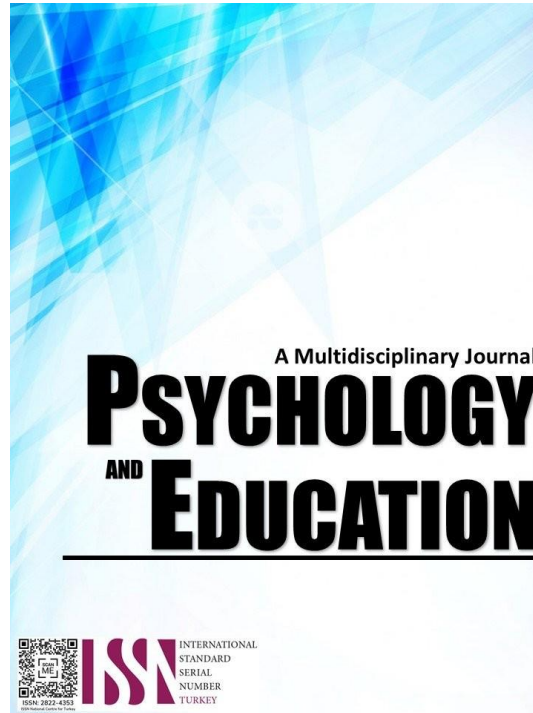


PARENTAL INVOLVEMENT, TEACHERS' LEARNING ACTIVITIES AND TECHNIQUES, AND EARLY LITERACY SKILLS AMONG THE PRIMARY LEARNERS



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Parental Involvement, Teachers' Learning Activities and Techniques, and Early Literacy Skills among the Primary Learners

Winnie T. Lamaclamac,* Ma. Fe D. Opina

For affiliations and correspondence, see the last page.

Abstract

The collaboration between family and school plays a pivotal role in shaping a child's academic journey, particularly in developing early literacy skills, which form the foundation for lifelong learning. In Thailand, this partnership is especially vital for cultivating reading skills among primary students. This research investigates how parental involvement and teachers' instructional methods influence early literacy development. It explores parental engagement in communication, home-based learning, volunteering, decision-making, and community collaboration alongside teachers' strategies for fostering literacy. The study assesses early literacy competencies in print awareness, phonological awareness, letter recognition, oral language skills, and vocabulary acquisition. Using descriptive and inferential statistical tools, including Pearson correlation and multiple regression analysis, the research identifies significant relationships between parental involvement, instructional strategies, and literacy outcomes. The results show that while parental engagement is valuable, teachers' instructional methods substantially impact early reading skills. These findings emphasize the need for continuous teacher development, innovative teaching techniques, and stronger home-school partnerships. The study recommends that school administrators adopt a proactive approach to involve parents and educators in enhancing early literacy, with future research exploring these dynamics across diverse educational contexts.

Keywords: *early literacy skills, parental involvement, primary learners, teachers' learning activities, teachers' techniques*

Introduction

Thailand has seen a notable improvement in literacy skills among the current generation, particularly within private schools. These institutions often employed highly qualified, non-native English-speaking teachers who possessed extensive experience in educating young learners. The strategic hiring of professional educators and a well-structured curriculum significantly enhanced students' literacy outcomes in these schools (Oshioeste, 2023). This trend highlighted the increasing emphasis on early education and the role of skilled teachers in shaping the literacy capabilities of young learners.

Thai learners' literacy in Thailand presented a dynamic landscape with both strengths and challenges. On the one hand, Thailand has made significant strides in improving access to education, leading to higher literacy rates, particularly in urban areas and private schools (Ye & Jiang, 2014). Many private institutions employed well-trained teachers, including both native and non-native English speakers, which contributed to enhancing students' literacy skills, especially in English (Piasta, 2016). Thai parents' strong work ethic often leads them to send their children to school early, especially in the private sector, to accommodate work schedules. Despite the high cost of private education in Thailand, many parents prioritized it, reflecting their belief in quality education. However, some parents face challenges like work commitments and financial issues or need to understand the importance of active involvement in their child's education (Swain & Cara, 2019).

According to Ye and Jiang (2014), parental involvement was crucial, as parents were their children's first educators and played a key role in boosting academic success. In a study by Oshioeste (2023), parental involvement in Thailand emerged as a pivotal factor, emphasizing that education was a collaborative endeavor between schools, families, and communities. This partnership played a vital role in cultivating a nurturing and supportive learning environment for young learners, reinforcing that the success of a child's education was deeply intertwined with active engagement from all key stakeholders. Such involvement enhanced academic outcomes and contributed to children's holistic development, fostering a culture of learning that extended beyond the classroom.

The increasing presence of both native and non-native English speakers in Thailand had a profound impact on the early literacy development of Thai primary learners. In private schools, where many of these English-speaking teachers were employed, young students were introduced to English early, which played a crucial role in their overall literacy skills (Ihmeideh, 2014). Exposure to English in early childhood education helped students develop foundational reading, writing, and comprehension skills essential for their academic growth. This early introduction to bilingual education fostered cognitive flexibility, enhanced vocabulary acquisition, and prepared students for future academic challenges in a globally connected world.

