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Parents' Home Literacy Practices, Perceived Child Outcomes, and Challenges: A Phenomenological Study

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***Abstract*—** This qualitative descriptive phenomenological study explored how parents supported Grade 2 children's early literacy in the Special Science Elementary School program at Sorsogon East Central School, Philippines. Twenty-six purposively selected parents completed a researcher-developed, open-ended questionnaire. Responses were examined through Braun and Clarke's six-phase thematic analysis. Parents described shared storybook reading, oral reading, storytelling, writing and spelling practice, comprehension questions, literacy games, schoolwork review, and printed and digital resources. Engagement ranged from daily routines to weekend or opportunity-based activities; materials were selected according to interests, developmental needs, teacher suggestions, visual appeal, and availability. Parents perceived benefits in vocabulary, comprehension, reading fluency, spelling, confidence, motivation, and school-linked learning. However, employment and household obligations, limited resources, and uncertainty about literacy teaching strategies constrained their support. The findings informed the proposed READ Together: Home–School Early Literacy Partnership Program, combining shared materials, manageable home activities, parent guidance, feedback, and collaborative monitoring. Findings reflect parent accounts rather than independently assessed child outcomes. A flexible, resource-sensitive partnership may help schools sustain meaningful home literacy support without imposing uniform demands on families.

***Keywords*—** home literacy practices; parental experiences; early literacy; qualitative phenomenology; home–school partnership.

I. INTRODUCTION

Early literacy develops through interactions with language, print, stories, and writing in homes as well as schools. Children learn not only to recognize letters and words but also to make meaning, communicate, and persist in literacy tasks. Parents often create the first opportunities for children to listen to stories, discuss experiences, observe print, write familiar words, and practice reading. Nevertheless, families differ in available time, educational knowledge, access to learning resources, and confidence in guiding children. Understanding what parents actually do is therefore important to designing feasible literacy support.

The home literacy environment involves more than the number of books available. It includes the frequency and quality of parent–child interactions, informal language activities, formal teaching of print-related skills, and the meanings families attach to reading and writing. Sénéchal and LeFevre (2002) connected parental involvement with subsequent literacy development, while Sénéchal, Whissell, and Bildfell (2017) distinguished activities that nurture oral language from those directly focused on decoding and word reading. Studies of Asian home learning contexts similarly illustrate the influence of resources, expectations, and family routines (Cheung et al., 2021).

Informal literacy experiences can be woven into everyday life through storytelling, shared books, songs, conversations, and discussing images. Formal activities may include letter–sound instruction, spelling, copying, writing, and guided reading. The two forms frequently coexist: a parent might read a story, ask the child to explain its meaning, identify unfamiliar words, and then practice spelling selected terms. Sénéchal et al. (2017) emphasized that home activities and children's skills are related over time, although relationships vary across dimensions of literacy. These findings encourage attention to the quality and purpose of each activity rather than a simple tally of sessions.

Shared book reading is particularly relevant because it exposes children to vocabulary, narratives, and opportunities for discussion. Bigozzi et al. (2023) situated shared reading within the home literacy environment, and the original thesis highlights studies linking active adult questioning and responsive interaction with richer book sharing. Parents can ask children to predict events, identify character motivations, retell a story, or connect passages to their experience. Such questions make the activity interactive rather than merely requiring a child to read aloud.

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Parental literacy support also involves guidance and gradual transfer of responsibility. Vygotsky's (1978) sociocultural perspective helps explain why assistance, explanations, prompts, and feedback can allow learners to perform tasks they cannot yet complete independently. A parent may initially model pronunciation or explain a word and later ask the child to read, summarize, and check understanding without help. Bandura's (1986) social cognitive theory adds that modeling, encouragement, and confidence can influence children's participation and parents' willingness to provide support.

Family circumstances, however, complicate the idea that every household can follow the same reading schedule. Work obligations, caregiving, household responsibilities, and financial limitations affect available time and resources. Parents may use weekends, bedtime, or short periods after dinner, while others provide assistance only when assignments or difficulties arise. These patterns should not automatically be interpreted as low interest. Family literacy programs may be more practicable when tasks are specific, flexible, and achievable within ordinary home routines (Fikrat-Wevers et al., 2021).

