

Promoting Literacy Development in Early Elementary Years: The Case of Maimbung District

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ABSTRACT. This study explored the level of support for literacy development in the early elementary grades within the Maimbung District of Sulu during the School Year 2024–2025. To structure the data collection process effectively, the research adopted a descriptive-exploratory design, utilizing quantitative methods to assess the extent of literacy promotion. The study was conducted across ten public elementary schools in the district, specifically: Batu Ugis Elementary School, Bualo Elementary School, Ipil Elementary School, Lagasan Elementary School, Langtad Elementary School, Lidung Elementary School, Maimbung Higad Elementary School, Matatal Elementary School, Sultan Mohammad Jamalul Kiram Central School, and Usman Elementary School. A total of 100 elementary school teachers served as participants, selected through purposive sampling, with ten respondents from each school. The study aimed to measure the initiatives in place to advance literacy during the foundational years of education. The findings indicate a strong dedication among teachers to fostering literacy, particularly through the use of educational materials, ongoing professional development, active parental participation, and engagement with the local community. While demographic variables showed minimal influence on these efforts, educational attainment emerged as a factor with a statistically significant impact. Furthermore, the results demonstrated a strong positive correlation among the key factors that support literacy promotion, highlighting the value of collaborative strategies. These outcomes align with sociocultural and ecological learning theories, emphasizing the role of interconnected systems in shaping educational experiences.

KEYWORDS: *Promoting, Literacy, Development, Elementary Years*

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Introduction

Literacy development during the early years is widely recognized as a fundamental component of academic success and lifelong learning. According to the International Literacy Association (2020), foundational skills in reading and writing play a vital role in supporting children’s cognitive, emotional, and social development. These early abilities also serve as building blocks for more complex skills such as critical thinking and problem-solving. Consistent findings from research suggest that early literacy interventions can significantly enhance long-term academic performance (Snow, 2010), underscoring the importance of prioritizing early literacy in educational systems worldwide

On a global scale, assessments like the Programme for International Student Assessment (PISA) have shown that nations with well-established early literacy programs, such as Finland, achieve stronger academic outcomes in later schooling stages. Finland's notable success has been linked to its learner-centered, play-based approach to literacy instruction (Pasi Sahlberg, 2011). Similarly, in the United States, the National Early Literacy Panel (2008) highlighted a strong link between early reading and writing proficiency and future academic success. These international practices continue to shape educational strategies around the world, including those implemented in the Philippines.

In the Philippine context, the Department of Education (DepEd) has made early literacy a key component of the K–12 Basic Education Curriculum (DepEd, 2013). Despite these policy advancements, several obstacles remain, including uneven access to instructional materials, insufficient teacher training, and socio-economic disparities (Quijano, 2018). Programs such as the Early Language, Literacy, and Numeracy (ELLN) initiative have been introduced to close these gaps and strengthen foundational learning outcomes (DepEd, 2020). Additionally, the adoption of mother-tongue-based multilingual education (MTB-MLE) supports literacy by using learners' native language as a medium of instruction (Bautista, 2017). Still, factors such as teacher workload and the flexibility of instructional approaches continue to impact literacy outcomes in early education (Castro, Ventura, Estajal, et al., 2024).

Parental engagement has also been identified as a key contributor to early literacy development. Research shows that the strategies parents use and the motivation they offer can significantly influence children's learning engagement and literacy progress (Chavez, Adalia, & Alberto, 2023). However, challenges such as low parental educational backgrounds and limited access to educational resources often hinder their ability to support their children, particularly in underserved communities (Murro, Lobo, Inso, & Chavez, 2023). In addition, parents' choices and the autonomy they exercise at home shape how effectively early literacy practices are carried out (Comeros, Cuilan, & Chavez, 2024).

At the local level, the Maimbung District in Sulu, which is part of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), faces its own distinctive challenges in promoting early literacy. Key issues identified include insufficient educational resources, outdated pedagogical methods, and minimal parental participation (Amil, 2019; Garcia, Lastam, Chavez, et al., 2025). Despite these obstacles, some grassroots efforts such as community-led literacy initiatives and culturally relevant teaching methods are showing potential in addressing the district's educational needs (Mendoza, 2020).

In light of these global, national, and local contexts, the present study aims to examine how early literacy is being promoted in the Maimbung District. It specifically focuses on the contributions of instructional resources, teacher training, parental engagement, and community involvement. The research seeks to uncover the challenges and opportunities in this area to support literacy advancement both locally and in similar communities across the Philippines. By emphasizing a collaborative, multi-stakeholder approach, this study aspires to offer practical recommendations for strengthening early literacy development in Maimbung and comparable regions.

Research Questions

This study examined the extent of promoting literacy development in early elementary years in Maimbung District, Sulu, during the School Year 2024-2025.

Specifically, it sought to answer the following questions upon its completion:

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Civil Status;
 - 1.4 Length of Service; and
 - 1.5 Educational Attainment?
2. What is the extent of promoting literacy development in early elementary years in Maimbung District in the context of:
 - 2.1 Instructional Materials and Resources;
 - 2.2. Teacher Training and Professional Development;
 - 2.3. Parental Involvement and Support; and
 - 2.4. Community Engagement?
3. Is there a significant difference in the extent of promoting literacy development in early elementary years in Maimbung District when the data are grouped according to the demographic profile of the teacher-respondents in terms of:
 - 3.1 Age;
 - 3.2. Gender;
 - 3.3. Civil Status;
 - 3.4. Length of Service; and
 - 3.5. Educational Attainment?
4. Is there a significant correlation among the sub-categories under the extent of promoting literacy development in early elementary years in Maimbung District in the context of instructional materials and resources, teacher training and professional development, parental involvement and support, and community engagement?

Foreign Literature and Studies

Experiential and Project-Based Learning. Hsu et al. (2019) found that hands-on activities like gardening and recycling in Taiwan significantly improved students' climate change awareness highlighting the value of experiential learning. Similarly, McNeil et al. (2019) in Canada showed that project-based learning (e.g., creating class newspapers) enhanced early literacy skills, suggesting Maimbung District could benefit from practical, real-world learning approaches.

