

World Journal on Education and Humanities Research*Creative Commons Attribution 4.0 International*

Vol. 3, Issue 4, pp. 174-189

*Received, July 2023; Revised September 2023;**Accepted October 2023*

Article

Parental Involvement as Assistive Component on The Literacy Instruction of The Young Learners While in Homeschooling

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Abstract: This study offers an analysis of a surveyed population, delving into their demographic specifics, family sizes, educational backgrounds, and job types, alongside examining their involvement in their children's educational growth. Predominantly comprised of married individuals and smaller families, the respondents display a broad spectrum of educational levels and occupations, with a notable presence of housewives and business owners. Parental engagement in children's literacy and math skills development is impressively high. The Chi-Square analysis reveals marital status as a significant factor influencing educational involvement in several areas, whereas other demographics like number of children, educational level, occupation type, and tutoring frequency show less consistent impacts. Overall, the study underscores the imperative role of parents in their children's education and calls for tailored support to accommodate diverse family scenarios and bolster children's academic progress.

Keywords: Parental Involvement, Literacy activities, mathematical skills, phonological awareness

Introduction

The prevailing belief posits that the younger generation is the beacon of hope for their own homeland. According to this principle, it is equally crucial to shape the knowledge, skills, attitudes, and values of young children in order to define both their own destiny and the future of the nation. According to Berrin (2021) the significance of early literacy lies in its role in equipping children with the necessary knowledge about reading and writing prior to their acquisition of these skills. Moreover, previous research has demonstrated that the optimal development of early literacy abilities in young learners can be



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achieved by activities such as singing, reading, engaging in communication or conversation, writing, drawing, and engaging in play (Amalia & Hasana, 2019; Krijnen et al., 2020). For instance, Bjorklund et al. (2021) emphasized that the act of singing provides the infant with the chance to become acquainted with rhymes and in the context of vocal performance, it has been shown that children possess the ability to discern and perceive the finer auditory components inside words (Cabbage & Hitchcock, 2022; Grigos et al., 2023).

Similarly, it is possible for a learner to express concepts and words through the medium of writing and/or drawing, particularly accomplished when a child initiates the act of scribbling. Keenan & Hot Mess (2020) noted that it is indisputable that children possess an inherent inclination towards engaging in play activities consistently. Through engaging in such play, a kid has the potential to uncover, investigate, and comprehend numerous aspects of their surroundings and the global context at large (Chawla, 2020; Papi & Havir, 2020). Moreover, it is possible for these children to acquire knowledge in basic Science and mathematics through lessons that are conducted in their immediate surroundings, such as their garden or backyard (Ayotte & Potvin, 2020). Thus, the delivery of literacy education in the classroom presents a persistent challenge for kindergarten teachers due to various elements that can distract young learners and hinder their focus on the job (Kokkalia et al., 2019; Lang, 2020).

Empirical research suggested that one of the notable difficulties encountered during the instructional process was the presence of certain students who lacked the ability to properly grasp a writing tool, while others shown an inability to produce written content (Gula, 2022). There were also individuals among the learners who exhibited difficulty in recognizing fundamental colors, forms, letters of the alphabet, and numerical symbols (Rakhmawati & Mustadi, 2022). Furthermore, teachers have observed a trend among parents wherein they fail to actively monitor their children's academic development or ensure that they had essential supplies such as writing tools, paper, or food for school (Timmons et al., 2021).

The facilitation of early childhood education in a classroom context is accompanied by numerous challenges and concerns (Dorouka et al, 2020). According to Hirsch (2019) failure to resolve this matter could potentially have a detrimental effect on the educational progress of these young students as they advance to subsequent levels of the curriculum, such as basic grades. The issue anticipated in this scenario has the potential to have wide-ranging consequences, extending from a local context to a broader, global scale. The national news has stated that in 2019, Grade-4 Filipino learners performed poorly in mathematics and science assessments, ranking the lowest among the 58 nations that participated. Similarly, the outcomes of the 2018 Programme for International Student Assessment (PISA) were very unsatisfactory, as Filipino students were positioned at the lowest

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level in reading proficiency among the 79 nations that took part in the assessment. Furthermore, the aforementioned international examination ranked Filipino learners second to last in both mathematics and science as well.