Access to reading material also shapes opportunities. Parents may use storybooks, worksheets, magazines, school modules, pictures, and digital content, but availability and suitability vary. Reading texts need to match children's interests, language abilities, and reading levels, and digital materials require adult mediation to become active learning opportunities. Cheung et al. (2021) emphasized variation in home literacy environments, indicating that resources and instructional conditions warrant careful attention. Resource support should thus attend both to access and to guidance in use.

The Philippines recognizes foundational literacy as a priority of basic education, while parental involvement remains central to school success. For Grade 2 children enrolled in the Special Science Elementary School (SSES) program, reading comprehension, vocabulary, and expression also support engagement with increasingly complex school tasks. The thesis situates this concern at Sorsogon East Central School, where families' literacy practices have relevance for both classroom learning and school–family coordination. This context calls for local evidence rather than assuming that the same home practices are realistic for all families.

The conceptual basis for school–home collaboration is reinforced by Bronfenbrenner's (1979) ecological account of interconnected developmental contexts and Epstein's (1987) overlapping spheres of family and school influence. Teachers can offer books, demonstrations, clear expectations, and feedback; parents can contribute insight into children's interests, needs, and daily schedules. Traga Philippakos et al. (2023) illustrated the potential value of ongoing family literacy collaborations, while Alston-Abel and Berninger (2017) linked home practices and school achievement as a basis for consultation. Partnership is most useful when it adapts to family circumstances rather than merely shifting schoolwork into the home.

The problem addressed here was that parents were expected to support Grade 2 literacy while experiencing differing schedules, resources, teaching knowledge, and child-learning needs. The thesis documented first-hand reports from parents in one specialized elementary program, but it did not directly observe households or test children's literacy levels. Its value therefore lies in describing experience, identifying practical supports, and developing a context-responsive proposal. This article describes parents' experiences in implementing home literacy activities; examines the practices, timing, and material choices through which they support children; interprets perceived child literacy responses; identifies implementation challenges; and presents a proposed home–school partnership informed by the reported needs.

II. METHODOLOGY

The research adopted a qualitative design with a descriptive phenomenological orientation to understand parents' accounts of supporting their children's literacy. The setting was Sorsogon East Central School in Sorsogon City, Philippines, focusing on Grade 2 learners enrolled in its Special Science Elementary School program. Purposive sampling targeted parents directly involved in literacy support. Thirty-five questionnaires were distributed and 26 complete questionnaires were returned and included in analysis (74.29% of those distributed). Participation was restricted to parents of children in the specified Grade 2 program; the accounts should not be generalized statistically to other settings.

Data came from a researcher-developed qualitative questionnaire with open-ended prompts addressing parental experiences, reading and writing practices, frequency and selection of materials, perceived literacy

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responses, challenges, and support needs. Permission was obtained from school authorities, informed consent was provided, and participation was voluntary. Responses were organized under participant identifiers rather than personal names. The study described confidentiality and secure handling of completed questionnaires. No direct child assessment, independent observation of the activities, or experimental comparison was conducted.

Responses were coded and interpreted through Braun and Clarke's (2006) six-phase thematic process: familiarization, initial coding, searching for themes, reviewing themes, defining and naming themes, and producing the report. Related statements were clustered into recurring themes and subthemes, with representative participant quotations retained in the findings. Bikol and Filipino expressions were accompanied by English translations in the thesis. Challenges were interpreted qualitatively rather than converted into ranked quantitative indicators. The themes represent participants' accounts and perceptions; apparent improvements in children's literacy were not independently measured.

III. RESULTS AND DISCUSSION

A. Parents' experiences of home literacy support

The first objective examined parents' experiences while supporting early literacy. The accounts described writing and reading practice, shared stories, comprehension assistance, informal media-based engagement, homework review, and adaptations to time and interest. Table 1 consolidates the themes reported under the thesis's first results area; it is a qualitative synthesis rather than a count of participants.

Table 1. *Themes in parents' experiences of literacy support*

Theme	Illustrative experience
Reading and writing guidance	Oral reading, short stories, handwriting, spelling and word work
Shared and informal literacy	Bedtime stories, picture discussions, educational media and everyday reading
School-linked reinforcement	Homework, lesson review, comprehension questions and guided understanding
Timing and adaptation	Daily, weekend or occasional practices, depending on family schedules
Material selection	Child interest, developmental fit, visual appeal and available resources

Parents did not describe a single standard routine. One parent explained, "I help her read storybooks and ask her for her insights" (Participant 26), indicating that interaction accompanied reading. Another reported that writing practice improved handwriting and confidence (Participant 13). Such descriptions suggest that reading was often paired with questioning or written work rather than confined to silent decoding. Shared reading also extended into bedtime, when parents could use stories and pictures to discuss meaning.