In Thailand, schooling commonly began as early as two or three years old, mainly due to the demands placed on working parents who relied on schools to care for their children during work hours. This early start served a practical purpose and played a critical role in fostering young learners' cognitive, social, and emotional development. Early education offered children a structured environment where foundational skills were nurtured, helping to prepare them for the more rigorous academic demands of formal education (Swain & Cara, 2019). Starting school at a young age promoted early literacy, numeracy, and socialization, setting the stage for long-term

academic success and personal growth.

Studies showed that families played a crucial role in children's language and literacy development, while many relied on schools to improve English skills. Piasta (2016) found that effective teaching techniques enhanced early literacy. Ihmeideh (2014) and Swain and Cara (2019) emphasized that family involvement strengthened reading and writing skills, highlighting the need for collaboration between families and schools to support literacy development.

The researcher selected Metaphat School and Wattananusas School in Nakhon Ratchasima and Phanat Nikhom, Chonburi, Thailand, due to her previous experience as a non-native English teacher in these areas. The results of this study could inform further study on parental involvement, teachers' learning activities and techniques, and early literacy, specifically in Thailand, to deepen the understanding of how families and teachers contributed to the development of early literacy skills in Thai primary learners.

Research Questions

This study investigated the connection between parental involvement, teachers' learning strategies and techniques, and early literacy skills among Prathom learners in Thailand. It investigated how different forms of parental engagement, including communication, support at home, volunteering, decision-making, and community collaboration, and teachers learn related to critical early literacy components such as print awareness, phonological awareness, letter knowledge, oral language skills, and vocabulary. By exploring these relationships, the study aimed to uncover the influence of parental involvement on early literacy development, offering insights to enhance educational activities and techniques and parental practices for improving literacy outcomes among young learners.

1. What is the level of Thai Prathom parental involvement in terms of:
 - 1.1. communication;
 - 1.2. learning at home;
 - 1.3. volunteering;
 - 1.4. decision making; and
 - 1.5. collaboration with community?
2. What is the level of implementation of teachers' learning activities and techniques?
3. What is the level of Thai Prathom learners' early literacy skills in terms of:
 - 3.1. print awareness;
 - 3.2. phonological awareness;
 - 3.3. letter knowledge;
 - 3.4. oral language skill; and
 - 3.5. vocabulary skills?
4. Is there a significant relationship between Thai Prathom primary learners' early literacy skills and parental involvement and teachers' learning activities and techniques.
5. Which of the variables singly or in combination predicts the early literacy skills among Thai Prathom primary learners?

Methodology

Research Design

This study employed a predictive correlational design to evaluate the relationships between variables and their potential predictive effects on early literacy skills. The focus was on the early literacy skills of Thai Prathom students, the level of parental involvement, and the learning activities and techniques used by teachers. Descriptive statistics, such as mean scores and standard deviations, were used to summarize and describe these variables. The study used predictive correlational analysis to explore how parental involvement and teaching techniques might predict early literacy outcomes. Multiple regression analysis was conducted to identify which factors, individually or in combination, significantly predicted early literacy development.

Additionally, Pearson correlation analysis assessed the strength and direction of the relationships between these variables. By using this design, the study aimed to predict the influence of parental involvement and teacher strategies on students' literacy skills, providing insights that can inform educational practices. This approach enabled a thorough description of the variables and a deeper exploration of how these variables interact to influence early literacy outcomes.

Respondents

The participants of this study were Thai primary learners enrolled in the Intensive Program and Interplus Program from two private schools in Thailand: Wattananusas School in Nakhon Ratchasima and Metapaht School in Phanat Nikhom, Chonburi. These learners were between the ages of 7, 8, and 9, representing a total population of 158 students. The study employed simple random sampling to ensure that every student had an equal chance of being selected. This method follows Creswell's (2014) guidelines to minimize bias and enhance the validity and representativeness of the findings related to parental involvement and teaching strategies for literacy development.

Using the Raosoft calculator, a sample size of 113 students was determined based on a confidence level of 95%, a margin of error of

5%, and a response distribution of 50%. The selected sample comprised 75 students from Wattananasus School and 38 from Metapaht School. This sampling approach ensured that the study accurately reflected the broader population of Thai Prathom Grade 3 learners enrolled in the Intensive English Program during the academic year 2024–2025. The table below illustrates the population and sample distribution:

Table 1. *The Target Respondents*

<i>School</i>	<i>Total Student Population</i>	<i>Sample Size</i>
Wattananus School	105	105
Metapaht School	53	53
Total	158	113

The inclusion criteria for the study focused on third-grade primary students who were enrolled in the Interplus Program (IP) and Intensive English Program (IEP) in the 2024–2025 school year. Those not in Grade 3 or who did not belong to the regular school system, such as out-of-school adolescents, were notably excluded from this emphasis. To ensure the students and their guardians were entirely aware of the goals and objectives of the study, their express informed permission was obtained before they were included in it.

Respondents could withdraw from the study at any time, for any reason, and without repercussions. Their voluntary involvement highlighted their freedom to decide for themselves without outside influence. Participants were also guaranteed not to be penalized or lose any advantages to which they would otherwise be entitled if they chose to withdraw or not participate. Crucially, participants in this study were not asked to give up any legal rights, claims, or remedies in exchange for participating, guaranteeing that their legal protections were not compromised throughout the study.