Parental and Community Involvement. Chan & Lee (2018) emphasized parental engagement in Singapore as crucial to literacy gains, while Huang & Wang (2021) found similar results in China. Walker & Taylor (2020) and Roberts & Spencer (2017) highlighted how community partnerships in Australia and the UK, respectively, improved literacy outcomes. These suggest Maimbung District should enhance school-family-community collaboration.

Teacher Training and Professional Development. Teacher training was shown to be pivotal by Johnson et al. (2020) in Australia and Lütke & Müller (2020) in Germany, who noted that PD led to better literacy instruction and outcomes. Maimbung teachers would benefit from ongoing, literacy-focused training.

Instructional Strategies and Materials. Good teaching strategies such as guided reading, phonemic awareness, and story-based learning were supported by Sanchez & Ramirez (2019) in Spain. Novak & Meyer (2021) found multi-sensory approaches in the U.S. improved reading and writing, while Carter & Thomas (2018) in the U.S. emphasized the value of high-quality, diverse materials. These methods could support differentiated instruction in Maimbung schools.

Digital and Interactive Learning Tools. Lappalainen & Rantala (2021) in Finland and Andersen & Pedersen (2019) in Denmark demonstrated the benefits of digital tools in literacy learning. Brown & Green (2019) in Canada echoed this, showing tech-based learning boosted fluency and comprehension. Maimbung District could integrate digital resources for a more interesting literacy expertise.

Individualized and Early Interventions. Kim & Lee (2021) in South Korea and Wang & Zhang (2017) in China found that personalized teacher-student interaction and one-on-one tutoring were most effective in supporting early literacy. Johansson & Sörensen (2018) in Sweden further supported early, balanced interventions. Maimbung schools could adopt targeted literacy interventions to meet diverse learning needs.

Cultural Relevance in Literacy. Yamamoto & Suzuki (2020) in Japan and Li & Lee (2017) in China underscored the value of cultural literacy and local content in lessons to deepen student engagement. Integrating local culture and traditions into Maimbung's literacy curriculum may enhance students' connection with reading and writing.

Local Literature and Studies

Instructional Materials and Literacy Outcomes. Dela Cruz (2019) and Santos (2019) both highlight the critical role of instructional materials in enhancing literacy among elementary students in rural areas. Their findings show that access to quality resources like books and learning aids directly improves literacy and student involvement skills. Perez and Ramos (2019) emphasize the importance of well-equipped school libraries, while Martinez and Lopez (2020) stress the role of interactive tools in promoting early literacy. Adalia, Chavez, and Hayudini (2025) also examined how grammar learning among Gen Z students, viewed through a social learning lens, benefits from relevant and engaging materials highlighting how instructional strategies can be optimized even in foundational education contexts like Maimbung.

Teacher Training and Professional Development. Studies by Reyes and Bautista (2020), Santiago (2021), and Ramos and Hidalgo (2020) reveal that continuous professional development and specialized training significantly improve literacy instruction. Teacher competence is further enhanced through collaborative teaching, as found by Reyes and Domingo (2021). Chavez, Anuddin, and Mansul et al. (2024) further demonstrate that student confidence in grammar and writing can be boosted through co-curricular training like campus journalism, suggesting that teacher facilitation of such programs plays a critical role.

Parental Involvement and Support. Gomez (2018), Martinez and Sison (2020), and Abad (2021) show how parental support positively influences literacy development, particularly in low-income and rural communities. Their findings indicate that engaged parents contribute to improved literacy performance, a relevant insight for addressing home-school collaboration in Maimbung. Garcia, Lastam, and Chavez et al. (2025) explored the sociocultural implications of early marriage on educational dropout, indirectly reinforcing the value of parental guidance and structured support systems in sustaining literacy development.

Community and Cultural Engagement. Community participation in literacy programs plays a vital role, as discussed by Bautista and Santos (2021) and Luna (2020). Antonio and Torres (2020) and Villanueva and Cruz (2019) emphasize the value of culturally relevant and community-based approaches in overcoming literacy challenges, particularly in Mindanao. Chavez and Vicente (2024) provide insights into community compliance behaviors in the Zamboanga Peninsula, highlighting localized values and practices that can influence how communities engage in or support educational programs including literacy.

Innovative and Early Literacy Approaches. Interactive learning activities (Lopez, 2019) and structured reading programs (Castillo, 2020) are proven effective in developing literacy in early grades. Similarly, early childhood education is shown by Tan and De Leon (2020) to significantly enhance early literacy skills in rural communities. Felix and De Guzman (2021) also highlight innovations such as mobile libraries and digital tools that address literacy barriers in Mindanao, which are applicable to Maimbung. Chavez, Anuddin, and Mansul et al. (2024) reinforce this through their findings on grammar consciousness nurtured by campus journalism, which demonstrates that literacy skill-building can be enhanced by engaging extracurricular innovations.

Language and Literacy Instruction. Dizon and Garcia (2020) find that using local languages in literacy instruction improves comprehension and writing skills. Their research supports the inclusion of mother tongue-based strategies in regions like Maimbung, where dialects are widely spoken. Additionally, Cabiles, Samilo, Magallanes, et al. (2025) explored language use trends among Filipino youth in digital gaming, highlighting the pervasive influence of language environments on vocabulary acquisition and linguistic behavior factors that educators may need to consider when designing literacy interventions.

Methodology

This chapter presents the research design, research locale, respondents of the study, sampling design, research instrument, data gathering procedure, validity and reliability of instrument, and statistical treatment of data.

1. Research Design

To effectively structure the data collection process, this study employed a descriptive-exploratory research design within a quantitative methodological framework. This approach was utilized to assess the extent to which literacy development is being promoted during the early elementary years in the Maimbung District. According to Venson (2004), descriptive research helps in identifying and interpreting existing conditions, while also providing explanatory insights and relevant experiences that contribute to shaping a more focused and comprehensive investigation.