The accounts show parents acting as guides who adapted activities to the child's needs. The finding is compatible with sociocultural descriptions of scaffolding (Vygotsky, 1978), in which a more knowledgeable person supports an emerging skill through demonstration, prompts, and dialogue. It is also consistent with the Home Literacy Model, which recognizes distinctive contributions of shared reading and direct literacy teaching (Sénéchal et al., 2017). The thesis cannot establish which activity produced greater achievement, but it documents the breadth and intentionality of home support.

Parents also described a tension between the desire to help and limits imposed by employment or household schedules. Participant 18 explained that the family made time after work and particularly on weekends. Some scheduled reading daily before bed; others engaged mostly on weekends or when needed. Rather than equating irregular sessions with parental disengagement, these accounts point to the importance of flexible, brief activities that parents can realistically repeat. Home–school guidance should therefore encourage continuity without prescribing a single schedule.

Reading Practice at Home. The findings revealed that parents regularly encouraged their children to read at home through storybooks, short stories, printed materials, and comprehension activities. Parents described reading in both Filipino and English and combined reading practice with questions about what the children had understood. This indicates that parents did not view reading merely as the ability to pronounce words but also connected reading with comprehension and meaning-making. The findings imply that home

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reading provided children with opportunities to practice literacy skills repeatedly and to apply what they learned in school within a familiar family environment. This finding is supported by Silinskas et al. (2020), who examined home literacy activities in relation to children's reading skills and independent reading. Dowdall et al. (2020) likewise found that shared picture-book reading interventions can support children's language development and caregivers' book-sharing competence. Asrifan et al. (2022) further emphasized the value of questioning, prompting, and encouraging children to respond during reading activities. These studies support the finding that reading practice becomes more meaningful when parents interact with children about the material rather than simply asking them to read independently.

Parental Literacy-Support Experience. The findings indicated that parents generally experienced literacy support as meaningful, although their experiences differed according to their children's characteristics and level of independence. Some parents described literacy support as enjoyable, while others recognized the need to sustain their children's interest and discipline in reading. The responses also showed that parents observed differences in their children's responsibility and ability to perform literacy activities independently. These findings imply that parental support changes as children develop and that parents must continually adjust the amount and form of assistance they provide.

Vygotsky's (1978) Sociocultural Theory provides support for this finding because learning initially develops through social interaction and guided participation before children gradually perform skills more independently. Parents' efforts to guide, encourage, and monitor their children are consistent with the process of scaffolding. AlAhmari (2022) also emphasized the influence of parental beliefs and behaviors on children's literacy experiences, while Niklas et al. (2020) likewise examined how parental reading attitudes relate to the home literacy environment and children's language development.

Support Constrained by Work or Time. The findings revealed that parents made deliberate efforts to provide literacy support despite employment and other responsibilities. Working parents reported allocating time after work or during weekends to guide their children. This indicates that limited time did not necessarily eliminate parental participation but influenced when and how literacy activities could be conducted. The findings imply that the consistency of home literacy support is closely related to family schedules and available opportunities.

Shared Story Reading. The findings showed that shared story reading was an important literacy activity conducted by parents at home. Parents used bedtime stories, storybooks, books, and magazines and often combined reading with discussion of pictures and story content. This indicates that parents used shared reading not only to expose children to printed words but also to encourage conversation and understanding. The findings imply that shared reading created opportunities for parent-child interaction while supporting children's exposure to language and print.

The finding is supported by Silinskas et al. (2020), who distinguished shared-reading experiences from more direct literacy instruction. Dowdall et al. (2020) likewise found that shared picture-book reading interventions can support children's language development. Asrifan et al. (2022) emphasized that asking questions and encouraging children to respond during reading can strengthen expressive language and comprehension.

Homework and Lesson Review. The findings showed that parents supported literacy by reviewing school lessons, assisting with homework, conducting oral reading, and practicing reading and writing together with their children. These activities demonstrate a close connection between school learning and home support. Parents used school materials as a basis for additional practice and provided assistance when children encountered difficulties. The findings imply that home literacy practices can reinforce classroom learning when parents understand what children are learning and how they can appropriately support it.