Instrument

The study instruments used were parental involvement, teachers' learning activities, and techniques: Implications for instructional strategy. Survey questionnaires were employed and adapted from previous studies. The independent variables were parental involvement and teachers' learning activities and techniques to gather comprehensive data on Thai Prathom learners' parental involvement in early childhood education. The independent variable, parental involvement, was adapted from a significant study with minor modifications (Weilai et al., 2023). The teachers' learning activities and techniques were adapted and rephrased based on Tabbada-Rungduin et al. and Rosarito Tatel's (2014) work.

The primary method involved administering a structured questionnaire to Grade 3 Thai Prathom learners. This questionnaire assessed various dimensions of parental involvement, including communication, learning at home, volunteering, decision-making, and collaboration with the community. Additionally, the questionnaire provided a standardized means of data collection, enabling systematic analysis and comparison of parental responses across different dimensions of involvement. The questionnaire on the dependent variable was "early literacy skills," the study adopted the work of Adelina et al. (2016), with modifications made to adjust the content for the comprehension level of young learners.

The questionnaires were modified to be more appropriate for students as respondents. A panel of experts from the Liceo de Cagayan University Graduate Studies validated the revised instrument for the survey. The researcher conducted a pilot test with 30 participants to ensure the questionnaire's suitability and consistency before distribution.

Procedure

The researcher adhered strictly to the University study Protocol to uphold the quality and integrity of the study findings. Clearance was obtained from the Liceo de Cagayan University study Ethics Board (LREB) to initiate the process. This step was crucial in ensuring the study complied with institutional and ethical standards and fostered trust in the findings. Following this, the researcher drafted a formal letter to secure approval from the university administration, including obtaining authorization from the Dean of the School of Teacher Education. This hierarchical approach reinforced the credibility of the study.

Once the Dean granted permission, the researcher formally requested authorization from the school principal to conduct the study for data-gathering purposes. This approval was essential for establishing a cooperative relationship with the school administration and facilitating participant access. The researcher recognized the importance of transparency and collaboration with school authorities to ensure the smooth execution of the study.

To demonstrate a solid commitment to ethical guidelines, the researcher prepared an invitation letter to encourage respondents to participate in the survey. This letter clearly outlined the study's objectives, significance, and the expected contributions of participants. After identifying potential participants, a comprehensive orientation session was conducted to ensure all respondents were well-informed about the study's scope and roles. Participants received the Informed Consent and Parent Consent Form during this orientation session. The researcher thoroughly explained all aspects of the Informed Consent Form, detailing the study's purpose, the study tools employed, and the specific items in the survey questionnaire. This proactive approach ensured that participants felt comfortable and informed about their involvement in the study process.

Participants were also informed about the selection process and reassured that participation would not impact their academic standing. They were informed of potential risks associated with sharing personal information and the benefits of contributing valuable insights regarding their perceptions and attitudes toward parental involvement, teachers' learning activities, techniques, and early literacy skills. The researcher aimed to foster participant trust and cooperation by being transparent about risks and benefits.

To address any concerns, the researcher assured participants of the highest level of confidentiality to protect their personal information and involvement in the study, in compliance with the Data Privacy Act of 2012 and the Freedom of Information Act of 2000 (RA 10173). Instead of using participants' names, a numerical code was assigned to their information, which was known only to the researcher. This measure enhanced the anonymity of respondents and further strengthened ethical compliance. The ethical considerations for this study encompassed several critical aspects to ensure a responsible and respectful study process. The researcher prioritized the principles of respect for persons, beneficence, and justice. By providing full disclosure about the study, including the potential risks and benefits associated with participation, the researcher empowered participants to make informed decisions regarding their involvement.

The inclusion criteria for the study focused on Grade 3 students enrolled in the Intensive English Program and Interplus Program during the 2024-2025 academic year. Conversely, participants were excluded based on specific criteria, including students identified by administrators as having unique abilities, those not enrolled in Grade 3, out-of-school youth, and students whose parents or guardians did not consent. Establishing these criteria was essential to ensure the study focused on a homogenous group of participants relevant to the study objectives.

Clearly defined exclusion and withdrawal criteria were implemented to safeguard the well-being of participants. Exclusions applied to students with unique abilities, those not enrolled in Grade 3, out-of-school youth, and students without parental or guardian consent. Additionally, participants retained the right to withdraw from the study under certain circumstances, such as illness, an inability to respond, a change of decision by the participant or their parents, or if the participant relocated. This emphasis on voluntary participation underscored the importance of ethical standards and respected participant autonomy.

Participants had the right to withdraw from the study at any time for various reasons, including illness, an inability to respond, a change of mind by the participant or their parents, or relocation. This voluntary aspect of participation underscored the ethical commitment to respect individual autonomy and agency throughout the study process. The researcher also emphasized that any decision to withdraw would not negatively impact the participants' academic standing.