2. Research Locale and Respondents

This research was carried out in various public elementary schools within the Maimbung District of Sulu during the School Year 2024–2025. The participating schools included: Batu Ugis Elementary School, Bualo Elementary School, Ipil Elementary School, Lagasan Elementary School, Langtad Elementary School, Lidung Elementary School, Maimbung Higad Elementary School, Matatal Elementary School, Sultan Mohammad Jamalul Kiram Central School, and Usman Elementary School.

The study involved a total of one hundred (100) elementary school teachers selected from the district for the 2024–2025 academic year. Participants were chosen through purposive sampling, with ten (10) teachers representing each of the ten (10) public elementary schools mentioned above. The table below presents the distribution of respondents per school:

Distribution of respondents

No.	Name of Elementary Schools	No. of Respondents
1	Batu Ugis Elementary School	10
2	Bualo Elementary School	10

3	Ipil Elementary School	10
4	Lagasan Elementary School	10
5	Langtad Elementary School	10
6	Lidung Elementary School	10
7	Maimbung Higad Elementary School	10
8	Matatal Elementary School	10
9	Sultan Mohammad Jamalul Kiram Cenral School	10
10	Usman Elementary School	10
Total:		100

3. *Sampling Design*

The study utilized the convenience sampling is a non-probability sampling technique. type of sampling design where participants are chosen to be part of the sample as they represent the most available and most convenient for the researcher to access (Nikolepoulou, 2022).

4. *Research Instrument*

The research instrument utilized in this study was adapted from Frank Smith's seminal work *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read* (1971).

The research instrument was composed of two parts. Part I was the demographic profile of the respondents. Part II extent of promoting literacy development in early elementary years in Maimbung District, Sulu.

5. *Data Gathering Procedure*

To facilitate data collection, formal permission to administer the questionnaire was initially requested from the Dean of the School of Graduate Studies at Sulu State College. Subsequent approvals were then secured from the Schools Division Superintendent and the respective school heads of the following institutions in Maimbung District: Batu Ugis Elementary School, Bualo Elementary School, Ipil Elementary School, Lagasan Elementary School, Langtad Elementary School, Lidung Elementary School, Maimbung Higad Elementary School, Matatal Elementary School, Sultan Mohammad Jamalul Kiram Central School, and Usman Elementary School.

6. *Statistical Treatment of Data*

To generate the primary empirical data for this research, several statistical methods were applied:

1. Frequency and Percentage – These tools were used to analyze the demographic profile of the respondents, specifically in terms of age, gender, civil status, years of teaching experience, and highest educational attainment.

2. Weighted Mean and Standard Deviation – These statistical measures helped assess the overall extent to which literacy development is being promoted among early elementary learners in the Maimbung District.

3. T-test and One-Way Analysis of Variance (ANOVA) – An independent samples t-test was used to evaluate whether there were significant differences in literacy promotion efforts when grouped by gender. Meanwhile, ANOVA was employed to identify statistically significant differences across variables such as age, civil status, teaching experience, and educational attainment.

4. Pearson Product-Moment Correlation. Pearson product-moment correlation was used to determine the significant correlation among the sub-categories subsumed under the extent of

promoting literacy development in early elementary years in Maimbung District in the context of instructional materials and resources, teacher training and professional development, parental involvement and support, and community engagement.

The scale below was adapted in the analysis of the result of computations obtain from the use of descriptive and inferential statistical tools:

Point	Scale Value	Descriptors
5	4.50- 5.00	Strongly Agree
4	3.50- 4.49	Agree
3	2.50- 3.49	Moderately Agree
2	1.50- 2.49	Disagree
1	1.00- 1.49	Strongly Disagree

Results

This chapter presents the findings, analyses, and interpretations derived from the data collected in this study. It includes a detailed overview of the teachers' socio-demographic characteristics, which cover age, gender, civil status, years of teaching experience, and highest educational attainment. Additionally, it examines the extent to which literacy development is promoted in the early elementary years, focusing on four key areas: the availability and use of instructional materials and resources, teacher training and professional growth, parental involvement and support, and community engagement.

Furthermore, this chapter explores whether there are significant differences in the extent of literacy promotion based on the respondents' demographic profiles, as well as the correlation among the different sub-components involved in promoting early literacy in the Maimbung District.

The following sections present the analyzed results aligned with the research questions, using appropriate scoring methods and statistical treatments:

1. What is the socio-demographic profile of teacher-respondents in terms of: Gender, Age, Civil Status, Educational Attainment, and Length of Service?

1.1 In terms of Gender

Table 1.1 this section outlines the demographic profile of the faculty-respondents from Jolo IV District, Division of Sulu, based on gender. The data indicate that, out of 100 faculty-respondents, 19 (19%) are male, and 81 (81%) are female. These results highlight a noticeable gender imbalance, with females making up a significantly larger portion of the teaching staff in Jolo IV District, comprising 81% of the total respondents. This disparity suggests that women represent a dominant group within the district's educational workforce.

Table 1.1 Demographic Profile of Faculty-respondents at Jolo IV District, Division of Sulu by Gender

Gender	Number of respondents	Percent
Male	18	18%
Female	82	82%
Total	100	100%

1.2 In terms of Age

Table 1.2 this section presents the demographic profile of the faculty-respondents from Jolo IV District, Division of Sulu, based on age. The data indicate that among the 100 faculty-respondents, 27 (27%) are 30 years old or younger, 34 (34%) fall within the 31–40 age range, 29 (29%) are between 41–50 years old, and 10 (10%) are 51 years old or older. These findings show that the largest group of faculty-respondents is within the 31–40 age bracket, making up the highest proportion of the sample. This suggests that the teaching staff in the Jolo IV District is largely composed of mid-career educators.