Daily Literacy Engagement. The findings showed that some parents incorporated literacy activities into daily family routines, particularly during evenings, after dinner, before bedtime, and after school. Reading was sometimes conducted every night, while spelling and writing were practiced several times during the week. This indicates that some families had established predictable literacy routines that allowed children to practice skills regularly. The findings imply that consistency may be supported when literacy activities are attached to existing family routines rather than treated as separate obligations.

Bronfenbrenner's (1979) Bioecological Systems Theory explains how children's development is influenced by

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recurring interactions within the family environment. Niklas et al. (2020) similarly described shared reading as an activity that can become part of regular family routines. The findings therefore correspond with the view that sustained literacy participation can be supported when activities are embedded within realistic patterns of family life.

Bronfenbrenner (1979) provides support for understanding the influence of employment and family responsibilities on home learning opportunities. Niklas et al. (2020) likewise discussed shared reading as part of family routines. Tayab and Ayang-ang (2024) further documented time constraints faced by parents implementing home reading activities.

B. Practices used to support children's early literacy

For the second objective, the thesis identified shared storybook reading, oral reading, word games, writing and spelling, home discussion, schoolwork-based literacy, and informal activities.

Parents selected materials based on children's interest, age, competence, teacher recommendations, visual features, and accessibility. Table 2 organizes these practices around their practical purposes.

Table 2. *Home literacy practices and reported instructional purposes*

Practice	Purpose described by parents
Shared reading and storytelling	Expose children to stories, vocabulary and discussion
Read-aloud and questioning	Practice fluency, check understanding and encourage explanation
Writing, spelling and word games	Reinforce word recognition and written-language practice
Homework and lesson review	Connect home activities with school expectations
Print, visual and digital materials	Engage interest and provide accessible literacy opportunities

Several parents explicitly combined shared reading with comprehension. Participant 1 said, "We usually read storybooks and we talk about what they have read." Participant 2 similarly stressed checking whether the child understood what was read or written. Such accounts indicate that parents interpreted literacy as meaning-making as well as performance of a reading task. The distinction matters because questioning and retelling can help adults identify a misunderstanding and allow children to express meaning in their own words.

Creative practices were used to make literacy less repetitive. Participant 3 mentioned word-search puzzles, while Participant 18 described a mixture of storybooks, reading aloud, spelling, writing, and simple word games. These approaches align with the idea that children may experience literacy through both informal interactions and direct instruction. They can also provide multiple ways to engage children who lose interest in longer or more demanding academic exercises. The data, however, do not report the independent effectiveness of each practice.

Selection of materials appeared responsive to learner characteristics. Parents mentioned grade-level suitability, animals, adventures, science topics, illustrations, and school recommendations. One parent explained that books were chosen according to the child's age, interest, and preferences (Participant 14). Material choice was also constrained by what was available. A school partnership should consequently pair appropriate content recommendations with accessible books and reusable activity sheets instead of depending entirely on household purchasing power.

The school–home connection appeared particularly in homework assistance, lesson review, and use of teacher-recommended resources. These practices provide opportunities to reinforce classroom vocabulary and comprehension; however, they may also blur the distinction between pleasurable reading and assignment completion. The study suggests value in retaining both approaches. Parent guidance can explain how to discuss stories, model fluent reading, and offer encouragement beyond checking whether a worksheet has been finished.

Child-Interest-Based Selection. The findings showed that parents considered children's interests and preferences when selecting reading materials. Some parents allowed children to choose topics, while others selected stories involving animals, adventures, and simple science topics. This indicates that parents understood the importance of making reading materials relevant and appealing to children. The findings imply that interest-based selection may encourage children to participate willingly and sustain their engagement with reading.

Skill-Development Criteria. The findings revealed that parents selected some materials based on their potential

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to improve language, comprehension, and other literacy skills. Parents considered sentence structure, comprehension guides, and whether children could successfully read the materials. This suggests that parents were not selecting books solely according to appearance or entertainment value but also considered their instructional usefulness. The findings imply that parents attempted to balance children's reading interests with opportunities for skill development.

Visual Appeal. The findings showed that parents considered illustrations and child-friendly pictures when selecting reading materials. Parents perceived materials with drawings as more capable of capturing children's attention. This suggests that visual features were considered important in encouraging children to engage with reading materials. The findings imply that attractive and developmentally appropriate illustrations may help create a more inviting reading experience for young learners.