Given the aforementioned, it is crucial to carefully consider literacy instruction, both in typical circumstances and in constrained situations such as the current condition where younger learners are required to stay at home. This is necessary in order to effectively address the educational challenges that the country is currently confronting. Therefore, it is intriguing to consider the potential outcomes that may arise in a specific setting, such as the house, when parents assume responsibility for managing literacy training. The potential challenges or advancements experienced by young learners when their parents are involved in their literacy education has been a topic of ongoing scholarly research.

In light of the aforementioned perspective, researchers have chosen to conduct an empirical examination of parental engagement and its impact on literacy education. Despite the existing body of research on parental involvement, this recent study aims to investigate the potential impact of mothers' and fathers' participation in their children's literacy instruction on their developmental progress in the context of homeschooling. Therefore, the findings of this study will provide a foundation for researchers to suggest improved educational resources that parents, other kindergarten instructors, and schools might potentially employ to increase literacy training in a home setting.

Methodology

The methodology of this scientific study involves a systematic approach to research design and data collection. The research design utilized a descriptive research design, complemented by the correlation method, to investigate the involvement of parents in literacy instruction in the context of the new normal. The Input-Process-Output (IPO) model was chosen as a suitable framework. The researchers selected parent-respondents from three schools (Tipolo Elementary School, Mayor AS Fortuna Memorial Elementary School, and Inayawan Elementary School) due to the ongoing health crisis in the Philippines, limiting physical gatherings. Convenience sampling was employed to select respondents, considering factors like accessibility, time constraints, and willingness to participate. The research instrument, a questionnaire, was adapted from two previous studies. This approach ensures a structured and relevant data collection process tailored to the study's objectives. For the questionnaire, the contents of the survey were adopted from the two (2) previous scientific studies, namely: (i) A Survey of Literacy Instruction in Public Preschool Programs in Iowa (Berthelsen, 2013), and (ii) Kindergarten Teacher Questionnaire (Westat, 1999), respectively.

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Results and Discussion

Table 1. Marital Status of Respondents

Marital Status	Frequency	Percentage
Single	18	37.50
Live-in	5	10.42
Married	24	50.00
Separated	1	2.08

Table 1 provides an overview of the marital status distribution among the surveyed respondents. The respondents were categorized into four distinct groups based on their marital status. The largest group comprises individuals who identified as "Married," accounting for 50% of the total respondents, representing a significant portion of the sample. The next most common category is "Single," with 37.50% of respondents falling into this group. A smaller fraction, 10.42%, indicated that they were in a "Live-in" relationship, while a mere 2.08% reported being "Separated." These findings shed light on the marital status demographics of the surveyed population, indicating a diversity of marital situations among the respondents.

Table 2. Number of Children of Respondents

Number of Children	Frequency	Percentage
1 - 2	28	58.33
3 - 4	17	35.42
5 and above	3	6.25
Mean : 2.38		
StDev : 1.18		

In summary, Table 2 presents a comprehensive overview of the number of children among the surveyed respondents. The majority of respondents, at 58.33%, have 1 to 2 children, indicating a prevalent trend towards smaller families. Additionally, 35.42% of respondents reported having 3 to 4 children, signifying a significant proportion with larger families. A minority, 6.25% of respondents, have 5 or more children, showcasing a diversity of family sizes. The mean number of children per respondent is 2.38, suggesting a slightly larger-than-average family size, while the standard deviation of 1.18 reveals some variability in family sizes within the surveyed population.

Table 3. Highest Educational Attainment of Respondents

C. Highest Educational Attainment	Frequency	Percentage
High School Level	7	14.58
High School Graduate	15	31.25
College Level	15	31.25
College Graduate	10	20.83
Masters Graduate	1	2.08

In summary, Table 3 provides an insightful overview of the highest educational attainment of the surveyed respondents. The majority, at 31.25% each, are "High School Graduates" and have reached the "College Level," indicating a substantial portion of respondents with education beyond high school. "College Graduates" account for 20.83% of the sample, reflecting individuals with undergraduate degrees. Additionally, 14.58% of respondents have an educational attainment at the "High School Level," while a smaller fraction, 2.08%, have achieved a "Masters Graduate" level of education. This data underscores the diversity of educational backgrounds within the surveyed group, with most having completed at least high school and a significant proportion having pursued higher education, including college and postgraduate degrees.