The data collection for this study followed a quantitative study design, utilizing a pen-and-paper survey questionnaire as the primary instrument for information gathering. The questionnaire included statements or phrases to evaluate parental engagement, teachers learning activities and techniques, and their influence on early literacy abilities. Participants utilized a Likert scale ranging from 5 to 1 to assess these aspects, with available options including "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." This structured approach to data collection facilitated a systematic analysis of the responses.

Lastly, it was crucial to reiterate that participation in this study was voluntary. Participants were free to decline or discontinue their involvement at any point during the study. Their decision to participate or decline did not impact their grades or standing within the school, and their academic performance remained unaffected by any withdrawal. Should they have had further questions or require additional information about the study, participants could contact the researcher, whose contact information was provided in the Informed Consent Form. Confidentiality was a cornerstone of the ethical framework for this study. All personal data collected were stored securely, ensuring participant anonymity was maintained throughout the study. The researcher took necessary measures to ensure that participants' identities were not disclosed in any reports or publications, thereby upholding ethical standards of privacy and confidentiality.

Data Analysis

The data collected in this study were analyzed using descriptive and inferential statistical tools. Descriptive statistics, such as mean and standard deviation, were employed to summarize and provide an overview of the data. Specifically, the mean was used to analyze data related to Problem 1, Problem 2, and Problem 3 to capture central tendencies and patterns within the variables studied (Johnson & Christensen, 2016).

To address Problem 4, Pearson correlation analysis was conducted to examine the relationships between variables, providing insight into the strength and direction of these associations. For Problem 5, multiple regression analysis was applied to explore the influence of parental engagement, teachers' learning activities, and teaching techniques on early reading abilities. This approach enabled the identification of predictors and their relative contributions to the outcome variable (Kline, 2015).

Inferential statistics were also used to analyze variables' correlations and determine significant differences between groups (Grove et al., 2014). Analytical procedures were performed using statistical software such as SPSS (Statistical Package for the Social Sciences) and R, ensuring accurate and efficient data processing (R Core Team, 2020). The significance level for all tests was set at $p < 0.05$ to ensure reliability in the results.

This multifaceted analytical approach facilitated a comprehensive understanding of the interconnections among variables. It also

provided insights into areas requiring improvement, particularly in teacher learning operations, teaching methodologies, and parental engagement (Tabachnick & Fidell, 2019).

Results and Discussion

This chapter presents the analyses and interpretations of the data collected from the participants, focusing on parental involvement, teachers' learning activities and techniques, and the early literacy skills of primary learners.

Problem 1. What is the level of Thai Prathom parents' parental involvement in terms of: Communication Involvement, Learning at home Involvement, Volunteering Involvement, Decision Making Involvement and Collaboration with community?

Table 2. *Thai Prathom parents' level of the parental involvement in terms of Communication*

Indicators	Mean	SD	Description	Interpretation
1. My parents read with me every day, helping me learn new words and enjoy stories. Bottom of Form	4.66	.665	Strongly Agree	Very High
2. My parents make stories exciting by using different voices and asking me what I think will happen next.	4.35	.826	Agree	High
Over-all Mean	4.51	0.746	Strongly Agree	Very High

Legend: Scale - 5, 4, 3, 2, 1; Range - 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation - Very High, High, Moderately High, Low, Very Low

Table 2 presents the Thai Prathom parents' level of parental involvement in Communication. As shown in the table, item number 1, "My parents read with me every day, helping me learn new words and enjoy stories," obtained the higher mean score of $M=4.66$, $SD=.665$. In contrast, item 2, "My parents make stories exciting by using different voices and asking me what I think will happen next," obtained the lower mean score of $M=4.35$, $SD=.828$. The overall mean score was $M=4.51$, which was described as strongly agreeing, and it was interpreted that the Thai Prathom parents' level of parental involvement in terms of Communication was very high. Meanwhile, the overall mean of $SD=.746$ implied that the data were more scattered around the mean. Murray supported this finding, and Flores de Apodaca (2015) claimed that Communication had a positive effect and was most effective in connecting with parents.

Additionally, Houri et al. (2019) proved that Communication had the potential to increase parental engagement and involvement. When their child's teacher or school directly engaged parents, they were more likely to participate actively in their child's education. Active parental involvement, primarily through Communication, boosts children's literacy skills, reduces learning stress, and fosters positive literacy experiences (Green et al., 2007; Lavenda, 2011; Nezamparast et al., 2023).

As an educator, classroom observations reveal that parents play a crucial role in their children's literacy development, and their involvement is positively reflected in students' abilities. Many students demonstrate a well-developed capacity to understand and use new vocabulary, primarily attributed to the consistent support they receive from reading with their parents at home. Parents often take the time to explain unfamiliar words, providing context and reinforcing meaning, which helps children expand their vocabulary and improve language skills.

Furthermore, students who regularly engage in reading activities with their parents tend to display greater confidence when participating in class discussions or reading aloud. This supports reading comprehension and nurtures children's self-esteem, ability to articulate thoughts clearly, and willingness to express themselves in group settings. Such involvement fosters a deeper connection to language, cultivating a lifelong love of learning and literacy.