Vygotsky's (1978) Sociocultural Theory supports the role of parents as more knowledgeable others who provide guidance and scaffolding. Bigozzi et al. (2023) likewise emphasized the contribution of home literacy experiences, including print-related activities, to later reading and writing development. These perspectives support the role of parental guidance in strengthening children's early writing development.

Silinskas et al. (2020) identified shared reading as an important component of the home literacy environment. Asrifan et al. (2022) further emphasized interactive questioning and discussion during reading.

Silinskas et al. (2020) examined informal, meaning-related activities as part of the home literacy environment. Anderson and Anderson (2021) likewise emphasize the value of meaningful family interactions in language development. Such activities can provide opportunities for children to use vocabulary and language in engaging contexts.

Homework and Lesson Review. The findings showed that parents reviewed lessons and helped children complete homework while reinforcing reading and writing skills.

This indicates that parents participated directly in the continuation of school learning at home. The findings imply that lesson review can provide repeated exposure to literacy skills and help children connect classroom learning with home practice.

C. Parents' perceptions of children's literacy responses

The thesis elicited perceived literacy outcomes rather than direct reading test results. Six thematic categories appeared in its second major results area: vocabulary development, reading-comprehension improvement, perceived literacy benefit, school-linked literacy reinforcement, reading habit and motivation, and reading fluency or skill improvement. These are summarized in Table 3.

Table 3. *Parent-reported literacy responses*

Perceived response	Illustrative description
Vocabulary development	Greater familiarity with words and meanings
Comprehension	Better understanding and explanation of texts
General literacy benefit	Perceived progress in reading and writing
School-linked reinforcement	Use of school materials to strengthen practice
Reading habit and motivation	More interest, confidence and voluntary reading
Fluency or skill improvement	Perceived gains in reading ease, spelling and word work

Vocabulary and comprehension were recurrent benefits. Participant 1 stated that activities helped develop the child's vocabulary and reading comprehension; Participant 18 perceived better understanding of what was read. A parent also described the child as having become a more independent reader with comprehension (Participant 14). Such testimony illustrates how parents interpreted their children's responses to repeated literacy interaction. The reported changes are meaningful to the parents, but the study design cannot determine their magnitude, accuracy, or cause.

Reading habits and motivation emerged alongside skill-related observations. Parents reported encouragement, confidence, enjoyment, and growing willingness to read independently. These perceptions suggest that families valued dispositions toward reading as well as literacy task completion. Social cognitive theory helps frame the importance of modeling and encouragement for

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engagement (Bandura, 1986). Future evaluation should include direct literacy assessment alongside parent reports if the proposed partnership is implemented.

Parent-reported improvements should not be treated as evidence that the home activities caused measurable attainment gains. The sample consisted of 26 participating parents, with no pretest, posttest, comparison group, or independent child observations. The appropriate conclusion is that parents associated their practices with favorable literacy responses. Such accounts can inform program design and research questions, while quantitative outcome claims require separate measurement.

Perceived Literacy Benefit. The findings showed that parents generally perceived home literacy activities as beneficial to their children's reading and literacy skills. Parents described improvement in reading and greater familiarity with unfamiliar words. These responses indicate that parents viewed literacy activities as contributing to children's overall development rather than to one isolated skill.

The findings revealed that time constraint was a major challenge encountered by parents in sustaining home literacy practices. Parents' available time for reading and writing activities was affected by employment, household chores, irregular schedules, and fatigue after work. Some parents could provide literacy support only after work or during weekends, while others had no fixed schedule and conducted activities whenever time permitted. Even when parents attempted to maintain reading routines, tiredness and competing responsibilities sometimes limited their ability to conduct literacy activities consistently. These findings indicate that parental involvement in home literacy is closely connected with the realities of family schedules. They further imply that the regularity of literacy support cannot be separated from parents' employment and domestic responsibilities.

Bronfenbrenner's (1979) Bioecological Systems Theory provides a useful explanation for these findings because it emphasizes that children's development occurs within interconnected environments and is affected by conditions surrounding family life. Parents' employment responsibilities, household obligations, and available time form part of the context within which home literacy practices take place. Niklas et al. (2020) likewise described shared reading as an activity that can become part of regular family routines. Tayab and Ayang-ang (2024) also documented time constraints and limited reading-related knowledge among parents implementing home reading activities. AlAhmari (2022) further emphasized that although parents may value literacy development, actual participation can be influenced by family circumstances and available opportunities.