Table 4. Nature of Work of Respondents

D. Nature of Work	Frequency	Percentage
Industry-based	14	29.17
School-based	4	8.33
Owned business	10	20.83
Housewife	16	33.33
Others	4	8.33

In summary, Table 4 provides valuable insights into the occupational profiles of the surveyed respondents. The largest group, at 33.33%, consists of "Housewives," indicating a significant portion engaged in homemaking or household responsibilities. "Owned business" is the choice of 20.83% of respondents, highlighting a noteworthy presence of entrepreneurs or small business owners within the sample. "Industry-based" work is prominent, with 29.17% of respondents employed in various industries. "School-based" work is less common, with 8.33% engaged in educational institutions, and a similar percentage, 8.33%, falls into the "Others" category, encompassing various other occupations. In summary, this data underscores the diversity of occupational backgrounds among the surveyed respondents, emphasizing the roles of housewives, entrepreneurs, and industry-based employment within the sample.

Table 5. Frequency of Tutoring Profile of Respondents

E. Frequency of Tutoring them Children at Home	Frequency	Percentage
Everyday	22	45.83
Once a week	14	29.17
Twice a week	3	6.25
Thrice a week	9	18.75

Table 5 presents data on the frequency of tutoring children at home among the surveyed respondents, offering insights into their

involvement in educational support for their children. The most common category is "Everyday," with 45.83% of respondents engaging in daily tutoring for their children, suggesting a strong commitment to education within the household. "Once a week" tutoring is the choice of 29.17% of respondents, indicating regular but less frequent involvement. A smaller portion of respondents, 18.75%, engage in tutoring "Thrice a week," demonstrating a more intensive approach to educational support. Meanwhile, "Twice a week" tutoring is less common, with 6.25% of respondents falling into this category. Overall, this data highlights the active role of respondents in providing educational guidance to their children, with a range of frequencies, from daily to weekly, reflecting their commitment to their children's learning and development.

Table 6. Respondents' Perceived Level of Involvement in the Literacy Instruction as to Phonological Awareness

	Indicators	Mean	Interpretation
A.	Phonological Awareness		
1.	The parent(s) reads nursery rhymes to children	3.27	Highly involved
2.	The parent(s) reads poetry to children, focusing on rhyming words	3.08	Moderately involved
3.	The parent(s) uses alliteration games to practice sounds in words. Alliteration is when words start with the same sound (e.g.: "big bears bounce on beds").	3.21	Moderately involved
4.	The parent(s) instructs children in small groups, according to the phonological stage they have entered.	3.35	Highly involved
5.	The parent(s) instructs children one or two phoneme awareness skills at a time.	3.33	Highly involved
6.	The parent(s) instructs children a combination of three or more phoneme awareness skills at a time.	3.31	Highly involved
	Aggregate Mean	3.26	Highly involved

Table 6 provides a comprehensive assessment of respondents' perceived level of involvement in literacy instruction, specifically regarding phonological awareness. The indicators listed encompass various aspects of parental involvement in phonological awareness activities with their children. The results indicate a high level of involvement by the respondents, with an aggregate mean score of 3.26. Notably, parents reported being highly involved in activities such as reading nursery rhymes, instructing children in small groups based on their phonological stage, and teaching one or two phoneme awareness skills at a time. These findings underscore the importance parents place on early literacy development, as they actively engage in activities that enhance their children's phonological awareness. Overall, this data reflects a positive and proactive approach to fostering literacy skills in

the surveyed population, emphasizing the crucial role of parents in their children's early educational experiences.