Some parents effectively utilize everyday situations to reinforce their children's schooling. These parents often discuss themes or lessons from stories, encouraging their children to relate the narrative to their experiences or prior knowledge. This approach fosters critical thinking as children begin to predict what might happen next in a story or reflect on the characters' actions and decisions. Such interactions deepen the connection between reading and real-life situations, contributing to more comprehensive cognitive development.

Students whose parents consistently dedicate time to reading at home often exhibit stronger focus and attention during classroom activities. These children approach learning with a more disciplined and organized mindset, likely due to the structured routines established at home. Parental involvement through regular reading, engaging discussions, and fostering learning routines significantly supports children's literacy growth and overall academic

Table 3. *Thai Prathom parents' level of the parental involvement in terms of Volunteering Environment*

Indicators	Mean	SD	Description	Interpretation
3. My parents' volunteer at my school to help other kids with various educational activities.	4.41	.716	Agree	High
4. My parents help organize educational events and activities at my school.	4.44	.797	Agree	High
Over-all Mean	4.43	0.75	Agree	High

Legend: Scale - 5, 4, 3, 2, 1; Range - 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation - Very High, High, Moderately High, Low, Very Low

Table 3 presents the Thai Prathom parents' parental involvement level in the Volunteering Environment. As shown in the table, item

number 4, "My parents help organize educational events and activities at my school," obtained the higher mean score of $M=4.44$, $SD=.797$. In contrast, item 3, "My parents volunteer at my school to help other kids with various educational activities," obtained the lower mean score of $M=4.41$, $SD=.716$.

The overall mean score was $M=4.43$, which was described as agreeing, and it was interpreted that the Thai Prathom parents' level of parental involvement in terms of volunteering involvement was high. Meanwhile, the overall mean of $SD=.75$ implied that the data were more scattered around the mean.

This finding was supported by the claim of Huang (2017) that educational theories had consistently shown that parents were collaborative partners of equal status with educators. Additionally, Rogers and Feller (2018) reported that there were many consequences when parents did not participate in their children's education activities, including high dropout rates, illiteracy among children, behavioral problems, and poor academic outcomes.

The researcher's observations reveal parental involvement, particularly in volunteering and organizing educational events. Many parents actively participate in school volunteer efforts, providing support not only to their children but also to other students during various academic activities.

This type of involvement fosters a strong sense of community and collaboration within the school environment. The presence of parents in these activities contributes to a more supportive and enriching learning atmosphere, where students feel encouraged and motivated by the broader engagement of their caregivers.

In addition to volunteering, many parents play critical roles in organizing educational events and activities. Their involvement significantly enhances the success of school programs, as they bring creativity, resources, and enthusiasm to the planning process. The events organized by parents often serve as meaningful extensions of the classroom, offering students hands-on experiences that enrich their learning.

Table 4. *Thai Prathom parents' level of the parental involvement in terms of learning at Home*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
5. My parents reading to me at home helps me love books and get excited about stories.	4.46	.660	Agree	High
6. My parents provide me print materials at home to learn words and read.	4.42	.706	Agree	High
Over-all Mean	4.44	0.683	Agree	High

Legend: Scale - 5, 4, 3, 2, 1; Range - 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation - Very High, High, Moderately High, Low, Very Low

Table 4 presents the Thai Prathom parents' level of parental involvement in Learning at Home. As shown in the table, item number 5, "My parents reading to me at home helps me love books and get excited about stories," obtained the higher mean score of $M=4.46$, $SD=.66$. In contrast, item 6, "My parents provide me print materials at home to learn words and read," obtained the lower mean score of $M=4.42$, $SD=.706$. The overall mean score was $M=4.44$, $SD=.68$, which was described as agreeable, and it was interpreted that the Thai Prathom parents' level of parental involvement in learning at home was high.

Meanwhile, the overall mean of $SD=.68$ implied that the data were more scattered around the mean. This finding was supported by the claim of Bachman (2021), stating that to ensure students learn at their highest potential, family engagement was a much-needed factor. Simply encouraging school-based involvement for their parents, being aware of school expectations and schoolwork requirements, and establishing a school routine at home led to higher academic achievement in students.

The researcher's observations indicate that students who are regularly read to by their parents at home develop a profound passion for books, stories, and the broader world of literature. These learners consistently demonstrate exceptional levels of engagement, enthusiasm, and emotional connection during school reading activities. They actively participate, ask insightful and critical questions, and exhibit a deep curiosity about the narratives, reflecting their intrinsic motivation to explore new ideas.

Their sustained and growing interest in reading is nurtured by the consistent, rich, and interactive storytelling experiences they enjoy at home, where parents play an integral role in shaping their love for literature. These formative, positive interactions not only promote reading comprehension but also foster essential cognitive, linguistic, and social skills.

As a result, these children develop a lifelong commitment to reading, learning, and intellectual discovery, which supports both their academic success and personal growth.

Furthermore, students with access to various print materials provided by their parents, such as books or magazines, tend to exhibit stronger literacy skills. These children arrive at school with a broader vocabulary and an enhanced ability to understand and interact with texts.

The availability of reading resources at home allows them to encounter new words regularly, contributing to improved reading fluency and fostering a positive attitude toward learning. These findings highlight parental involvement's significant role in providing reading opportunities and materials at home, which supports students' literacy development and engagement in the school environment.