These findings are consistent with Cheung et al. (2021), who explained that the quality of the home literacy environment is influenced partly by the resources available to families, together with parental beliefs and children's learning needs. Bigozzi et al. (2023) likewise emphasized the importance of children's access to literacy materials in supporting reading and writing development. The findings are also related to Alston-Abel and Berninger (2018), who highlighted the importance of teacher-parent collaboration in connecting literacy activities conducted at home with classroom instruction. Such collaboration becomes particularly relevant when parents require assistance in identifying reading materials suited to their children's current literacy levels. Akman (2023) further emphasized the increasing role of digital resources in children's learning environments, while Furenes et al. (2021) examined how the design of digital books and adult mediation relate to children's comprehension and vocabulary learning.

The researcher considers access to appropriate resources to be an area in which schools can provide direct and practical assistance to families. Parents demonstrated initiative by purchasing books, printing materials, searching online, and using audiovisual resources, but dependence on personally acquired resources may result in unequal opportunities among households. Schools may therefore reduce this difficulty by establishing book-lending systems, providing take-home reading materials, preparing grade- or ability-appropriate resource lists, and supplying simple comprehension or vocabulary activities. Providing approved digital materials may also assist families that rely on online resources while helping ensure that the materials used at home are suitable for the child's developmental and instructional level.

The findings further revealed that knowledge and skill constituted an important challenge in parents' efforts to support early literacy development. Some parents expressed the need for more age-appropriate techniques for teaching reading and requested additional tips on assisting children at home. Parents also reported

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difficulty addressing comprehension and accommodating differences in children's learning pace and communication styles. Levels of confidence varied, with some parents describing themselves as only moderately confident in assisting with reading and writing, particularly when children encountered more difficult texts. Parents consequently expressed a need for workshops, capacity-building activities, and practical guidance on reading and writing activities that could be conducted at home.

Vygotsky's (1978) Sociocultural Theory helps explain the importance of parental knowledge and instructional skills in home literacy support. Within the Zone of Proximal Development, adults provide scaffolding that enables children to perform tasks they may not yet accomplish independently. The ability of parents to provide such assistance may therefore depend partly on whether they know how to explain, demonstrate, question, prompt, and gradually guide children toward independent performance. AlAhmari (2022) similarly emphasized that parental beliefs, knowledge, and behaviors influence the literacy opportunities children experience at home. Clymer et al. (2024) reported improvements in parents' confidence and involvement in everyday literacy practices during family literacy programs. Asrifan et al. (2022) further demonstrated the value of specific strategies such as questioning, prompting, and encouraging children's responses during literacy interactions, illustrating the type of practical techniques that may assist parents who are uncertain about how to support comprehension and language development.

D. Challenges in sustaining home literacy practices

The third objective identified three main challenge themes: time constraints, resource availability, and knowledge and skill. The thesis developed subthemes from open responses, rather than assigning numerical frequency ranks. Table 4 preserves the qualitative grouping and supports planning for differentiated family assistance.

Table 4. *Parent-reported barriers and corresponding needs*

Challenge theme	Reported concerns and support needs
Time constraints	Work, chores, fatigue and irregular routines; need flexible, shorter activities
Resource availability	Limited books, worksheets, suitable texts, devices or internet; need lending and accessible print
Knowledge and skill	Uncertainty in reading strategies, comprehension support and teaching techniques; need demonstrations

Time constraints were visible in the accounts of working parents. Participant 9 explained that literacy support occurred when she was at home, while other parents identified household chores and fatigue as competing demands. The findings suggest that time barriers should be considered organizational rather than simply motivational. A reading partnership can offer a range of brief options—ten-minute shared reading, a story discussion, or occasional guided writing—so families can select viable schedules without abandoning engagement.

Resource needs were equally concrete. Participant 9 expressed hope that the school could provide books children could take home; Participant 16 suggested a book-borrowing arrangement. Other parents described reliance on purchased, printed, or online materials. This evidence supports a rotating take-home kit and a simple lending system. Such measures may reduce inequity in access, although the study did not measure the relative affordability or availability of resources across households.