Table 7. Respondents' Perceived Level of Involvement in the Literacy Instruction as to Concepts About Print

	Indicators	Mean	Interpretation
B. Concepts About Print			
1.	As a book is read, the parent(s) models for children how to hold book correctly	3.23	Moderately involved
2.	As a book is read, the parent(s) shows the front cover of the book.	3.35	Highly involved
3.	As a book is read, the parent(s) instructs where the title of a book is found.	3.29	Highly involved
4.	As a book is read, the parent(s) models for children that the words on the page tell the story.	3.25	Highly involved
5.	As a book is read, the parent(s) shows children where to find the beginning and the end of the story.	3.25	Highly involved
6.	As a book is read, the parent(s) shows children that the text in books is read from top to bottom.	3.25	Highly involved
7.	As a book is read, the parent(s) shows children that text in books is read from left to right.	3.40	Highly involved
8.	As a book is read, the parent(s) points to print.	3.27	Highly involved
9.	As a book is read, the parent(s) models for children how to correctly turn the pages of a book (from left to right).	3.40	Highly involved
10.	As a book is read, the parent(s) asks students to point to identify letters on the page.	3.38	Highly involved
11.	As a book is read, the parent(s) asks students to point to identify words on the page.	3.23	Moderately involved
12.	As a book is read, the parent(s) shows children the difference between capital and lowercase letters.	3.38	Highly involved
13.	As a book is read, the parent(s) shows children different punctuation marks as they appear in a story.	3.17	Moderately involved
14.	The parent(s) displays children's writing around the room.	3.33	Highly involved
Aggregate Mean		3.30	Highly involved

Table 7 provides a comprehensive assessment of respondents' perceived level of involvement in literacy instruction, specifically focusing on concepts about print. The indicators listed encompass various aspects of parental involvement in teaching children about print concepts while reading books. The results indicate a high level of involvement by the respondents, with an aggregate mean score of 3.30. Parents reported being highly involved in activities such as showing the front cover of a book, instructing where the title is found, modeling that words on the page tell the story, and demonstrating that text in books is read from left to right and top to bottom. These findings highlight a strong commitment to teaching print concepts during

shared reading activities, emphasizing the role of parents in building foundational literacy skills in their children. Overall, this data reflects proactive and effective efforts by parents to enhance their children's understanding of print and text in the context of books, contributing positively to early literacy development.

Table 8. Respondents' Perceived Level of Involvement in the Literacy Instruction as to Comprehension and Vocabulary Activities

Indicators	Mean	Interpretation
C. Comprehension and Vocabulary Activities		
1. The parent(s) re-reads stories to children.	3.21	Moderately involved
2. The parent(s) models how to retell the story after a story has been read.	3.29	Highly involved
3. The parent(s) does retell activities with the children after a story has been read.	3.31	Highly involved
4. The parent(s) encourages children to participate in retelling activities after a story has been read.	3.25	Highly involved
5. The parent(s) has a word wall in their room, with vocabulary words the students have been learning.	3.08	Moderately involved
6. The parent(s) makes conversation and poses thoughtful questions for children to answer.	3.35	Highly involved
7. The parent(s) models for children how to use story context clues to figure out the meaning of a word.	3.17	Moderately involved
8. The parent(s) directly instructs new words by giving a definition, examples of the words, and asks questions that will cause the children to use the word.	3.21	Moderately involved
Aggregate Mean	3.23	Moderately involved

Table 8 provides an assessment of respondents' perceived level of involvement in literacy instruction, specifically focusing on comprehension and vocabulary activities. The indicators listed encompass various aspects of parental involvement in enhancing their children's comprehension and vocabulary skills. The results indicate a moderately high level of involvement by the respondents, with an aggregate mean score of 3.23. Parents reported being highly involved in activities such as modeling how to retell a story, conducting retell activities with their children, and encouraging them to participate in retelling activities after reading. Additionally, parents engage in thoughtful conversations and pose questions to stimulate comprehension. While some activities, such as having a word wall, using story context clues, and directly instructing new words, were rated as moderately involved, the overall data suggests that parents play an active role in supporting their children's comprehension and vocabulary development. This demonstrates a positive effort by

parents to promote literacy skills beyond basic reading, contributing to their children's overall language and comprehension abilities.

