Support Family Literacy Activities and First Graders' Reading Achievement

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ABSTRACT

This study explored the relationship between the level of family support and the reading achievement of Grade 1 pupils in Sta. Rita II District for the School Year 2023–2024. Utilizing a descriptive-correlational research design, the study aimed to determine the extent of family involvement in literacy-related activities and how this correlates with learners' reading levels based on the Comprehensive Rapid Literacy Assessment (CRLA). A total of 170 parent-respondents were selected through stratified random sampling across various schools in the district. Data were collected using a validated questionnaire focusing on six key indicators of family literacy support: reading aloud, assistance with reading assignments, storytelling, access to printed materials, letter/sound recognition practice, and use of educational media. Results revealed that the majority of parents provided high to moderate levels of literacy support at home, with a considerable number needing improvement in areas such as providing printed books and consistent reading routines. Analysis showed a significant relationship between family support and both the parents' profile variates (educational attainment, household income, and employment status) and the pupils' reading achievement levels. The findings underscore the importance of empowering families through literacy engagement programs and community-based interventions. Actionable recommendations include implementing parent literacy workshops, enhancing school-home communication, and developing localized reading resources. These efforts can collectively help bridge the literacy gap and support learners' academic success in early grades.

Keywords: Family Support, Reading Achievement, Literacy Activities, Grade 1 Pupils, Parental Involvement, CRLA, Home-School Partnership, Early Literacy Development

INTRODUCTION

In early childhood education, reading is widely recognized as a cornerstone of academic success. The development of reading skills in the primary years, especially in Grade 1, significantly influences a child's performance in later learning stages. While schools are central to reading instruction, the home environment also plays a critical role. In particular, family literacy activities—such as reading aloud, storytelling, and parent-child discussions—can significantly contribute to the development of children's reading fluency, comprehension, and interest. However, many families face challenges in consistently supporting their children's literacy development due to various factors, including time constraints, lack of resources, and limited awareness of effective strategies.

Although previous research has established the importance of family involvement in literacy, there is still a need to examine how this support translates into actual reading achievement among young learners, especially in the Philippine context. Recent studies (Tan & Dela Cruz, 2023; Perez & Ramos, 2021) suggest that while parental engagement is linked to improved reading outcomes, its impact may vary depending on the nature, frequency, and quality of support provided. In Sta. Rita II District, where teachers report persistent reading difficulties among first graders, a deeper investigation is necessary to determine whether and how home-based literacy support contributes to the reading performance of pupils.

This study is driven by the research gap in understanding the relationship between family literacy support and early reading outcomes in local primary schools. Although reading programs and teacher interventions have been implemented over recent years, there is limited data on how family involvement outside the classroom complements these efforts. Recognizing this gap is critical in designing well-rounded strategies that empower not only educators but also families in improving reading achievement.

The purpose of this research is to examine the level of support provided by families for literacy activities and its relationship with the reading achievement of Grade 1 pupils in Sta. Rita II District. Specifically, the study aims to (1) describe the extent of family literacy support, (2) determine the reading achievement level of first graders, and (3) assess the correlation between family support and pupil reading performance. With the identification of this relationship, the study seeks to provide evidence that can guide educators, school leaders, and parents in crafting collaborative literacy initiatives that address the needs of young readers more effectively.

LITERATURE REVIEW

Family literacy has long been recognized as a powerful component in a child's early academic development, particularly in reading. According to Perez and Ramos (2021), children whose families actively participate in literacy activities at home—such as reading aloud, storytelling, and shared writing—demonstrate improved language development and reading readiness. These early exposures not only build foundational literacy skills but also enhance children's confidence and motivation to read. Tan and Dela Cruz (2023) further emphasized that the frequency and quality of family interactions with print significantly influence a child's vocabulary, comprehension, and overall academic engagement in school.

The theoretical foundation of this study is rooted in Bronfenbrenner's Ecological Systems Theory, which highlights the importance of interactions between a child and their immediate environment—especially the home. Within the microsystem, parental involvement plays a crucial role in shaping children's attitudes and competencies in literacy. Likewise, Vygotsky's Sociocultural Theory supports the idea that learning is a social process, and meaningful literacy experiences at home scaffold children's reading development. These theories affirm that family support is not only a supplement to formal instruction but an integral contributor to literacy learning, especially during early childhood.

