the null hypothesis. In these areas, principals generally reported higher levels of parental involvement compared to parents and teachers, while teachers often provided moderate to high ratings. Conversely, no significant differences were found in homework exercises ($H = 0.509$, $p = 0.775$) and provision of reading and writing materials ($H = 4.376$, $p = 0.112$), indicating that respondents share similar perceptions in these dimensions. These findings suggest that while there is agreement in more structured and resource-based forms of involvement, perceptions differ in more interactive and engagement-driven literacy practices.

This pattern is supported by recent studies indicating that discrepancies in stakeholder perceptions are more pronounced in informal and home-based literacy activities (OECD, 2024; UNESCO, 2023). Likewise, Zhang and Wu (2025) found that principals tend to report higher levels of parental involvement compared to teachers and parents, particularly in home-based literacy practices such as reading, writing, storytelling, and other interactive activities. For instance, school leaders often view parental engagement more positively due to their broader exposure to school-wide programs and policy implementation, whereas teachers base their assessments on daily classroom interactions and parental responsiveness (Epstein & Sheldon, 2023).

The findings imply that discrepancies in perceptions among parents, principals, and teachers are more evident in less structured and more engagement-driven literacy activities, such as storytelling and singing. This may indicate differences in awareness, expectations, or actual practice of these activities at home. In contrast, the absence of significant differences in homework exercises and provision of materials suggests a shared understanding of parents' roles in these structured aspects of involvement, which are more observable and measurable (OECD, 2024). To address these perceptual gaps, schools may need to enhance communication and provide clearer guidance to parents regarding the importance and implementation of interactive literacy practices. Strengthening parent education initiatives and aligning expectations among stakeholders can foster a more unified approach to early literacy development. Such alignment has been shown to improve consistency in home-school collaboration and contribute to better literacy outcomes among learners (UNESCO, 2023; Epstein & Sheldon, 2023).

Overall, the findings demonstrate that perceptions of parental involvement in learners' early literacy development vary according to the nature of the activity and the perspective of the respondent group. While parents, principals, and teachers tend to share consistent views regarding structured and school-aligned forms of involvement—such as homework supervision and the provision of learning materials—differences become more evident in interactive, home-based literacy practices.

These disparities point to gaps in awareness, expectations, and interpretations of parental engagement across stakeholders. As such, the findings underscore the importance of fostering clearer communication, shared understanding, and collaborative strategies between schools and families. Ensuring that all forms of parental involvement—including informal, engagement-driven activities—are equally recognized, supported, and strengthened is essential for promoting more holistic and effective early literacy development.

Table 3. Pairwise Comparison of Significantly Different Dimensions of Respondents' Perceptions of Parents' Level of Involvement in the Learners' Early Literacy Development

Dimension	Paired Group	P-value	Decision
Reading and Writing Activities	Parent v. Principal	0.010	Significantly Different
	Parent v. Teacher	0.089	Not Significantly Different
	Teacher v. Principal	0.060	Not Significantly Different
Storytelling	Parent v. Principal	0.611	Not Significantly Different
	Parent v. Teacher	0.016	Significantly Different
	Teacher v. Principal	0.183	Not Significantly Different
Singing as Pre-Reading Activities	Parent v. Principal	0.661	Not Significantly Different
	Parent v. Teacher	0.003	Significantly Different
	Teacher v. Principal	0.483	Not Significantly Different

*Significant at $\alpha=5\%$

Using post hoc analysis at a 5% level of significance, the comparisons aim to determine which groups differ significantly in their perceptions, thereby providing a more detailed understanding of the variation observed in the overall analysis. The results show that differences in perceptions of parents' involvement in learners' early literacy development are concentrated in specific respondent pairings and are more evident in informal, home-based literacy activities. The significant differences observed mainly between parents and school-based stakeholders indicate that perceptions of parental involvement vary according to one's role and vantage point within the education process. Parents tend to assess their involvement based on personal effort and home practices, while teachers and principals rely on visibility, classroom impact, and institutional expectations. In contrast, the absence of significant differences between teachers and principals across dimensions suggests greater alignment within the school context regarding how parental involvement is perceived.