Table 1.2 Demographic Profile of Faculty-respondents at Jolo IV District, Division of Sulu by Age

Age	Number of respondents	Percent
24 years old and below	1	1.0%
25 to 35 years old	37	37.0%
36 years old and above	62	62.0%
Total	100	100%

1.3 In terms of Civil Status

Table 1.3 this table presents the socio-demographic profile of respondents from Maimbung District in terms of civil status. The data reveal that, out of 100 respondents, 28% are single, 68% are married, and 4% are either separated or widowed. These findings indicate that the majority of respondents are married.

Table 1.3 Socio-demographic profiles of the respondents in terms of civil status.

Civil Status	Number of respondents	Percent
Single	28	28%
Married	68	68%
Widowed/Separated	4	4%
Total	100	100%

1.4 In terms of Educational Attainment

Table 1.4 this table illustrates the socio-demographic profile of respondents in Maimbung District based on educational attainment. The data show that 82% of respondents hold a bachelor's degree, 11% have completed some units toward a master's degree, and 7% possess a master's degree. These results suggest that the majority of respondents are bachelor's degree holders.

Table 1.4 Socio-demographic profiles of the respondents in terms of Educational Attainment.

Educational Attainment	Number of respondents	Percent
Bachelor's degree	82	82%
With Master's Unit	11	11%
Master's degree	7	7%
With Doctoral Unit	0	0%
Doctoral degree	0	0%
Total	100	100%

1.5 In terms of Length of Service

Table 1.5 this table presents the socio-demographic profile of respondents in Maimbung District based on their length of service. The data reveal that 29% of respondents have served for 5 years or less, 34% have served for 6–10 years, 17% have served for 11–15 years, and 20% have

served for 16 years or more. These findings indicate that a significant proportion of respondents have been in service for 6–10 years.

Table 1.5 Socio-demographic profiles of the respondents in terms of length of service.

Length of Service	Number of respondents	Percent
5 years and below	29	29%
6-10 years	34	34%
11-15 years	17	17%
16 years and above	20	20%
Total	100	100%

2. What is the extent of promoting literacy development in early elementary years in Maimbung District in the context of: Instructional Materials and Resources; Teacher Training and Professional Development; Parental Involvement and Support; and Community Engagement?

2.1 In terms of Instructional Materials and Resources

Table 2.1 this section reflects the extent to which literacy development is promoted in the early elementary years, specifically in terms of instructional materials and resources. The data indicate that, overall, the respondents reported a composite mean score of 4.160, with a standard deviation of 0.54425, which is categorized as "high" in the instructional materials and resources area.

More specifically, the first statement received a high mean score of 4.54, with a standard deviation of 0.688, and was rated as "Very High." The statement reads: "The school provides a wide variety of instructional materials (books, worksheets, etc.) to support literacy development in early elementary years." Statement five achieved a mean score of 4.43 and a standard deviation of 0.685, rated as "High." The statement states: "Teachers are provided with teaching aids (e.g., flashcards, visual aids) to make literacy lessons more engaging." Furthermore, statement four obtained a high mean of 4.33 with a standard deviation of 0.711, also rated as "High," and reads: "The school regularly updates its instructional materials to reflect current literacy teaching strategies."

Wijaya (2025) confirmed highlights that improving literacy in early elementary years relies on print-rich learning materials and resources. The availability of these materials, along with enhanced teaching strategies and teacher motivation, significantly contributes to developing students' reading competencies in rural areas.

Furthermore, instructional materials significantly support literacy development in early elementary years by improving comprehension and retention. The materials should be engaging and culturally relevant that facilitate meaningful learning experiences to prepare learners for effective communication and academic success (Listiani et.al, 2023).

Table 2.1 Extent of promoting literacy development in early elementary years in terms of instructional materials and resources.

No	Statements	Mean	S.D.	Description
1	The school provides a wide variety of instructional materials (books, worksheets, etc.) to support literacy development in early elementary years.	4.54	.688	Very High
2	Teachers have access to digital resources (e.g., educational apps, e-books) that enhance literacy teaching.	4.15	.770	High

3	The school has an adequate supply of reading materials (e.g., storybooks, phonics books) for all students.	4.18	.783	High
4	The school regularly updates its instructional materials to reflect current literacy teaching strategies.	4.33	.711	High
5	Teachers are provided with teaching aids (e.g., flashcards, visual aids) to make literacy lessons more engaging.	4.43	.685	High
6	The school library contains sufficient and varied resources to support early literacy development.	3.74	.906	High
7	Instructional materials for literacy are easy to access and well-organized.	4.24	.740	High
8	There are specialized resources available for students with diverse learning needs in literacy.	4.06	.722	High
9	The school incorporates multimedia tools (e.g., videos, interactive whiteboards) to support literacy learning.	3.78	.894	High
10	Teachers receive adequate resources to teach early literacy in an interactive and creative manner.	4.25	.770	High
Weighted Mean		4.160	.54425	High

Legend: (5) 4.50 – 5.00=Very high; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2) 1.50 – 2.49=Low; (1) 1.00 – 1.49=Very low

2.2 In terms of Teacher Training and Professional Development

Table 2.2 this section reflects the extent to which literacy development is promoted in the early elementary years in terms of teacher training and professional development. The overall results show that respondents obtained a composite mean score of 4.335, with a standard deviation of 0.50560, which is categorized as "high" in the teacher training and professional development area.

More specifically, item number six received a high mean score of 4.43, with a standard deviation of 0.607, and was rated as "High." This statement reads: "Teachers are provided with follow-up training and support to implement new literacy strategies in the classroom." Item number eight earned a mean score of 4.42 and a standard deviation of 0.606, also rated as "High." The statement states: "The school evaluates teachers' literacy instruction regularly and provides feedback for improvement." Statement number one achieved a high mean of 4.38 with a standard deviation of 0.678, rated as "High," and reads: "Teachers receive regular professional development training focused on enhancing literacy teaching skills." Additionally, statement number five garnered a high mean of 4.38, with a standard deviation of 0.599, rated as "High," and states: "Professional prospects for growth for teachers are aligned with the needs of early literacy education."