Table 9. Respondents' Perceived Level of Involvement in the Literacy Instruction as to Alphabet Knowledge and Letter Sounds

	Indicators	Mean	Interpretation
D.	Alphabet Knowledge and Letter Sounds		
1.	The parent(s) hangs letters of the alphabet in the classroom at eye level.	3.38	Highly involved
2.	The parent(s) encourages the children to play with alphabet puzzles, magnetic letters, letter stamps, and/or sponges.	3.48	Highly involved
3.	The parent(s) has children identify letter sounds during reading aloud time.	3.48	Highly involved
4.	The parent(s) reads alphabet books aloud to children.	3.42	Highly involved
5.	The parent(s) introduces new letters as part of a lesson.	3.48	Highly involved
6.	The parent(s) introduces new sounds as part of a lesson.	3.52	Highly involved
7.	The parent(s) uses a word wall with the children's name in the class.	3.29	Highly involved
	Aggregate Mean	3.44	Highly involved

Table 9 provides an assessment of respondents' perceived level of involvement in literacy instruction, specifically focusing on alphabet knowledge and letter sounds. The indicators listed encompass various aspects of parental involvement in teaching their children about letters and their sounds. The results indicate a highly involved approach by the respondents, with an impressive aggregate mean score of 3.44. Parents reported being highly involved in activities such as hanging letters at eye level, encouraging interactive play with alphabet-related materials, having children identify letter sounds during reading aloud, and introducing new letters and sounds as part of lessons. These findings highlight the proactive role parents play in fostering their children's alphabet knowledge and phonemic awareness, which are critical foundational skills for literacy. The data underscores the importance parents place on early literacy development and their commitment to providing a rich learning environment to support their children's language and reading skills. Overall, this data reflects a highly effective and engaged approach to teaching alphabet knowledge and letter sounds within the surveyed population.

Table 10 offers an assessment of respondents' perceived level of involvement in literacy instruction, particularly focusing on writing activities for their children. The indicators listed encompass various aspects of parental involvement in teaching and nurturing their children's writing skills.

Table 10. Respondents' Perceived Level of Involvement in the Literacy Instruction as to Writing Activities

	Indicators	Mean	Interpretation
E. Writing Activities			
1.	Parent(s) shows the child the fundamental strokes in writing	3.42	Highly involved
2.	Parent(s) guides the child to write from left to right and top to bottom of page	3.58	Highly involved
3.	The parent(s) presents children with opportunities to use a variety of writing tools.	3.46	Highly involved
4.	The parent(s) shows the proper spacing between letters and words.	3.50	Highly involved
5.	Parent(s) guides the children in the proper holding of pencil or coloring materials.	3.58	Highly involved
6.	Parent(s) consistently practices the children in writing even during slack time.	3.38	Highly involved
7.	Parent(s) teach letter formation in context	3.42	Highly involved
8.	Parent(s) encourages children to draw as an alternative approach in early writing	3.42	Highly involved
9.	Parent(s) guides the child to write his/her own first and last name	3.63	Highly involved
10.	Parent(s) introduces segmented lines and curves as a preliminary mean to writing.	3.42	Highly involved
11.	Parent(s) facilitates the child is writing capital and small letters of the alphabet and recognize the difference between the two.	3.52	Highly involved
12.	Parent(s) tutors the child in writing brief sentences that are legible.	3.33	Highly involved
13.	The parent(s) guides the child in identifying primary colors and shapes while drawing.	3.60	Highly involved
	Aggregate Mean	3.48	Highly involved

The results demonstrate a consistently high level of involvement by the respondents, with an impressive aggregate mean score of 3.48. Parents reported being highly involved in activities such as teaching fundamental strokes in writing, guiding proper pencil holding and writing direction, providing a variety of writing tools, demonstrating letter and word spacing, and encouraging children to write their names and form letters and sentences. Additionally, parents engage in activities that promote creativity, such as drawing with primary colors and shapes. These findings underscore the proactive and dedicated approach parents take in fostering their children's writing abilities, contributing significantly to their overall literacy development. The data highlights the crucial role parents play in early writing instruction and the positive impact of their involvement in this aspect of literacy education

Table 11. Respondents' Perceived Level of Involvement in the Literacy Instruction as to Mathematical Thinking