Table 5. *Thai Prathom parents' level of the parental involvement in terms of Decision Making*

Indicators	Mean	SD	Description	Interpretation
7. My parents involve me in choosing which books to buy when we visit the bookstore	4.53	.660	Strongly Agree	Very High
8. My parents let me decide which books we will read together before bed.	4.28	.861	Agree	High
Over-all Mean	4.41	0.761	Agree	High

Legend: Scale – 5, 4, 3, 2, 1; Range – 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation - Very High, High, Moderately High, Low, Very Low

Table 5 presents the Thai Prathom parents' level of parental involvement in terms of Decision Making. As shown in the table, item number 7, "My parents involve me in choosing which books to buy when we visit the bookstore," obtained the higher mean score of $M=4.53$, $SD=.66$. In contrast, item 8, "My parents let me decide which books we will read together before bed," obtained the lower mean score of $M=4.28$, $SD=.861$. The overall mean score was $M=4.41$, $SD=.76$, which was described as agreeable, and it was interpreted that the Thai Prathom parents' level of involvement in decision-making was high. Meanwhile, the overall mean of $SD=.76$ implied that the data were more scattered around the mean. This finding was supported by the claim of Sorariutta and Silvén (2018) that a parent might suggest to their child the benefits of delaying gratification to increase rewards for themselves or others. Additionally, Hughes and Devine (2019) stated that decision-making was considered a higher-order or more complex cognitive skill, which supported purposeful actions and appropriate responses to complex or challenging situations.

These findings suggested that parents may have directed decision-making rather than helped guide and support children's decision-making. In doing so, children were not prepared to continue making decisions that considered others and the future when working independently. Previous studies suggested the importance of cognitive growth by actively involving children in cognitive tasks (Bornstein & Lamb, 2015; Crain, 2000; Rogoff, 1990).

Decision-making required inhibitory control, which encompassed cognitive control (i.e., the regulation of thoughts and perceptions) and behavioral control (i.e., response inhibition and deferred gratification). While most young children struggled with inhibiting their behavioral responses, their inhibitory control tended to develop as they aged (Bjorklund & Myers, 2015). That was why parental involvement in decision-making was significant. Engaged parents could Model effective decision-making strategies and provide guidance, helping children navigate choices and self-regulate. This collaborative approach supported the development of critical thinking and problem-solving skills. It fostered a sense of autonomy in children, laying a solid foundation for their future academic and social success.

The researcher's classroom observations reveal that students whose parents actively involve them in choosing books during bookstore visits often enthusiastically bring these new books to school. This involvement fosters a sense of ownership and pride in their reading materials, increasing their enthusiasm for sharing their selections with peers and teachers. These students engage more in reading activities and powerfully connect to the chosen content.

Additionally, students who can decide which books to read with their parents before bedtime are more interested in reading. They frequently bring these selected books to school, eager to continue exploring or share the stories with others. This level of involvement in their reading choices deepens their enjoyment of books and positively influences their participation in classroom activities. These observations underscore the importance of giving students a voice in their reading decisions, enhancing their engagement, and fostering a love for learning.

Table 6. *Thai Prathom parents' level of the parental involvement in terms of Collaboration with Community*

Indicators	Mean	SD	Description	Interpretation
9. My parents take me to community events where authors read their books and talk about writing.	4.64	.576	Strongly Agree	Very High
10. My parents and I participate in community book clubs to discuss books with other families.	4.32	.790	Agree	High
Over-all Mean	4.48	0.683	Agree	High

Legend: Scale – 5, 4, 3, 2, 1; Range – 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation - Very High, High, Moderately High, Low, Very Low

Table 6 presents the Thai Prathom parents' level of parental involvement in collaboration with the community. As shown in the table, item number 9, "My parents take me to community events where authors read their books and talk about writing," obtained the higher mean score of $M=4.64$, $SD=.576$. In contrast, item 10, "My parents and I participate in community book clubs to discuss books with other families," obtained the lower mean score of $M=4.32$, $SD=.790$. The overall mean score was $M=4.48$, $SD=.68$, which was described as agreeable, and it was interpreted that the Thai Prathom parents' level of parental involvement in collaboration with the community was high. Meanwhile, the overall mean of $SD=.68$ implied that the data were more scattered around the mean. This finding was supported by the claim of Li and Zhang (2023) that parent and community involvement in education stood as a cornerstone for the holistic development of learners and the broader enhancement of societal well-being. Additionally, Cordova Jr et al. (2024) stated that collaboration between parents, communities, and educational institutions enhanced academic achievements and nurtured individuals equipped with the skills and values necessary for meaningful societal contribution.

The researcher's classroom observations reveal that students whose parents take them to community events, where authors read and discuss their books, often exhibit a deeper appreciation for reading and writing. These students demonstrate heightened curiosity about storytelling and greater engagement during creative writing activities. Exposure to authors and literary discussions outside school significantly enhances their understanding and enthusiasm for literature.

Additionally, students participating in community book clubs with their parents display strong Communication and critical thinking skills. They are more comfortable discussing books in group settings and are often eager to share their insights during class discussions. Participation in these book clubs, alongside other families, fosters collaboration and encourages thoughtful conversations about reading, supporting literacy development and building a sense of community among students.