Basabe & Galigao (2024) pointed out that professional development is crucial in promoting literacy in early elementary that can enrich the teachers' pedagogical knowledge and instructional practices. They also emphasized that the need for continuous training can address diversity of students' needs and efficiently and effectively improve students' outcomes.

Additionally, Johnson et al. (2020) found that teachers who participated in targeted professional development programs focused on literacy instruction showed improvements in both their classroom practices and student literacy outcomes. Similarly, Lütke and Müller (2020) discovered that teachers engaged in specialized professional development programs were better prepared to implement evidence-based literacy strategies, which positively impacted students' reading and writing abilities. The study emphasized the importance of continuous professional

development to ensure that educators stay informed about the latest best practices in literacy education.

Table 2.2 Extent of promoting literacy development in early elementary years in terms of teacher training and professional development.

No	Statements	Mean	S.D.	Description
1	Teachers receive regular professional development training focused on enhancing literacy teaching skills.	4.38	.678	High
2	The school provides workshops or seminars on the latest literacy instruction techniques.	4.36	.704	High
3	Teachers are trained on how to use digital tools and resources effectively in teaching literacy.	4.19	.775	High
4	Teachers are encouraged to participate in literacy-focused conferences or training sessions.	4.34	.685	High
5	Professional development opportunities for teachers are aligned with the needs of early literacy education.	4.38	.599	High
6	Teachers are provided with follow-up training and support to implement new literacy strategies in the classroom.	4.43	.607	High
7	Teachers are given adequate time and resources to collaborate and share literacy teaching practices.	4.33	.637	High
8	The school evaluates teachers' literacy instruction regularly and provides feedback for improvement.	4.42	.606	High
9	Teachers are supported in experimenting with new literacy approaches through professional guidance.	4.34	.670	High
10	Teachers have access to online professional development courses focused on literacy development.	4.18	.716	High
Weighted Mean		4.335	50560	High

Legend: (5) 4.50 – 5.00=Very high; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2)1.50 – 2.49=Low; (1)1.00 – 1.49=Very low

2.3 In terms of Parental Involvement and Support

Table 2.3 This section reflects the extent to which literacy development is promoted in the early elementary years through parental involvement and support. The data show that, overall, respondents reported a composite mean score of 4.211, with a standard deviation of 0.57768, which is categorized as "high" in the parental involvement and support category.

More specifically, item number one received a high mean score of 4.48, with a standard deviation of 0.674, and was rated as "High." The statement reads: "Parents are regularly informed about the importance of literacy development in their children's early years." Item three garnered a mean score of 4.41, with a standard deviation of 0.712, also rated as "High." This statement says: "Parents are encouraged to engage in literacy activities at home, such as reading with their children." Additionally, item ten received a high mean score of 4.37, with a standard deviation of 0.774, rated as "High," and states: "There is a strong partnership between the school and parents in promoting early literacy development."

Bartolome et al. (2017) reported that parental involvement has a significant impact on literacy development. They emphasized that promoting effective communication, volunteering, and engaging in learning activities at home improves children's educational experiences, potentially fostering academic success and bridging the gap between home and school environments.

Additionally, Chan & Lee (2018) found that children whose parents actively participated in reading and literacy activities at home displayed higher levels of reading comprehension and writing skills. Their research also stressed the importance of a strong partnership between schools and parents to support literacy development. Moreover, Huang & Wang (2021) showed that when parents took an active role in their children’s literacy development, such as assisting with homework, reading together at home, and participating in educational activities, children performed better in both reading and writing assessments. The study highlighted the significance of fostering a partnership between parents and schools to enhance literacy development.

Table 2.3 Extent of promoting literacy development in early elementary years in terms of parental involvement and support.

No	Statements	Mean	S.D.	Description
1	Parents are regularly informed about the importance of literacy development in their children’s early years.	4.48	.674	High
2	Parents actively participate in literacy events (e.g., reading days, book fairs) organized by the school.	4.26	.787	High
3	Parents are encouraged to engage in literacy activities at home, such as reading with their children.	4.41	.712	High
4	The school provides parents with resources (e.g., reading tips, literacy guides) to help support their child's learning.	4.24	.793	High
5	Parents regularly attend meetings or workshops related to improving their child’s literacy.	4.03	.870	High
6	Parents volunteer in literacy programs or activities at the school.	4.02	.876	High
7	Parents provide feedback on their child’s progress in literacy and collaborate with teachers to improve it.	4.15	.821	High
8	Parents are encouraged to read to or with their children on a consistent basis.	4.21	.715	High
9	The school offers workshops or sessions to teach parents how to support literacy at home.	3.94	.736	High
10	There is a strong partnership between the school and parents in promoting early literacy development.	4.37	.774	High
Weighted Mean		4.211	57768	High

Legend: (5) 4.50 – 5.00=Very high; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2)1.50 – 2.49=Low; (1)1.00 – 1.49=Very low

2.4 In terms of Community Engagement

Table 2.4 This section highlights the extent to which literacy development in early elementary years is promoted through community engagement. Based on the data, the overall respondents reported a composite mean score of 4.099, with a standard deviation of 0.56791, which is classified as "high" in the community engagement category.

More specifically, item one received a high mean score of 4.44, with a standard deviation of 0.671, rated as "High." The statement reads: "The school collaborates with local organizations to promote early literacy development in the community." Item ten garnered a mean score of 4.31, with a standard deviation of 0.813, also rated as "High," stating: "There is a strong sense of shared responsibility between the school and the community for improving literacy outcomes." Item two received a mean score of 4.16, with a standard deviation of 0.721, rated as "High," and reads: "Community members actively support the school’s literacy programs (e.g., through donations or volunteer work)." Item seven achieved a mean of 4.15, with a standard deviation of 0.730, rated

as "High," and states: "The school organizes community outreach programs focused on promoting literacy among young children." Item five obtained a mean of 4.10, with a standard deviation of 0.732, rated as "High," and says: "The community is regularly informed about the school's literacy initiatives and achievements." Finally, item nine garnered a mean score of 4.05, with a standard deviation of 0.716, rated as "High," and reads: "The school partners with local media to highlight and promote literacy-related initiatives."