The results indicate that in reading and writing activities, a significant difference exists only between parents and principals ($p = 0.010$), while no significant differences were found between parents and teachers ($p = 0.089$) and between teachers and principals ($p = 0.060$). This suggests that principals tend to perceive higher parental involvement compared to parents themselves. This pattern aligns with recent studies indicating that school leaders often report more favorable assessments of parental engagement due to their reliance on administrative reports and school-based programs rather than direct observation of home practices (OECD, 2024; UNESCO, 2023). Similarly, Zhang and Wu (2025) noted that principals may overestimate parental involvement, particularly in structured literacy activities, because of their broader institutional perspective.

In the dimension of storytelling, a significant difference was found between parents and teachers ($p = 0.016$), whereas comparisons between parents and principals ($p = 0.611$) and teachers and principals ($p = 0.183$) were not significant. Likewise, for singing as pre-reading activities, a significant difference was

observed only between parents and teachers ($p = 0.003$), while other pairings showed no significant differences. These findings indicate that teachers consistently perceive higher levels of parental involvement in more interactive literacy activities compared to parents. This difference in interpretation supports recent findings that interactive literacy practices are often subject to varied expectations and interpretations among stakeholders, leading to inconsistencies in reported engagement levels (Caban et al., 2024; UNESCO, 2023).

The findings imply that perceptual differences are primarily evident between parents and school personnel, particularly in interactive and engagement-based literacy practices such as storytelling and singing. The significant difference between parents and principals in reading and writing activities further suggests that school leaders may maintain a more optimistic view of parental involvement than parents themselves. Some studies support the view that parental involvement is multidimensional and interpreted differently by various stakeholders, including parents, teachers, and school leaders (Segura et al., 2024; Epstein & Sheldon, 2023). These varying perspectives contribute to differences in reported engagement levels across early literacy activities. These discrepancies highlight the need for improved alignment and communication among stakeholders to ensure a shared understanding of parental roles in early literacy development. Schools may address these gaps by providing clearer expectations, practical demonstrations, and continuous feedback mechanisms to parents. Strengthening home-school partnerships and promoting a common framework for literacy engagement can lead to more cohesive efforts in supporting learners' literacy development and enhancing the effectiveness of parental involvement initiatives (OECD, 2024; UNESCO, 2023).

Overall, the findings demonstrate that differences in perceptions of parental involvement in learners' early literacy development are not uniform across respondent groups but are shaped by both the nature of the literacy activity and the stakeholder's role. Perceptual gaps are most pronounced between parents and school-based personnel, particularly in interactive and home-based practices such as storytelling and singing, as well as in reading and writing activities when viewed from an administrative perspective.

These differences imply that parents, teachers, and principals rely on distinct criteria and levels of visibility when evaluating parental involvement, leading to varying interpretations of engagement. School personnel tend to assess involvement based on observable outcomes and institutional expectations, whereas parents ground their perceptions in personal effort and everyday home practices.

Accordingly, strengthening communication, clarifying shared expectations, and promoting a common framework for parental involvement are essential to ensure that all forms of literacy support are consistently recognized and aligned in fostering effective early literacy development.

Table 4. Significant Difference in Respondents' Perceptions on the Strategies to Engage Parents in Learners' Early Literacy Development According to Respondent Type

Dimension	Group	WM	U Statistic	P-value	Decision	Conclusion
Communication Strategies	Principal	4.93	54.00	0.685	Fail to Reject H_0	Not Significantly Different
	Teacher	4.80				
Capability-Building and Training	Principal	4.47	47.50	0.500	Fail to Reject H_0	Not Significantly Different
	Teacher	4.48				
Collaborative and Community-Based	Principal	4.47	55.50	0.771	Fail to Reject H_0	Not Significantly Different
	Teacher	4.48				
Leadership and Support Strategies	Principal	4.73	55.00	0.737	Fail to Reject H_0	Not Significantly Different
	Teacher	4.65				

*Significant at $\alpha=5\%$

The findings show that there are no significant differences between principals' and teachers' perceptions of the strategies employed to engage parents in learners' early literacy development across all identified dimensions. The Mann–Whitney U test results suggest a high level of consistency between these two respondent groups regarding communication strategies, capability-building and training, collaborative and community-based initiatives, and leadership and support strategies. This convergence implies that both school leaders and teachers share a common understanding of how parent engagement strategies are implemented and valued within the school context. The absence of significant differences further suggests that these strategies are institutionalized and uniformly practiced, reflecting coordinated efforts across leadership and instructional roles to strengthen home–school partnerships in support of early literacy development.