Table 7. Summary of Mean Scores for the Thai Prathom parents' level of the parental involvement

<i>Sub-variables</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
Communication	4.51	0.746	Strongly Agree	Very High
Learning at home	4.43	0.75	Agree	High
Volunteering	4.44	0.683	Agree	High
Decision Making	4.41	0.761	Agree	High
Collaboration with Community	4.48	0.683	Agree	High
Over-all Mean	4.45	0.725	Agree	High

Legend: Scale - 5, 4, 3, 2, 1; Range - 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation - Very High, High, Moderately High, Low, Very Low

Table 7 presents the Summary of Mean Scores for the Thai Prathom parents' level of parental involvement. As shown in the table, Communication obtained the highest mean score of $M=4.51$, $SD=.74$, followed by Collaboration with Community ($M=4.48$, $SD=.68$), Volunteering ($M=4.44$, $SD=.68$), Learning at home ($M=4.43$, $SD=.75$), and lastly, Decision Making ($M=4.41$, $SD=.76$). The overall mean score was $M=4.45$, $SD=.72$, described as agree, and interpreted that the Thai Prathom parents' level of parental involvement was high. Meanwhile, the overall mean of $SD=.72$ implied that the data were more scattered around the mean. This finding was supported by the claim of Beard and Thomson (2021) that parental involvement in education had been widely recognized as a key determinant of academic success and overall student well-being. Parental involvement was significant because it reinforced the idea that education was a collaborative effort between schools, families, and communities, and it played a crucial role in fostering a supportive learning environment for students (Alinsunurin, 2020; Oshioste et al., 2023). Academic support included helping children with homework, providing resources for learning at home, and engaging in discussions about educational goals and aspirations. Parents could contribute to school life by attending parent-teacher conferences, volunteering in classrooms, participating in school committees or parent-teacher conferences (PTCs), and attending school events such as performances, sports days, and fundraisers (Hagos et al., 2021).

Padak and Fawcett (2015) proved that parental involvement in children's reading at home increased literacy skills in young children. However, some methods worked better than others. Certain factors and principles should have been followed to ensure that parental involvement was successful in developing the child's literacy skills.

In Thailand, most families had hectic schedules, so it was important that the activities took around ten to fifteen minutes and were fun for the child and the parents. This ensured parents stuck with the program at home (Crosby et al., 2015). Based on these factors, Padak and Rasinski (2015) developed a literacy program for parents to work with their children at home, which they named Fast Start. In this program, children were asked to master a daily poem appropriate for young children. According to the National Center for Families Learning (2019), parent and child interactions are the heart of a child's literacy development. Bringing children and parents together to work, play, read, and learn positively improved language, literacy, emotional growth, and cognitive development.

Thai parents may have required support in recognizing the significance of active involvement in their child's education or may have faced challenges that hindered their participation. Factors such as work commitments, financial constraints, and educational background could all have influenced the level of parental involvement.

According to Ye and Jiang (2014), parental engagement was crucial for three reasons: parents served as their children's first educators, held long-term responsibility for their development, and their involvement enhanced the likelihood of academic success. In Thailand, many children began schooling between the ages of two and three, as working parents often relied on schools for childcare. Early education promoted children's cognitive and social development and provided a foundation for formal schooling. Encouraging greater parental involvement, despite potential challenges, could have played a vital role in strengthening the educational outcomes of Thai children.

Thailand's educational systems underwent transformational changes at all levels in response to global economic pressures. Policymakers interpreted these pressures to mean that Thai students' achievement needed to improve if Thailand was to remain competitive in the worldwide economy.

The researcher's classroom observations consistently reveal that learners demonstrate exceptionally high levels of Communication, home learning, volunteering, decision-making, and collaboration with the community. This high engagement is closely linked to active parental involvement. Despite parents' busy schedules, students consistently exhibit the positive effects of their parents' support in

their daily activities. Their ability to communicate effectively, engage in thoughtful decision-making, and participate actively in school and community events reflects this involvement.

Moreover, learners with involved parents tend to be more confident and take initiative in academic and extracurricular activities. Parental participation in school-related events, such as volunteering or attending community book clubs, strengthens the connection between home and school, further motivating students to excel. Whether through assisting with homework, discussing books, or supporting community projects, the impact of parental involvement is evident in students' overall development. This consistent engagement nurtures their academic skills and social and emotional growth, fostering a well-rounded and empowered group of learners.

Problem 2. What is the level of implementation of teachers' learning activities and techniques?