Esteban et.al. (2024) emphasized the need for community engagement to promote literacy development leading to recommend it as part of the PRACT framework in order to enhance reading instruction and address the challenges that may face in early elementary literacy education.

Furthermore, Roberts & Spencer (2017) found that in order for the schools to augment the students' literacy skills and promote a rich educational environment, linkages to local libraries and community centers have been instrumental in this endeavour.

Moreover, Bautista & Santos (2021) suggested that establishing a strong community support through local partnerships have seen to improve literacy outcomes. They emphasized the importance of community engagement in literacy programs.

Table 2.4 Extent of promoting literacy development in early elementary years in terms of community engagement.

No	Statements	Mean	S.D.	Description
1	The school collaborates with local organizations to promote early literacy development in the community.	4.44	.671	High
2	Community members actively support the school's literacy programs (e.g., through donations or volunteer work).	4.16	.721	High
3	Local businesses contribute resources (e.g., books, supplies) to enhance literacy education in the school.	3.96	.790	High
4	The school invites community experts to participate in literacy-related events and programs.	3.95	.757	High
5	The community is regularly informed about the school's literacy initiatives and achievements.	4.10	.732	High
6	Local libraries collaborate with the school to promote reading and literacy events for students.	3.89	.815	High
7	The school organizes community outreach programs focused on promoting literacy among young children.	4.15	.730	High
8	Community centers host literacy programs or activities that complement the school's literacy initiatives.	3.98	.724	High
9	The school partners with local media to highlight and promote literacy-related initiatives.	4.05	.716	High
10	There is a strong sense of shared responsibility between the school and the community for improving literacy outcomes.	4.31	.813	High
Weighted Mean		4.099	.56791	High

Legend: (5) 4.50 – 5.00=Very high; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2)1.50 – 2.49=Low; (1)1.00 – 1.49=Very low

3. Is there a significant difference in the extent of promoting literacy development in early elementary years in Maimbung District when the data are grouped according to the demographic profile of the teacher-respondents in terms of: Age; Gender; Civil Status; Educational Attainment; and Length of Service?

3.1 According to Age

Table 3.1 demonstrates the difference to the degree that promoting literacy development in early elementary years in terms of age. It can be gleaned from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference.

This finding aligns with the study of Byrne et.al. (n.d.) suggested that the characteristics of teachers such as age were not major contributors to promote effective literacy development. Yamamoto & Suzuki (2020) investigated the role of cultural literacy in promoting literacy skills among young learners in Japan. The study showed that incorporating culturally relevant texts and stories into literacy lessons helped students to connect more genuinely with reading and writing. They concluded that cultural relevance in literacy instruction promoted better engagement and learning outcomes.

Therefore, the hypothesis, which states that “There is no significant difference in the extent of promoting literacy development in early elementary years in Maimbung District when data are grouped according to age” is accepted.

Table 3.1 Differences in the extent of promoting literacy development in early elementary years in terms of age.

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional Materials and Resources	Between Groups	.203	2	.102	.339	.713	Not Significant
	Within Groups	29.121	97	.300			
	Total	29.324	99				
Teacher Training and Professional Development	Between Groups	.006	2	.003	.011	.989	Not Significant
	Within Groups	25.302	97	.261			
	Total	25.308	99				
Parental Involvement and Support	Between Groups	.511	2	.256	.762	.469	Not Significant
	Within Groups	32.527	97	.335			
	Total	33.038	99				
Community Engagement	Between Groups	.161	2	.081	.246	.782	Not Significant
	Within Groups	31.769	97	.328			
	Total	31.930	99				

Significance at alpha 0.05

3.2 According to Gender

Table 3.2 demonstrates the difference to the degree that promoting literacy development in early elementary years in terms of gender. It can be gleaned from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference.

Kwauk and Bever (2017) revealed that in a gender-inclusive classrooms required overcoming misconception about gender roles. They pointed out that female teachers may face difficulties in overcoming traditional gender norms in delivering education.

However, Alomair and Almethen (2021) noted that teachers may find difficulties in balancing gender-specific interests that potentially and indirectly affect literacy engagement. Additionally,

Winkelman (2016) revealed that academic growth may not be determined by the gender of the teachers.

Therefore, the hypothesis which states that “There is no significant difference in the extent of promoting literacy development in early elementary years in Maimbung District when data are grouped according to gender” is accepted.

Table 3.2 Differences in the extent of promoting literacy development in early elementary years in terms of gender.

Variables	Grouping Gender	Mean	S. D.	Mean Difference	t	Sig.	Description
Instructional Materials and Resources	Male	4.000	.76124	-.19512	-1.384	.170	Not Significant
	Female	4.195	.48319				
Teacher Training and Professional Development	Male	4.344	.60022	.01152	.087	.931	Not Significant
	Female	4.332	.48662				
Parental Involvement and Support	Male	4.194	.69067	-.02019	-.134	.894	Not Significant
	Female	4.214	.55469				
Community Engagement	Male	4.155	.71391	.06897	.465	.643	Not Significant
	Female	4.086	.53513				

Significance at alpha 0.05

3.3 According to Civil Status

Table 3.3 shows the difference in the extent of promoting literacy development in early elementary years in terms of civil status. It can be gleaned from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference.

Alufohai et al. (2015) pointed out that students who were being taught by single and married teachers outperformed those taught by separated or divorced teachers. They revealed that married teachers may experience higher job satisfaction while separated/divorced teachers might have been facing psychological stress affecting their teaching capacity.

However, Iwuagwu et al. (2016) revealed that civil status of the teachers may not directly impact and influence their teaching performance showing that in the context of teaching, promoting literacy development among students does not implicate to the teachers’ characteristics such as civil status.