The results reveal that there are no significant differences in all four dimensions of strategies employed, namely: communication strategies ($U = 54.00$, $p = 0.685$), capability-building and training ($U = 47.50$, $p = 0.500$), collaborative and community-based strategies ($U = 55.50$, $p = 0.771$), and leadership and support strategies ($U = 55.00$, $p = 0.737$). In all cases, the p-values are greater than the 0.05 level of significance, leading to the failure to reject the null hypothesis. Both principals and teachers consistently rated all dimensions as “Strongly Agree,” with very close weighted means. This indicates a high level of agreement between the two groups regarding the effectiveness and implementation of strategies to engage parents in early literacy development.

These findings are consistent with recent literature suggesting that well-structured parental engagement programs promote alignment among school personnel due to shared exposure to institutional policies, professional development, and coordinated implementation processes (OECD, 2024; UNESCO, 2023). Similarly, Zhang and Wu (2025) and Segura et al. (2024) emphasize that when schools adopt systematic and collaborative approaches to parental involvement, principals and teachers tend to develop unified perceptions regarding the effectiveness of these strategies.

The findings imply a strong alignment between principals and teachers in their perceptions of parent engagement strategies, suggesting that these approaches are well-coordinated and consistently implemented within the school. This shared perspective reflects effective leadership, clear communication, and collaborative planning in promoting parental involvement. Such alignment is often associated with coherent school leadership practices and sustained professional collaboration, which are critical factors in successful family–school partnerships (Epstein & Sheldon, 2023; UNESCO, 2023).

The absence of significant differences also indicates that both groups have a common understanding of the importance and execution of these strategies. Sustaining this alignment is crucial in ensuring the continuity and effectiveness of parent engagement initiatives. Schools may further build on this strength by continuously refining these strategies and ensuring that they translate into increased and meaningful parental involvement at home. Strengthening the link between school-based strategies and home practices can ultimately enhance learners' early literacy development and improve overall educational outcomes (OECD, 2024).

Generally, the results highlight the strong alignment between principals and teachers in their perceptions of the strategies employed to engage parents in learners' early literacy development. The absence of significant differences across all dimensions suggests that these strategies are consistently understood, valued, and implemented within the school context.

This shared perspective reflects effective coordination between leadership and instructional roles, supported by clear communication, collaborative planning, and institutionalized practices for parent engagement. Such coherence is essential for sustaining effective home–school partnerships, as it ensures that parent engagement initiatives are delivered in a unified and purposeful manner. Maintaining this alignment provides a solid foundation for strengthening parental involvement, enhancing the continuity between school-based strategies and home practices, and ultimately supporting positive early literacy outcomes among learners.

Table 5. Correlation Between School Personnel's Communication Strategies Employed to Engage Parents and their Perception of Parents' Level of Involvement in the Learners' Early Literacy Development

Dimensions	Correlation Coefficient	Degree of Relationship	p-value	Conclusion
Reading and Writing Activities	0.441*	Positive and Moderately Weak	0.003	Significantly Correlated
Homework Exercises	0.452*	Positive and Moderately Weak	0.002	Significantly Correlated
Provision of Reading and Writing Materials	0.373*	Positive and Moderately Weak	0.013	Significantly Correlated
Storytelling	0.377*	Positive and Moderately Weak	0.012	Significantly Correlated
Singing as Pre-Reading Activities	0.457*	Positive and Moderately Weak	0.002	Significantly Correlated

*Significant at $\alpha=5\%$

The data illustrate a significant positive relationship between school personnel's communication strategies and their perceptions of parents' level of involvement in learners' early literacy development across all literacy dimensions. This finding indicates that effective communication—such as regular updates, meetings, and feedback plays an important role in fostering parental engagement in both structured activities and interactive, home-based practices.

Although the relationships are moderate in strength, their consistency suggests that communication functions as a key enabling factor by enhancing parents' awareness, clarity of expectations, and confidence in supporting their children's literacy learning at home. Overall, the results underscore the central role of sustained and meaningful school–parent communication in strengthening home–school partnerships and promoting more active parental involvement in early literacy development.