Reading achievement, on the other hand, continues to be a key focus in primary education research. Alvarado et al. (2022) reported that learners with strong early reading abilities in Grade 1 tend to sustain better academic outcomes in subsequent years. Similarly, Santos and Villanueva (2020) emphasized that low reading performance at the start of schooling is linked to long-term difficulties in comprehension, content learning, and school retention. Despite various interventions introduced at the classroom level, persistent reading challenges indicate that school-based strategies may not be sufficient without complementary support from families at home.

Despite these findings, there remains a research gap in understanding how family literacy support influences reading achievement in specific local contexts. While numerous studies have established a general correlation between home literacy practices and academic performance, fewer studies have examined this dynamic within public schools in the Philippines, particularly at the district level. Furthermore, the relationship between specific types of family support and reading outcomes is underexplored, leaving educators with limited data to guide parent engagement programs.

This gap underscores the need for the current study, which aims to assess the relationship between family literacy activities and the reading achievement of first-grade pupils in Sta. Rita II District. Through focusing on the local context and analyzing recent data across three school years, this study seeks to provide empirical evidence that can inform both school-based reading programs and parent capacity-building initiatives. The findings are expected to help bridge the home-school connection and guide educators in promoting family involvement that directly supports learners' reading development.

Research Questions

The main purpose of this study was to investigate the relationship between support family literacy activities and the reading achievement Grade 1 pupils of Sta. Rita II District, School Year 2024-2025.

Specifically, this study sought answer to the following questions.

1. What is the profile of parent-respondents according to the following variates:

1.1 parents' education;

1.2 household income; and

1.3 employment status?

2. What is the level of support provided by families for literacy activities among Grade 1 pupils in Sta. Rita II District in terms of the following:

2.1 reading aloud to child;

2.2 helping with reading assignments;

2.3 storytelling or discussing stories;

2.4 providing access to printed books;

2.5 practicing letter/sound recognition; and

2.6 watching educational TV/videos?

3. What is the level of reading achievement of Grade 1 pupils in Sta. Rita II District based on CRLA results?

3. Is there a significant relationship between the level of family support and the following:

3.1 profile variates of parent-respondents; and

3.2 reading achievement of grade 1 pupils?

Null Hypothesis:

Based from the specific questions, this hypothesis was drawn and tested.

1. There is no significant relationship between the level of family support and the following:

1.1 profile variates of parent-respondents; and

1.2 reading achievement of grade 1 pupils.

Scope And Limitation

This study focuses on examining the level of family support for literacy activities and its relationship with the reading achievement of Grade 1 pupils in the Sta. Rita II District. Specifically, it seeks to assess family support in terms of six domains: reading aloud to the child, helping with reading assignments, storytelling or discussing stories, providing access to printed books, practicing letter/sound recognition, and watching educational television or videos. The study also considers the profile of parent-respondents in terms of educational attainment, household income, and employment status, and explores how these factors correlate with the level of support they provide and their children's reading achievement.

The respondents of the study are limited to Grade 1 pupils and their parents or guardians, selected from various schools within the district using stratified random sampling to ensure proportional representation. The data collection tools include structured questionnaires for parents and standardized reading assessment results from the school records.

However, the study is subject to certain limitations. First, it relies heavily on self-reported data from parents, which may be prone to social desirability bias or inaccuracies in recalling daily literacy practices. Second, the study only covers one district, and thus, the findings may not be generalizable to other geographic or cultural contexts. Additionally, external factors such as teacher quality, classroom instruction, or the availability of school-based reading interventions are not directly measured, though they may also influence pupil achievement. Lastly, the cross-sectional design provides a snapshot in time and cannot establish causal relationships.