Therefore, the hypothesis, which states that “There is no significant difference in the extent of promoting literacy development in early elementary years in Maimbung District when data are grouped according to civil status” is accepted.

Table 3.3 Differences in the extent of promoting literacy development in early elementary years in terms of civil status.

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional Materials and Resources	Between Groups	1.137	2	.569	1.956	.147	Not Significant
	Within Groups	28.187	97	.291			
	Total	29.324	99				
Teacher Training and Professional Development	Between Groups	1.145	2	.573	2.299	.106	Not Significant
	Within Groups	24.162	97	.249			
	Total	25.308	99				
Parental Involvement and Support	Between Groups	.599	2	.299	.895	.412	Not Significant
	Within Groups	32.439	97	.334			
	Total	33.038	99				
Community Engagement	Between Groups	.851	2	.426	1.328	.270	Not Significant
	Within Groups	31.079	97	.320			
	Total	31.930	99				

Significance at alpha 0.05

3.4 According to Educational Attainment

Table 3.4 shows the difference in the extent of promoting literacy development in early elementary years in terms of educational attainment. It can be gleaned from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference.

This finding supports the study of Reyes & Bautista (2020) that analyzed the effects of teacher professional development on literacy teaching strategies. They concluded that teachers who receive continuous training in literacy instruction show improvements in their students' reading and writing skills.

Furthermore, Ramos & Hidalgo (2020) revealed that teachers with specialized training in early literacy education improve student reading skills significantly.

Therefore, the theory that states that “There isn't a noticeable variation in the extent of promoting literacy development in early elementary years in Maimbung District when data are grouped according to educational attainment” is turned down.

Table 3.4 Differences in the extent of promoting literacy development in early elementary years in terms of educational attainment.

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional Materials and Resources	Between Groups	1.426	2	.713	2.480	.089	Not Significant
	Within Groups	27.898	97	.288			
	Total	29.324	99				
Teacher Training and Professional Development	Between Groups	1.366	2	.683	2.766	.068	Not Significant
	Within Groups	23.942	97	.247			
	Total	25.307	99				
Parental Involvement and Support	Between Groups	1.976	2	.988	3.085	.050	Significant
	Within Groups	31.062	97	.320			
	Total	33.038	99				
Community Engagement	Between Groups	2.198	2	1.099	3.586	.031	Significant
	Within Groups	29.732	97	.307			
	Total	31.930	99				

Significance at alpha 0.05

3.4.1 Post-hoc analysis using the Tukey HSD Test was conducted to determine which groups were classified according to educational attainment to have different levels of mean in areas subsumed under promoting literacy development in early elementary years as perceived by the respondents at Maimbung District.

The result of the analysis, which is shown in Table 3.5.1, indicates that the difference in the means of the promoting literacy development in early elementary years as perceived by the respondents at Maimbung District is obtained by way of a lower group mean minus a higher group mean.

a) On instructional materials and resources category, it shows that there are no other groups of respondents have a better way of perceiving the extent of promoting literacy development in early elementary years under instructional materials and resources category.

b) On teacher training and professional development category, it shows that there are no other groups of respondents have a better way of perceiving the extent of promoting literacy development in early elementary years under teacher training and professional development category.

c) On parental involvement and support category, it shows that with master's unit group of respondents obtained a mean difference of $-.35865^*$ with a standard error of $.18171$ and a p value of $.024$, which is significant at $\alpha = .05$ over the bachelor's degree group. So under this sub-category, no other groups of respondents are supposed to have a better way of perceiving the extent of promoting literacy development in early elementary years under parental involvement and support category than those bachelor's degree holder group.

d) On community engagement category, it shows that with master's unit group of respondents obtained a mean difference of $-.40466^*$ with a standard error of $.17777$ and a p value of $.054$, which is significant at $\alpha = .05$ over the bachelor's degree group. So under this sub-category, no other groups of respondents are supposed to have a better way of perceiving the extent of promoting literacy development in early elementary years under community engagement category than those bachelor's degree holder group.

Table 3.4.1 Post Hoc Analysis: Differences in the extent of promoting literacy development in early elementary years in terms of educational attainment.

Dependent Variable	(I) Grouping Educational Attainment	(J) Grouping Educational Attainment	Mean Difference (I-J)	Std. Error	Sig.
(a) Instructional Materials and resources	Bachelor's degree	With Master's unit	.18585	.17220	.529
		Master's degree	.43142	.21117	.107
	With Master's unit	Bachelor's degree	-.18585	.17220	.529
		Master's degree	.24557	.25929	.612
	Master's degree	Bachelor's degree	-.43142	.21117	.107
With Master's unit	Master's degree	-.24557	.25929	.612	
(b) Teacher Training and Professional Development	Bachelor's degree	With Master's unit	.35144	.15953	.076
		Master's degree	.20209	.19563	.558
	With Master's unit	Bachelor's degree	-.35144	.15953	.076
		Master's degree	-.14935	.24021	.809
	Master's degree	Bachelor's degree	-.20209	.19563	.558
With Master's unit	Master's degree	.14935	.24021	.809	
(c) Parental Involvement and Support	Bachelor's degree	With Master's unit	.35865*	.18171	.024
		Master's degree	.37683	.22283	.214
	With Master's unit	Bachelor's degree	-.35865*	.18171	.024
		Master's degree	.01818	.27360	.998
	Master's degree	Bachelor's degree	-.37683	.22283	.214
With Master's unit	Master's degree	-.01818	.27360	.998	
(d) Community Engagement	Bachelor's degree	With Master's unit	.40466*	.17777	.054
		Master's degree	.35401	.21800	.241
	With Master's unit	Bachelor's degree	-.40466*	.17777	.054
		Master's degree	-.05065	.26768	.980
	Master's degree	Bachelor's degree	-.35401	.21800	.241
With Master's unit	Master's degree	.05065	.26768	.980	

*. The mean difference is significant at the 0.05 level.

3.5 According to Length of Service

Table 3.5 shows the difference in the extent of promoting literacy development in early elementary years in terms of Length of Service. It can be gleaned from this table that, generally, the overall mean differences and t-values obtained under this category indicate no significant difference.