The results reveal that all dimensions of their perception of parents' level of involvement are significantly correlated with the communication strategies they employ, with correlation coefficients ranging from 0.373 to 0.457, all interpreted as positive and moderately weak relationships.

The highest correlation was observed in singing as pre-reading activities ($r = 0.457$, $p = 0.002$), followed by homework exercises ($r = 0.452$, $p = 0.002$) and reading and writing activities ($r = 0.441$, $p = 0.003$). Meanwhile, storytelling ($r = 0.377$, $p = 0.012$) and provision of reading and writing materials ($r = 0.373$, $p = 0.013$) showed slightly lower but still significant relationships. These findings suggest that communication strategies are positively associated with various dimensions of parental involvement, although the strength of the relationships remains modest.

This result is supported by recent studies emphasizing that home–school communication plays a foundational role in increasing parental engagement, particularly in early literacy development. However, its effect is often indirect and becomes more effective when combined with other engagement mechanisms such as structured literacy support and home-based learning activities (Yang & Chen, 2023; Mocho et al., 2025). Similarly, research on home literacy environments highlights that communication alone is insufficient unless parents are also actively supported through practical strategies and confidence-building interventions (Orellana et al., 2025). These findings align with the present study, where correlations remain positive but relatively weak.

The findings suggest that while communication strategies are important in promoting parental involvement, they may not be sufficient on their own to generate strong engagement. The moderately weak correlations indicate that communication primarily functions as an entry point that connects parents to school expectations but requires reinforcement through more interactive and participatory approaches. Meta-analytic evidence supports this view, showing that the most effective parental involvement outcomes occur when communication is integrated with hands-on literacy activities and structured family engagement programs (Dahl-Leonard et al., 2025).

Accordingly, schools should enhance the quality, clarity, and consistency of communication while integrating it with complementary strategies such as family literacy programs, collaborative learning activities, and community-based initiatives. Strengthening communication through personalized feedback, two-way dialogue, and regular updates can foster trust and responsiveness among parents. This integrated approach is more likely to deepen parental involvement and contribute to improved early literacy outcomes (Yang et al., 2023; Mocho et al., 2025; Dahl-Leonard et al., 2025).

Overall, the findings affirm that school personnel's communication strategies serve as a significant facilitator of parental involvement in learners' early literacy development, as evidenced by consistent positive relationships across all literacy dimensions. Although the strength of these relationships is moderate, their uniform significance underscores the role of communication as a foundational mechanism linking parents to school expectations, literacy goals, and support practices.

Effective communication enhances parents' awareness, understanding, and confidence, thereby encouraging participation in both structured and interactive literacy activities at home. However, the modest magnitude of the correlations suggests that communication alone is insufficient to maximize engagement; rather, it is most effective when integrated with capacity-building initiatives, structured literacy activities, and collaborative programs that actively involve parents.

Table 6. Significant Correlation between School Personnels' Capability-Building and Training Employed to Engage Parents and their Perception of Parents' Level of Involvement in the Learners' Early Literacy Development

Dimensions	Correlation Coefficient	Degree of Relationship	p-value	Conclusion
Reading and Writing Activities	0.562*	Positive and Moderately Strong	0.000	Significantly Correlated
Homework Exercises	0.698*	Positive and Moderately Strong	0.000	Significantly Correlated
Provision of Reading and Writing Materials	0.662*	Positive and Moderately Strong	0.000	Significantly Correlated
Storytelling	0.597*	Positive and Moderately Strong	0.000	Significantly Correlated
Singing as Pre-Reading Activities	0.560*	Positive and Moderately Strong	0.000	Significantly Correlated

*Significant at $\alpha=5\%$

The results demonstrate a significant and positive relationship between school personnel's capability-building and training strategies and their perceptions of parents' level of involvement in learners' early literacy development across all literacy dimensions.

This indicates that when schools provide parents with targeted training opportunities such as workshops, demonstrations, and literacy guides parents are perceived to be more actively involved in supporting their children's literacy learning at home. The consistently moderately strong correlations suggest that enhancing parents' skills and understanding plays an important role in strengthening engagement in both structured activities (e.g., reading and writing tasks and homework support) and interactive practices (e.g., storytelling and singing as pre-reading activities).