	Indicators	Mean	Interpretation
F. Mathematical Thinking			
1.	Parent(s) teaches the child to sort, classify and compare math materials by various rules and attributes (e.g. sorting by shapes such large plastic shapes and small wooden shapes).	3.35	Highly involved
2.	Parent(s) teaches the child how to order a group of objects (e.g. ordering pencil and crayons by length, arranging colors from lightest to darkest, or assessing various music from softest to loudest, etc.)	3.38	Highly involved
3.	Parent(s) teaches the child to show an understanding of the relationship between quantities (e.g. knowing a group of 5 marbles is the same quantity as a group of 5 glasses).	3.31	Highly involved
4.	Parent(s) teaches the child how to solve problems involving numbers using concrete objects (e.g. John has 3 Rubik's cubes while Peter has only 2 Rubik's cubes. How many cubes are there in all?, etc.)	3.23	Moderately involved
5.	Parent(s) teaches the child how to demonstrate an understanding of graphing activities (e.g. by adding a red color for stop light and a green for go signal, etc.)	3.31	Highly involved
6.	Parent(s) teaches the child on how to use instrument accurately for measuring (e.g. using a ruler to measure length or width, using tablespoon to measure volume during cooking, etc.)	3.08	Moderately involved
7.	Parent(s) teaches the child to count from 1 to 10 and onwards - only if appropriate for such age.	3.56	Highly involved
8.	Parent(s) teaches the child the two basic mathematical operations (addition and subtraction) in small units only.	3.46	Highly involved
Aggregate Mean		3.34	Highly involved

Table 11 offers valuable insights into the level of parental involvement in fostering mathematical thinking skills in their children. The data reveals a highly engaged approach by the respondents, with an impressive aggregate mean score of 3.34. Parents reported being highly involved in activities such as teaching sorting, classifying, and comparing objects, ordering items based on various attributes, and demonstrating an understanding of quantity relationships. Additionally, they actively engage in teaching problem-solving using concrete objects, graphing activities, counting, and the basic mathematical operations of addition and subtraction. While some activities, such as measuring, received a moderately involved rating, the overall data reflects a proactive commitment to nurturing

mathematical thinking in children. This emphasizes the significant role parents play in laying the foundation for mathematical skills, critical thinking, and problem-solving abilities, which are essential for academic success and daily life. In summary, the data highlights the effectiveness of parents in promoting mathematical thinking and their dedication to their children's mathematical development.

Table 12. Relationship Between the Profile of the Respondents and their Level of Involvement (alpha = 0.05)

Variables	Chi-Square	df	Critical Value	Significance	Result
A. Marital Status					
Phonological Awareness	27.122	6	12.592	Significant	Ho rejected
Concepts About Print	5.503	9	16.919	Not significant	Ho accepted
Comprehension and Vocabulary Activities	12.312	6	12.592	Not significant	Ho accepted
Alphabet Knowledge and Letter Sounds	24.521	6	12.592	Significant	Ho rejected
Writing Activities	26.034	6	12.592	Significant	Ho rejected
Mathematical Thinking	48.928	9	16.919	Significant	Ho rejected
Level of Involvement	26.289	6	12.592	Significant	Ho rejected
B. Number of Children					
Phonological Awareness	3.905	4	9.488	Not significant	Ho accepted
Concepts About Print	3.574	6	12.592	Not significant	Ho accepted
Comprehension and Vocabulary Activities	0.921	4	9.488	Not significant	Ho accepted
Alphabet Knowledge and Letter Sounds	2.219	4	9.488	Not significant	Ho accepted
Writing Activities	2.602	4	9.488	Not significant	Ho accepted
Mathematical Thinking	9.712	6	12.592	Not significant	Ho accepted
Level of Involvement	3.028	4	9.488	Not significant	Ho accepted
C. Highest Educational Attainment					
Phonological Awareness	18.874	8	15.507	Significant	Ho rejected
Concepts About Print	3.574	6	12.592	Not significant	Ho accepted
Comprehension and Vocabulary Activities	0.921	4	9.488	Not significant	Ho accepted
Alphabet Knowledge and Letter Sounds	2.219	4	9.488	Not significant	Ho accepted
Writing Activities	2.602	4	9.488	Not significant	Ho accepted
Mathematical Thinking	9.714	6	12.592	Not significant	Ho accepted