Martin (2025) analyzed the early childhood teachers' views on literacy acquisition where there was no significant difference on the teaching experiences. He emphasized that teachers agreed that the best way to teach literacy is to use a balanced approach that combines emergent and skills-based literacy techniques.

In contrast, Orlando and Mwangi (2021) that there was a statistically significant influence of teaching experience in literacy skills. They revealed that teachers with less than five years of experience were found more effective in promoting literacy.

Therefore, the hypothesis which states that "There is not important difference in the extent of promoting literacy development in early elementary years in Maimbung District when data are categorized based on length of service" is accepted.

Table 3.5 Differences in the extent of promoting literacy development in early elementary years in terms of length of service.

Source of Variation		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional Materials and Resources	Between Groups	.547	3	.182	.609	.611	Not Significant
	Within Groups	28.777	96	.300			
	Total	29.324	99				
Teacher Training and Professional Development	Between Groups	.779	3	.260	1.016	.389	Not Significant
	Within Groups	24.529	96	.256			
	Total	25.308	99				
Parental Involvement and Support	Between Groups	.642	3	.214	.634	.595	Not Significant
	Within Groups	32.396	96	.337			
	Total	33.038	99				
Community Engagement	Between Groups	.116	3	.039	.116	.950	Not Significant
	Within Groups	31.814	96	.331			
	Total	31.930	99				

Significance at alpha 0.05

4. Is there a significant correlation among the sub-categories under the extent of promoting literacy development in early elementary years in Maimbung District in the context of instructional materials and resources, teacher training and professional development, parental involvement and support, and community engagement?

Table 4. shows the correlation among the subcategories subsumed under promoting literacy development in early elementary years at Maimbung District. It can be gleaned from this table that, there is a very highly positive and significantly correlated between parental involvement and support and community engagement ($r=.844$; $sig=.000$), instructional materials and resources and teacher training and professional development ($r=.800$; $sig=.000$), teacher training and professional development and parental involvement and support ($r=.795$; $sig=.000$), teacher training and professional development and community engagement ($r=.771$; $sig=.000$), and instructional materials and resources and parental involvement and support ($r=.710$; $sig=.000$). Moreover, there is a highly positive and significantly correlated between instructional materials and resources and community engagement ($r=.692$; $sig=.002$).

These findings show a positive significant correlation among the subcategories subsumed under promoting literacy development in early elementary years at Maimbung District.

These findings align with the study of Ngwaru (2015) revealed that instructional materials, teacher training, parental involvement and community engagement may somehow influence low performance in literacy development. This indicated a significant correlation among these factors in promoting literacy development for lifelong learning.

Lappalainen & Rantala (2021) found that students who have been using instructional materials have showed significant improvement in reading comprehension and writing skills. Moreover, Thompson & Hughes (2020) revealed that schools with several materials in the libraries and with students ability to access to diverse reading materials saw influential impact and significant improvements in students' reading comprehension.

Chan & Lee (2018) found that children whose parents were actively engaged in reading and literacy activities at home have showed higher levels of reading comprehension and writing skills. The research also emphasized the significance of creating a strong partnership between schools and parents to support literacy development.

Therefore, the hypothesis which states that: “There is no significant correlation among the sub-categories under the extent of promoting literacy development in early elementary years in Maimbung District in the context of instructional materials and resources, teacher training and professional development, parental involvement and support, and community engagement” is hereby rejected.

Table 4.1 Correlation among the subcategories subsumed under promoting literacy development in early elementary years.

Variables	Pearson <i>r</i>	Sig.	N	Description
Instructional Materials and Support				
Teacher Training and Professional Development	.800**	.000	100	Very High
Parental Involvement and Support	.710**	.000	100	Very High
Community Engagement	.692**	.000	100	High
Teacher Training and Professional Development				
Parental Involvement and Support	.795**	.000	100	Very High
Community Engagement	.771**	.000	100	Very High
Parental Involvement and Support				
Community Engagement	.844**	.000	100	Very High

Legend: ** Correlation Coefficient is significant at alpha .01

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1=Nearly Zero; 0.1-0.30=Low; 0.3-0.50=Moderate; 0.5-0.7-0=High; 0.7-0.9= Very High; 0.9-1=Nearly Perfect

Conclusion

The conclusions are as follows: made based on the results of this study:

1. The teacher-respondents in Maimbung District are sufficiently represented in terms of age, gender, civil status, length of service, and educational attainment.
2. On the average, the teacher-respondents in Maimbung District have expressed a high or agreeable in promoting literacy development in early elementary years in terms of instructional materials and resources, teacher training and professional development, parental involvement and support, and community engagement.
3. On the account of significant difference, this study found out that there was no significant difference in the extent of promoting literacy development in early elementary years in Maimbung District when data are grouped according to age, gender, civil status and length of service. But a noteworthy distinction was identified when data are grouped according to educational attainment.

The overall non-significant findings of this study underscores the perceived importance of promoting literacy development in early elementary years in Maimbung District. This aligns with Vygotsky’s sociocultural theory of learning that emphasized the importance of teachers, parents, and the community in the learning process. The Zone of Proximal Development (ZPD)

highlights the guided learning where children can achieve higher levels of understanding through collaboration with more knowledgeable others (teachers, peers, parents). This also supports the Bronfenbrenner's Ecological Systems Theory underlined the human development is influenced by the interactions within various environmental systems, from immediate surroundings (family, school) to broader societal contexts (community, government policies) in this case, parental involvement and community engagement.

4. On the account of significant relationship, this study highlights the overall highly positive significant correlation among the subcategories subsumed under the extent of promoting literacy development in early elementary years at Maimbung District.

These significant findings support the study of Ngwaru (2015) revealed that instructional materials, teacher training, parental involvement and community engagement may somehow influence low performance in literacy development. This indicated a significant correlation among these factors in promoting literacy development for lifelong learning.

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