The results reveal that all dimensions of their perception of parents' level of involvement are significantly correlated with the capability-building and training strategies they employ, with correlation coefficients ranging from 0.560 to 0.698, all interpreted as positive and moderately strong relationships.

The highest correlation was observed in homework exercises ($r = 0.698$, $p = 0.000$), followed by provision of reading and writing materials ($r = 0.662$, $p = 0.000$) and storytelling ($r = 0.597$, $p = 0.000$). Meanwhile, reading and writing activities ($r = 0.562$, $p = 0.000$) and singing as pre-reading activities ($r = 0.560$, $p = 0.000$) also demonstrated moderately strong and significant relationships. These findings indicate that capability-building and training strategies are strongly associated with increased parental involvement across both structured and interactive literacy practices.

This result is consistent with recent literature emphasizing that empowering parents through training and capacity-building initiatives significantly enhances their ability to support children's learning at home (OECD, 2024; UNESCO, 2023). Likewise, Zambak et al. (2025) highlighted that parents play a crucial role in adopting educational reforms and must be actively included in learning-related initiatives to strengthen their capacity to support home-based activities. When parents are equipped with relevant knowledge and practical strategies, they are more likely to engage consistently in literacy-related practices.

The findings suggest that capability-building and training strategies are highly influential in promoting parental involvement in early literacy development. The moderately strong correlations indicate that when parents are provided with relevant knowledge, practical skills, and ongoing guidance, they are more likely to engage actively in their children's literacy activities at home.

This supports the view that parental competence and confidence are key determinants of effective engagement (Epstein & Sheldon, 2023; Segura et al., 2024).

Accordingly, schools should prioritize the implementation of sustained and accessible training programs, including hands-on workshops, instructional demonstrations, and structured follow-up support. Integrating these initiatives with ongoing communication and collaborative efforts can further enhance their impact. By empowering parents as active partners in the learning process, schools can foster more meaningful engagement and contribute to improved early literacy outcomes among learners (OECD, 2024; UNESCO, 2023).

Overall, the findings highlight the central role of capability-building and training in strengthening parental involvement across both structured and interactive literacy activities. The consistently significant and moderately strong relationships suggest that when parents are adequately equipped, they are better positioned to support their children's learning at home.

These results imply that parental involvement is not driven solely by expectations or communication but is strongly shaped by parents' competence and confidence developed through targeted training initiatives. Therefore, sustained and well-designed capability-building programs are essential for empowering parents, strengthening home-school collaboration, and enhancing early literacy outcomes.

Table 7. Significant Correlation between School Personnels' Collaborative and Community-Based Strategies Employed to Engage Parents and their Perception of Parents' Level of Involvement in the Learners' Early Literacy Development

Dimensions	Correlation Coefficient	Degree of Relationship	p-value	Conclusion
Reading and Writing Activities	0.618*	Positive and Moderately Strong	0.000	Significantly Correlated
Homework Exercises	0.695*	Positive and Moderately Strong	0.000	Significantly Correlated
Provision of Reading and Writing Materials	0.605*	Positive and Moderately Strong	0.000	Significantly Correlated
Storytelling	0.608*	Positive and Moderately Strong	0.000	Significantly Correlated
Singing as Pre-Reading Activities	0.504*	Positive and Moderately Strong	0.000	Significantly Correlated

*Significant at $\alpha=5\%$

The results show a significant and positive relationship between school personnel's collaborative and community-based strategies and their perceptions of parents' level of involvement in learners' early literacy development across all literacy dimensions. This finding suggests that when schools actively foster partnerships with parents and community stakeholders, parents are perceived as more engaged in both structured and interactive literacy activities at home. The moderately strong correlations observed across reading and writing, homework support, provision of materials, storytelling, and singing as pre-reading activities highlight the importance of shared responsibility and collective participation in supporting early literacy. This pattern is supported by Bronfenbrenner's Ecological Systems Theory, which posits that children's development is influenced by interconnected systems, particularly the mesosystem, where interactions between the home, school, and community occur. From this perspective, collaborative initiatives and shared responsibilities among schools and community partners strengthen the links between these systems, resulting in more consistent parental involvement in both structured and interactive literacy activities. These results imply that collaborative efforts extend parental involvement beyond individual home practices by creating supportive networks that encourage participation, access to resources, and alignment of literacy goals between home, school, and community.