Level of Involvement	3.028	4	9.488	Not significant	Ho accepted
D. Nature of Work					
Phonological Awareness	14.862	8	15.507	Not significant	Ho accepted
Concepts About Print	25.054	12	21.026	Significant	Ho rejected
Comprehension and Vocabulary Activities	12.156	8	15.507	Not significant	Ho accepted
Alphabet Knowledge and Letter Sounds	13.621	8	15.507	Not significant	Ho accepted
Writing Activities	9.709	8	15.507	Not significant	Ho accepted
Mathematical Thinking	14.295	12	21.026	Not significant	Ho accepted
Level of Involvement	11.693	8	15.507	Not significant	Ho accepted
E. Frequency of Tutoring					
Phonological Awareness	8.953	6	12.592	Not significant	Ho accepted
Concepts About Print	13.508	9	16.919	Not significant	Ho accepted
Comprehension and Vocabulary Activities	6.126	6	12.592	Not significant	Ho accepted
Alphabet Knowledge and Letter Sounds	7.798	6	12.592	Not significant	Ho accepted
Writing Activities	10.017	6	12.592	Not significant	Ho accepted
Mathematical Thinking	8.097	9	16.919	Not significant	Ho accepted
Level of Involvement	9.085	6	12.592	Not significant	Ho accepted

Table 12 presents a comprehensive summary of the relationship between the profile of respondents and their level of involvement in various educational activities, analyzed through the Chi-Square test at a significance level of 0.05. Starting with 'Marital Status', there are noticeable significant associations with phonological awareness, alphabet knowledge and letter sounds, writing activities, mathematical thinking, and the overall level of involvement, as the Chi-Square values for these categories surpass their respective critical values. This indicates that marital status has a substantial effect on these specific educational domains. However, concepts about print and comprehension and vocabulary activities do not share this trend, displaying a lack of significant association with marital status. When considering 'Number of Children', all the educational activities listed report Chi-Square values below the critical values, suggesting no significant associations with the number of children. This trend is mirrored in the 'Highest Educational Attainment' and 'Frequency of Tutoring' categories, where most of the educational activities do not

show significant associations. However, phonological awareness stands out in 'Highest Educational Attainment' with a Chi-Square value surpassing the critical value, highlighting a significant association.

In contrast, 'Nature of Work' demonstrates a unique pattern, with a significant association found only in concepts about print. This implies that the nature of an individual's work may specifically influence their understanding and engagement with print concepts. The results from Table 12 depict a complex landscape of how different aspects of respondents' profiles relate to their educational involvement. Marital status emerges as a particularly influential factor, whereas the number of children, highest educational attainment, nature of work, and frequency of tutoring show more varied and limited associations with educational involvement. These insights could be crucial for educators, researchers, and policymakers aiming to understand and enhance educational engagement across different demographic groups.

Conclusion

The findings from the study provide a multifaceted view of the surveyed population, highlighting the diversity in marital status, family size, educational background, occupation, and parental involvement in children's education. Parental involvement in children's education is evidently high, with a strong commitment observed across various literacy and mathematical domains. Parents are actively participating in activities that enhance their children's phonological awareness, print concepts, comprehension, vocabulary, alphabet knowledge, writing skills, and mathematical thinking. This high level of engagement is indicative of the value placed on education and the role parents play in supporting their children's academic development. The Chi-Square analysis reveals complex relationships between the respondents' profiles and their educational involvement. Marital status stands out as a significant factor influencing involvement in various educational domains, highlighting the need for tailored support and resources for families with different marital statuses. On the other hand, the number of children, educational attainment, nature of work, and frequency of tutoring show more varied and limited associations, suggesting that these factors may play a less consistent role in influencing educational involvement. This analysis underscores the importance of understanding the demographic and familial contexts of educational involvement, as well as the vital role parents play in supporting their children's learning. The data suggests a strong commitment among parents to contribute positively to their children's academic success, emphasizing the need for continued support and resources to nurture this involvement across diverse family structures and backgrounds.

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