Knowledge-related barriers concerned how to teach reading, correct difficulties, select appropriate texts, and guide comprehension. Participant 17 requested additional tips for helping children read at home. Participant 15 expressed limited confidence despite believing that home support was helpful. These accounts imply that parents may benefit from practical demonstrations rather than general exhortations to "read more." Parent orientation, example questions, and concise reading guides could strengthen confidence and make classroom expectations clearer.

Taken together, the challenges reveal why a school-based initiative should avoid imposing identical expectations on families. Households differ in work patterns, resources, languages, and their children's reading needs. Teachers can design a small menu of suitable tasks, share materials, clarify learning goals, and invite feedback about what can be completed. Partnership is therefore conceived as reciprocal support rather than unidirectional supervision.

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E. Proposed READ Together home–school partnership

The fourth thesis objective proposed READ Together: Home–School Early Literacy Partnership Program. READ stands for Resources for families, Engagement in reading, Assessment and feedback, and Development through collaboration. It was designed from the reported practices and challenges, not implemented and evaluated as an intervention in the present study. Table 5 summarizes its logic and practical components.

Table 5. *Proposed READ Together program framework*

READ pillar	Suggested implementation
Resources for families	Take-home reading kits; school book lending; age-appropriate print and activity guides
Engagement in reading	Short shared-reading routines, parent–child discussion, reading logs and literacy games
Assessment and feedback	Simple progress notes, teacher check-ins and guidance suited to learner needs
Development through collaboration	Parent orientations, practical demonstrations, home–school communication and review

Resources for families responds to limited access to suitable materials. A take-home kit may include an age-appropriate story, picture prompts, short comprehension questions, vocabulary tasks, and space for writing. Printed alternatives are important where devices or reliable internet are unavailable. A borrowing system, periodically updated materials, and teacher recommendations can reduce the burden on parents to search for or purchase learning resources.

Engagement in reading aims to sustain active parent–child interaction without requiring extended sessions. Families may select bedtime reading, brief conversations after school, weekend storytelling, or guided reading during homework preparation. Activities should include discussion and encouragement rather than only a record of minutes. This approach reflects the varied daily, weekly, and opportunity-based patterns found in the data.

Assessment and feedback places emphasis on actionable communication, not on high-stakes testing. Parents can note texts used, words found difficult, questions children asked, and occasions when a child read more independently. Teachers can respond with one or two suggestions for the next activity. Such exchanges could make progress visible while avoiding excessive paperwork. The proposal does not establish that these tools improve outcomes; their suitability should be piloted and evaluated.

Development through collaboration involves parent orientations, demonstrations, and periodic consultations. The partnership should recognize parents' existing knowledge of children's interests and routines while giving them accessible literacy strategies. Theoretical work on overlapping spheres of influence (Epstein, 1987) supports this shared responsibility. Implementation planning should include attention to teachers' workload, materials, follow-up mechanisms, and culturally and linguistically responsive communication.

The proposed framework provides a practical response to the qualitative findings, but it remains a proposal. Evaluation should examine participation, parent burden, acceptability, implementation consistency, and direct child literacy measures before concluding that it strengthens achievement. Feedback from families who could not participate in the original study may help identify additional barriers to access.

IV. CONCLUSION AND RECOMMENDATION

The study concludes that participating parents supported Grade 2 early literacy through diverse formal and informal activities, including shared reading, storytelling, oral reading, writing, spelling, comprehension discussion, games, and lesson review. Their engagement was shaped by interests, school expectations, schedules, and access to materials. Parents perceived positive responses in vocabulary, comprehension, fluency, motivation, and confidence, while confronting time, resource, and literacy-instruction challenges. These findings describe the experiences of 26 parents in one SSES setting and do not independently demonstrate improved child literacy achievement. The proposed READ Together program provides a context-specific way to translate the identified needs into coordinated home–school support.

It is recommended that Sorsogon East Central School pilot READ Together through a book-lending or take-

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home reading kit, brief flexible reading options, practical parent demonstrations, and regular teacher feedback. The school should consult families about time and access needs and provide low-cost print materials alongside carefully mediated digital resources. Implementation should be monitored for feasibility and parent participation, with feedback used to revise activities. Subsequent research should involve a broader range of families, observe actual practices where feasible, and collect direct reading and writing measures before attributing gains to the partnership.

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