The findings reveal that all dimensions of their perception of parents' level of involvement are significantly correlated with the collaborative and community-based strategies they employ, with correlation coefficients ranging from 0.504 to 0.695, all interpreted as positive and moderately strong relationships. The highest correlation was observed in homework exercises ($r = 0.695$, $p = 0.000$), followed by reading and writing activities ($r = 0.618$, $p = 0.000$), storytelling ($r = 0.608$, $p = 0.000$), and provision of reading and writing materials ($r = 0.605$, $p = 0.000$). Meanwhile, singing as pre-reading activities ($r = 0.504$, $p = 0.000$) showed the lowest but still significant and moderately strong relationship. These findings are supported by recent studies which emphasize that parental involvement is strongly influenced by school-initiated collaborative practices and community engagement efforts, particularly in literacy-related activities (Boonk et al., 2023; Kim & Hill, 2022). Similarly, Michael et al. (2023) concluded that including family and community engagement strategies in school and out-of-school time (OST) interventions plays an important role in maximizing support, resources, and expertise to promote positive student outcomes. These findings indicate

that strengthened collaboration and community involvement are associated with higher levels of parental engagement in both academic and interactive literacy activities.

The illustration implies that collaborative and community-based strategies play a vital role in enhancing parental involvement in early literacy development. The moderately strong correlations suggest that when schools actively foster partnerships and encourage shared participation among parents and community members, parents are more likely to engage meaningfully in their children's literacy learning. This is consistent with recent research highlighting that school–family partnerships significantly improve students' literacy outcomes and parental participation (Jeynes, 2022; Sheridan et al., 2023). Schools should therefore continue to build strong linkages with local organizations, promote parental volunteerism, and organize inclusive literacy-related events. Strengthening these collaborative efforts can create a supportive learning environment that empowers parents and reinforces their role as active partners in developing learners' literacy skills.

Therefore, the findings highlight the crucial role of collaborative and community-based strategies in strengthening parents' involvement in learners' early literacy development. The consistent and moderately strong positive relationships across all literacy dimensions indicate that when schools actively promote partnerships with families and community stakeholders, parental engagement tends to increase in both academic and interactive literacy practices. It also underscores that parental involvement is most effective when it is supported by shared responsibility, access to community resources, and inclusive school-initiated activities that extend beyond the classroom. By fostering meaningful collaboration among schools, families, and the community, schools create supportive environments that encourage parents to participate more actively and confidently in their children's literacy learning. Sustaining and enhancing these collaborative efforts can therefore reinforce home–school connections and contribute to more holistic and effective early literacy development.

Table 8. Significant Correlation between School Personnels' Leadership and Support Strategies Employed to Engage Parents and their Perception of Parents' Level of Involvement in the Learners' Early Literacy Development

Dimensions	Correlation Coefficient	Degree of Relationship	p-value	Conclusion
Reading and Writing Activities	0.560*	Positive and Moderately Strong	0.000	Significantly Correlated
Homework Exercises	0.612*	Positive and Moderately Strong	0.000	Significantly Correlated
Provision of Reading and Writing Materials	0.521*	Positive and Moderately Strong	0.000	Significantly Correlated
Storytelling	0.546*	Positive and Moderately Strong	0.000	Significantly Correlated
Singing as Pre-Reading Activities	0.445*	Positive and Moderately Weak	0.002	Significantly Correlated

*Significant at $\alpha=5\%$

The findings indicate a significant positive relationship between school personnel's leadership and support strategies and their perceptions of parents' level of involvement in learners' early literacy development across all dimensions. This suggests that strong school leadership which are characterized by clear guidance,

resource provision, program monitoring, and institutional support functions in fostering parental engagement in literacy-related activities. When school leaders actively create a supportive environment and prioritize parent involvement, parents are perceived as more engaged not only in structured literacy tasks but also in interactive home-based practices. The results highlight the influence of leadership and support structures in shaping meaningful partnerships between schools and families and in promoting sustained parental participation in early literacy development.

This finding is supported by Strategic Leadership Theory, which emphasizes that effective leaders align organizational vision, resources, and practices to influence stakeholders' behaviors and sustain long-term initiatives. From this perspective, school leaders who strategically integrate parental involvement into school improvement processes and support teachers through guidance and monitoring are more likely to cultivate meaningful partnerships with families. Consequently, leadership and support structures function as key drivers in sustaining parental participation and strengthening home-school collaboration in early literacy development (Rowe, 2001).