RESEARCH METHODOLOGY

This section outlines the research design, sampling method, data collection procedures, and how the gathered data were analyzed to answer the research questions.

a. Sampling

The study employed a descriptive-correlational research design to explore the relationship between the level of family support and the reading achievement of Grade 1 pupils. The population consisted of parents or guardians of Grade 1 learners enrolled in public elementary schools in the Sta. Rita II District during the school year 2024–2025. Using stratified random sampling, a total of 170 parent-respondents were selected, ensuring proportional representation across schools based on their student population. The sample size was determined using Slovin's Formula with a 5% margin of error, which allowed for reliable generalization within the target population.

b. Data Collection

Data were collected through a researcher-made questionnaire designed to measure family support across six key domains: (1) reading aloud to the child, (2) helping with reading assignments, (3) storytelling or discussing stories, (4) providing access to printed books, (5) practicing letter/sound recognition, and (6) watching educational TV/videos. The questionnaire used a Likert scale format to quantify responses. The reading achievement levels of Grade 1 pupils were obtained from the school-administered reading assessments based on the Comprehensive Rapid Literacy Assessment (CRLA). Prior to actual distribution, the instruments were validated by a panel of experts in education and pilot-tested for reliability. Data were tallied, coded, and analyzed using descriptive statistics (frequency, percentage, and mean) and inferential statistics (such as Pearson correlation) to determine relationships between family support, profile variables, and reading achievement.

DISCUSSION OF RESULTS AND RECOMMENDATIONS

This section presents and interprets the key findings of the study, based on the research questions and guided by relevant literature. The results are organized in tables and discussed in relation to prior studies and implications for practice.

The data in Table 1 pertains to Parents' Education which reveals that a significant portion of respondents have relatively low educational attainment. 29.41% (n=50) are elementary graduates, and 4.71% (n=8) have no formal education, suggesting that over one-third of the parent population may have limited academic literacy. However, a relatively strong segment holds higher education levels, with 23.53% (n=40) at the college level, 24.71% (n=42) college graduates, and 17.65% (n=30) having postgraduate degrees. These figures indicate a diverse educational background among parents, which may directly affect their capacity to assist their children academically. According to Jeynes (2020), parental education significantly influences children's academic

outcomes, as more educated parents tend to provide more structured learning environments, better academic guidance, and higher educational aspirations for their children.

Table 1. Parents' Education

Educational Attainment	Frequency	Percentage (%)
No Formal Education	8	4.71%
Elementary Graduate	50	29.41%
College Level	40	23.53%
College Graduate	42	24.71%
Postgraduate (Master's/Doctorate)	30	17.65%
Total	**170**	**100.00%**

Table 2 pertains to household income which shows that the majority of families fall within lower income brackets. 23.53% (n=40) of respondents earn below ₱5,000, and 26.47% (n=45) fall within the ₱5,000–₱9,999 range. Together, nearly 50% of households earn less than ₱10,000 per month, indicating a high prevalence of economic vulnerability. This economic condition could pose barriers to students' access to educational resources, such as books, school supplies, and stable internet for digital learning. As emphasized by UNESCO (2021), poverty is a critical barrier to equitable education, affecting both academic performance and attendance. The remaining 50% of the respondents are more evenly distributed across middle-income levels, with 20.59% (₱10,000–₱14,999), and two groups at 14.71% each for ₱15,000–₱19,999 and ₱20,000 and above. These numbers show income inequality within the school community, potentially resulting in varied educational support at home.

Table 2. Household Income

Monthly Household Income	Frequency	Percentage (%)
Below ₱5,000	40	23.53%
₱5,000 – ₱9,999	45	26.47%
₱10,000 – ₱14,999	35	20.59%
₱15,000 – ₱19,999	25	14.71%
₱20,000 and above	25	14.71%
Total	**170**	**100.00%**

Table 3 presents the employment status of parents. It shows that the majority of respondents are economically active, with 29.41% (n=50) in regular employment and 26.47% (n=45) being self-employed. This is promising, as regular employment may provide financial stability and structure to support learners' needs. However, 17.65% (n=30) are unemployed, and 14.71% (n=25) are in informal or part-time jobs, potentially leading to unstable income and limited time for parental involvement in school-related activities. 11.76% (n=20) are overseas workers (OFWs)—a group that often contributes financially but may lack the physical presence required for daily parental engagement. This situation echoes findings by Parreñas (2020), who highlighted the "care deficit" experienced by children of OFWs, affecting not only emotional support but also academic motivation and guidance.