The results reveal that all dimensions of their perception on parents' level of involvement are significantly correlated with the leadership and support strategies they employ, with correlation coefficients ranging from 0.445 to 0.612. Most relationships are interpreted as positive and moderately strong, except for singing as pre-reading activities, which showed a positive and moderately weak relationship. The highest correlation was observed in homework exercises ($r = 0.612$, $p = 0.000$), followed by reading and writing activities ($r = 0.560$, $p = 0.000$), storytelling ($r = 0.546$, $p = 0.000$), and provision of reading and writing materials ($r = 0.521$, $p = 0.000$). Meanwhile, singing as pre-reading activities ($r = 0.445$, $p = 0.002$) demonstrated the lowest but still significant relationship. These findings are supported by recent studies emphasizing the critical role of school leadership in promoting parental involvement through supportive school climates and effective communication systems (Leithwood et al., 2022; Hallinger, 2023). Similarly, Zhang and Wu (2025) found that principals play a significant role in enhancing parental involvement in learners' education by establishing a clear vision, fostering open communication, and creating a supportive environment. When these conditions are present, parents are more likely to assist with homework and actively support literacy-related activities at home. These findings indicate that effective leadership and institutional support are associated with increased parental involvement, particularly in structured literacy activities.

The findings imply that leadership and support strategies play a significant role in fostering parental involvement in early literacy development. The generally moderately strong correlations suggest that when school leaders provide clear direction, sufficient resources, and continuous encouragement, parents are more likely to participate actively in their children's literacy learning. This aligns with recent research highlighting that strong instructional leadership and school support systems positively influence family engagement and student learning outcomes (Robinson et al., 2022; Goodall, 2023). However, the relatively weaker relationship in singing as pre-reading activities may indicate that leadership support alone may not fully influence engagement in more informal or home-based literacy practices. Schools should therefore sustain strong leadership initiatives while also integrating creative and engaging approaches that encourage parental participation in diverse literacy activities. Strengthening leadership and support systems can help build a positive school environment that empowers both teachers and parents, ultimately enhancing learners' literacy development.

Generally, it presents a significant role of leadership and support strategies in strengthening parents' involvement in learners' early literacy development. The consistent positive relationships across all literacy dimensions indicate that when school leaders provide clear direction, adequate resources, and continuous support, parents are more likely to participate actively in their children's literacy-related activities. Strong leadership fosters a supportive school climate that encourages collaboration, clarifies expectations, and reinforces the value of parental engagement, particularly in structured learning activities. Although leadership

support appears less influential in more informal practices such as singing as a prereading activity, the overall results affirm that effective leadership and institutional support are critical in sustaining meaningful home–school partnerships. By maintaining strong leadership practices while complementing them with flexible and creative approaches, schools can further enhance parental participation and contribute more effectively to learners’ early literacy development.

4. Conclusion

The findings indicate that parental involvement in early literacy development is generally present but varies in consistency and depth across activities. Parents are most engaged in structured, school-directed practices such as homework support, basic reading and writing tasks, and reinforcement activities like singing and storytelling, while engagement is weaker in informal and interactive literacy practices. Principals consistently rated parental involvement higher than parents and teachers, revealing perceptual gaps between school assessments and home realities. The results highlight that while leadership support, communication, and training programs strengthen parental engagement, challenges such as limited time, resources, and awareness continue to affect implementation. Strengthening home–school collaboration, improving parental training, and promoting practical, interactive literacy strategies at home are essential to enhance the consistency and effectiveness of parental involvement in early literacy development.

The findings show that communication, capability-building, collaborative strategies, and leadership support are strongly implemented and highly valued in promoting parental involvement in early literacy development. Schools effectively use multi-platform communication, training programs, community partnerships, and strong leadership to engage parents and support learning at home. However, despite these positive practices, challenges such as limited time, work demands, distance, resource constraints, and digital access issues still hinder full parental participation. The results suggest that while school systems are well-established, strengthening inclusivity, flexibility, and accessibility of these strategies is necessary to ensure more consistent parental engagement and improved early literacy outcomes.