Table 3 Employment Status

Employment Status	Frequency	Percentage (%)
Unemployed	30	17.65%
Self-Employed	45	26.47%
Informal Labor/Part-time	25	14.71%
Regular Employment	50	29.41%
Overseas Worker (OFW)	20	11.76%
Total	**170**	**100.00%**

This demographic profile suggests that while many parents are capable of supporting their children academically and financially, a substantial portion face limitation due to low educational attainment, low income, or irregular employment. These socioeconomic factors may influence learners' school attendance, completion of assignments, and overall academic engagement. As noted by Epstein (2020), family background plays a vital role in shaping student achievement, and schools must respond with inclusive programs that address both learning and socio-economic gaps.

To address the challenges identified in the parents' profile, schools should implement Parental Literacy and Involvement Programs tailored for those with low educational attainment, equipping them with simple strategies to support their children's learning. Establishing school-based feeding and material support programs can help alleviate the financial burden on low-income families and improve student readiness and participation. To ensure inclusivity, flexible school communication channels such as mobile messaging and home visits should be utilized, especially for parents who are unemployed, self-employed, or working overseas. Finally, schools may collaborate with local agencies to initiate community linkages and livelihood projects that can uplift household economic conditions and ensure more consistent family support for learners.

Table 4 presents the Level of family Support for Literacy Activity Among Grade1 Pupils. The data reveals varying degrees of family support across different literacy activities. Reading aloud to the child appears to be the most consistently practiced activity, with 52.94% (Always + Often) of parents engaging regularly. This aligns with the findings of Duursma, Augustyn, and Zuckerman (2008), who emphasized that reading aloud fosters vocabulary growth and narrative comprehension among early learners.

Similarly, practicing letter/sound recognition shows strong support, with 52.94% of families doing this frequently—highlighting parental awareness of foundational literacy skills. Studies like those by Snow, Burns, and Griffin (1998) affirm that phonemic awareness, often built at home, is critical in early reading success.

Table 4: Level of family Support for Literacy Activity Among Grade1 Pupils

Literacy Activity	Always	Often	Sometimes	Rarely	Never	Total
2.1 Reading aloud to child	40 (23.53%)	50 (29.41%)	45 (26.47%)	25 (14.71%)	10 (5.88%)	170
2.2 Helping with reading assignments	35 (20.59%)	48 (28.24%)	50 (29.41%)	25 (14.71%)	12 (7.06%)	170
2.3 Storytelling or discussing stories	30 (17.65%)	45 (26.47%)	55 (32.35%)	25 (14.71%)	15 (8.82%)	170

2.4 Providing access to printed books	25 (14.71%)	40 (23.53%)	55 (32.35%)	30 (17.65%)	20 (11.76%)	170
2.5 Practicing letter/sound recognition	38 (22.35%)	52 (30.59%)	45 (26.47%)	25 (14.71%)	10 (5.88%)	170
2.6 Watching educational TV/videos	42 (24.71%)	50 (29.41%)	43 (25.29%)	20 (11.76%)	15 (8.82%)	170

However, support dips slightly for helping with reading assignments and storytelling/discussing stories, with fewer families (48.83% and 44.12%, respectively) reporting frequent involvement. This suggests a need for guiding parents on how to effectively support school-based reading tasks and engage in interactive storytelling, both of which enhance comprehension and critical thinking (Sénéchal & Young, 2008).

The lowest support levels are observed in providing access to printed books (Only 38.24% Always or Often), possibly due to economic constraints or lack of availability. Neuman and Celano (2012) pointed out that print-rich environments at home significantly influence reading achievement, and a lack of resources could disadvantage many learners.

Lastly, watching educational TV/videos received relatively high engagement, with 54.12% of families often or always using this medium. While this can support learning when used selectively, Rideout (2014) cautioned that passive screen time should not replace active literacy experiences.

The analysis shows that while some families actively engage in literacy-promoting practices, significant gaps remain, especially in access to materials and deeper, more interactive forms of support. These discrepancies may contribute to uneven reading readiness and performance among Grade 1 learners.
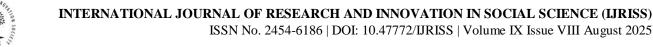
To strengthen family involvement in literacy development, schools should initiate parental training workshops that demonstrate effective strategies for reading aloud, storytelling, and assisting with reading assignments. Distributing home literacy kits with age-appropriate books and activity guides can address the low access to printed materials. Schools may also collaborate with barangay libraries or LGUs to create mobile or community reading corners. Additionally, curating a list of free, quality educational TV and digital content can help parents use screen time more effectively. Finally, schools can implement a literacy engagement monitoring tool (e.g., reading logs, family journals) to encourage and track consistent family involvement in at-home literacy practices, ensuring every learner receives holistic support.