In the respondents’ perceptions of parents’ level of involvement in the learners’ early literacy development, significant differences exist among parents, principals, and teachers in reading and writing activities, storytelling, and singing as Pre-reading activities dimension. However, no significant differences were found to homework exercises and provision of reading and writing materials. Furthermore, show that the significant differences in perceptions are mainly between parents and school-based respondents, rather than between principals and teachers. Specifically, parents rated their involvement lower than principals in Reading and Writing Activities, and lower than teachers in Storytelling and Singing as Pre-Reading Activities, indicating differing self-perceptions versus observed involvement. For the Respondents’ Perceptions on the Strategies, They Employ to Engage Parents in Learners’ Early Literacy Development, no significant differences were found between principals’ and teachers across all dimensions of strategies being used.

The results in the correlation between teachers’ and principals’ perceptions of the level of parental involvement in early literacy development and the strategies they employ to engage parents in supporting early literacy development indicate strong relationships across all groups.

Leadership practices to strengthen parental involvement in literacy development are structured literacy programs, consistent communication, strong relationships, and active collaboration with parents and the community. These practices help parents become more involved and more confident in supporting their children’s learning at home, which leads to better participation and improved literacy performance among pupils. The findings also show that ongoing communication, trust, and teacher support are essential in maintaining strong school–family partnerships. The result also highlights that when leadership is proactive, supportive, and collaborative, parental involvement becomes more meaningful and contributes to better literacy outcomes for learners.

School leaders face structural, social, and contextual challenges in promoting parental involvement in literacy development, including limited parental time, low confidence, lack of awareness, and communication and connectivity barriers. Despite these challenges, leaders apply adaptive strategies such as flexible scheduling, provision of learning materials, parent training, and continuous communication. The findings highlight that sustained stakeholder support is also essential in addressing these barriers. Overall, proactive and adaptive leadership, together with collaborative support, is crucial in strengthening parental involvement and improving pupils' literacy development.

Parents perceive themselves as active partners in supporting their children's literacy development as teachers, motivators, and guides at home. They engage in reading and writing activities, monitor schoolwork, and encourage their children to study, showing a strong sense of responsibility despite limited resources. However, their involvement is constrained by several challenges influenced by their knowledge, time availability, access to resources, and the level of support provided by schools. The findings also highlight the important role of schools in guiding parents through communication, provision of learning materials, and instructional support. The parental involvement in literacy development is present and meaningful, but it can be further strengthened through capacity-building programs, improved access to resources, and stronger school-home-community collaboration.

5. Recommendations

The school may still establish regular feedback mechanisms to explicitly acknowledge parents' contribution to reading, storytelling, and singing activities for consistent engagement and continuous collaboration between school and home.

It is suggested to enhance the support for expressive literacy activities at home through guided storytelling workshops, simple singing-based literacy kits, and parent demonstrations may be also developed for a consistent engagement. Also, encouraged to continue designing tailored training programs that respond to parents' context resource variability and schedules provided with follow-up coaching, mentoring and practical demonstration as fundamentals for a consistent development.

Schools can also strengthen collaborative and community-based initiatives by consistently engaging local government units and community organizations. Expanding shared efforts can help address resource limitations and promote a culture of collective responsibility for early literacy development.

Leadership teams are also encouraged to have a regular evaluation of parental involvement strategies and literacy initiatives to ensure more effectiveness and responsiveness. Data-driven monitoring may guide adjustments and sustain alignment between leadership vision and classroom-level implementation.

The principals may continue to strengthen structured literacy programs, improve communication systems, and sustain strong relationships with parents and the community to further enhance parental involvement in literacy development. Schools should also prioritize consistent teacher support, trust-building, and collaborative engagement strategies to maintain effective school-family partnerships that positively influence pupils' literacy performance.

School leaders may address existing barriers by implementing adaptive and flexible approaches such as parent training programs, provision of accessible learning materials, and alternative communication strategies suited for geographically and socially constrained contexts. Strong support from stakeholders, including local government units, is also encouraged to help improve connectivity, resources, and overall learning support systems.

Parents should continue to actively engage in their children's literacy development while participating in school-led capacity-building activities to strengthen their confidence and skills in teaching reading and writing at home. Schools should also provide continuous guidance and practical support to help parents balance their responsibilities and enhance their involvement.

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