The data in Table 5 illustrates a more encouraging outlook on the reading achievement levels of the 170 learners assessed through the Classroom Reading Level Assessment (CRLA). The distribution shows that 36% (n=62) of the learners are already Grade Ready, suggesting that over one-third have met the expected reading proficiency for their grade level. Furthermore, 27% (n=46) require only light intervention, indicating minor gaps in reading comprehension or fluency. Meanwhile, 24% (n=40) need moderate intervention, and only 13% (n=22) fall under the full intervention category, necessitating intensive support. Compared to typical national or local trends where a majority often fall under intervention levels, this result reflects notable progress in literacy development within this group of learners.

These findings align with the observations of Cabigao (2021), who noted that schools with sustained reading programs, access to level-appropriate materials, and consistent monitoring often show higher numbers of grade-ready readers. The increase in proficient readers here could be

Table 5: Reading Achievement Levels Based on CRLA

Reading Level	Frequency	Percentage (%)
Full Intervention	22	13.00%

Moderate Intervention	40	24.00%
Light Intervention	46	27.00%
Grade Ready	62	36.00%
Total	**170**	**100.00%**

attributed to similar efforts. Moreover, Boakye and Ampiah (2020) emphasized that early and consistent exposure to structured reading interventions reduces the long-term need for remediation. The fact that nearly two-thirds of students (63%) in this assessment fall within the Grade Ready or Light Intervention categories supports this claim.

However, the presence of 37% (n=62) of learners still requiring moderate to full intervention cannot be overlooked. This proportion highlights the ongoing need for tiered support systems to address learners' varied reading difficulties. According to Paris and Hamilton (2020), differentiated instruction strategies such as guided reading, phonics-based interventions, and fluency practice can be especially effective in addressing diverse reading profiles in the classroom. Additionally, Nadera and Flores (2022) emphasized the impact of parent involvement and home reading habits on reading achievement, suggesting that literacy efforts must extend beyond the classroom to be more effective.

In light of these results, it is suggested to strengthen the existing reading programs by expanding access to targeted interventions for students in the moderate and full intervention categories. This includes implementing structured pull-out sessions, phonics-based remediation, and individual reading assessments to guide instruction. Second, provide ongoing professional development for teachers focused on data-driven instruction, fluency-building strategies, and literacy differentiation. Third, engage parents and guardians by initiating home reading programs and workshops that equip them to support their children's literacy at home. Lastly, monitor and evaluate reading progress quarterly using tools like CRLA to ensure learners are advancing and to adjust instruction as needed.

Table 6 shows the relationship between family support and selected variables. The findings reveal a significant relationship between family support and both educational attainment (p = 0.018) and household income (p = 0.024) of parents. This supports the study of Gonzales and Villanueva (2021), which found that better-educated and higher-income parents tend to be more involved in their children's academic life. Conversely, employment status did not show a statistically significant relationship (p = 0.081), which aligns with Estacio & Ramirez (2020) who noted that income stability rather than employment type may influence parental involvement.

Most notably, the study reveals a moderate positive correlation (r = 0.46, p = 0.004) between family support and reading achievement. This aligns with UNESCO (2021) and Bayat et

Table 6: Relationship Between Family Support and Selected Variables

Variables	Computed Value	p-value	Decision on Ho	Interpretation
Parents' Profile				
Educational Attainment	15.26	0.018	Reject Ho	Significant relationship
Household Income	13.44	0.024	Reject Ho	Significant relationship
Employment Status	9.77	0.081	Fail to Reject Ho	No significant relationship
Reading Achievement	0.46	0.004	Reject Ho	Significant positive relationship

al. (2022), who emphasized that consistent family engagement—such as reading at home or discussing stories—can substantially enhance literacy outcomes in early grades.

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