Table 8. Level of teachers' learning activities and techniques on early literacy skills among primary learners

	Indicators	Mean	SD	Description	Interpretation
1.	My teacher has a writing corner with writing materials.	4.50	.755	Strongly Agree	Very Highly Applied
2.	My teacher has print materials linked to class activities.	4.57	.630	Strongly Agree	Very Highly Applied
3.	My teacher repeats the sound of the word for us to know how to say it.	4.05	.919	Agree	Highly Applied
4.	My teacher breaks down words into individual sounds (phonemes).	4.51	.859	Strongly Agree	Very Highly Applied
5.	My teacher teaches us letter names that mean something to us.	4.55	.720	Strongly Agree	Very Highly Applied
6.	My teacher allows us to sing alphabet songs for us to identify the letters.	4.25	.727	Agree	Highly Applied
7.	My teacher lets us talk and work in groups.	4.50	.766	Strongly Agree	Very Highly Applied
8.	My teacher listens to what we say.	4.08	.957	Agree	Highly Applied
9.	My teacher uses new words that we don't use every day.	4.47	.697	Agree	Highly Applied
10.	My teacher uses word games for us to know more words.	4.37	.778	Agree	Highly Applied
Over-all Mean		4.39	0.781	Agree	Highly Applied

Legend: Scale - 5, 4, 3, 2, 1; Range - 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation - Very Highly Applied, Highly Applied, Moderately Applied, Rarely Applied, Not Applied.

Table 8 presents the level of implementation of teachers' learning activities and techniques? The item with the highest mean score was "My teacher has print materials linked to class activities" ($M=4.57$, $SD=.630$), indicating that learners highly appreciated using print materials in class activities. This suggests that integrating relevant printed materials into classroom activities significantly enhances early literacy learning, as students likely benefit from visual aids that reinforce lessons.

Following closely, the second highest mean score was for the item "My teacher teaches us letter names that mean something to us" ($M=4.55$, $SD=.720$). This indicates that personalized approaches, such as teaching letter names with meaningful associations for students, were also widely utilized and effective in supporting literacy development. Such techniques likely engage learners by making the content more relatable and memorable, fostering better letter recognition.

Conversely, the item "My teacher listens to what we say" received the lowest mean score of $M=4.08$, $SD=.957$. While still rated as "agree," the lower mean suggests that students perceived this activity as less consistently applied than others. This could imply a potential area for improvement, as active listening is crucial for fostering a supportive learning environment where students feel valued and heard.

The second lowest mean score was for the item "My teacher allows us to sing alphabet songs to identify the letters" ($M=4.25$, $SD=.727$). Although singing alphabet songs was somewhat applied, it appears less emphasized than other techniques. Incorporating more interactive, music-based learning activities may benefit learners by providing alternative methods to engage with the alphabet in a fun and memorable way.

The overall mean score of $M=4.39$, $SD=.78$ suggests that teachers' learning activities and techniques for developing early literacy skills were highly applied overall. The variation in standard deviation ($SD=.78$) implies a relatively wide range in how consistently these activities were implemented, highlighting areas where teaching practices could be more uniformly applied to support all learners effectively.

Piasta (2016) stated that teachers who used high-quality activities, techniques, language, and literacy strategies effectively promoted young learners' early literacy development. Chokera (2014) noted that different characteristics inherent to teachers influenced learners' academic achievement, including early literacy skills. Hamre, Hatfield, Pianta, and Jamil (2014) also stated that teachers' experiences were crucial for literacy development. Wildova and Kropáčková (2015) contended that teacher experience was likely to affect their

teaching activities and strategies toward teaching literacy skills. Reid and Weiser (2009) reported that teacher factors were imperative for early childhood education to succeed in literacy development. Teacher factors inform children's necessary literacy skills, including writing, reading, speaking, listening, and drawing. These skills were fundamental for their academic achievement. Teaching experience informs the teacher's ability and capacity to disseminate knowledge and skills to learners. With experience, the teacher was exposed to a dynamic situation requiring concise decisions for learning progress.

Teachers in Thailand relied heavily on rote learning, focusing on memorization rather than fostering critical thinking and learning by doing. This traditional approach limited students' ability to construct knowledge and engage in self-discovery. Piumsomboon (2015) emphasized the need for a shift in teaching strategies that encouraged students to participate actively in their learning process. Teachers could promote critical thinking and problem-solving skills by incorporating more interactive learning activities like presentations, discussions, and group work. These methods allowed students to gather and analyze information and share their insights with their peers, fostering a collaborative learning environment.

Kanoksilapatham (2018) demonstrated that teaching children letter sounds through phonics instruction enabled them to decode words independently. This approach helped them grasp the alphabetic principle essential for reading and writing. Several studies, both in Thailand (Thaen-nga & Leenam, 2016; Ngamkiatkhajorn & Kanoksilapatham, 2018) and internationally (Gray et al., 2007; Noltemeyer et al., 2013), showed that phonics instruction significantly enhanced children's reading skills. These findings highlighted the effectiveness of phonics-based teaching methods in improving young children's reading abilities. Thailand's education system could evolve better to prepare students for the challenges of the global economy.

The researcher's nearly five years of experience as an educator in Thailand have provided firsthand insight into the positive impact of a competitive and professional teaching environment in private schools, where teachers from diverse countries collaborate to enhance student learning. Classroom observations reveal that implementing varied teaching methods significantly improves learners' development. For instance, a well-stocked writing corner fosters creativity and self-expression. At the same time, integrating print materials linked to classroom activities helps students connect their reading with their learning, fostering deeper comprehension.

Teachers consistently demonstrate dedication to improving students' pronunciation and reading skills by effectively breaking words into individual phonemes and repeating sounds. Innovative approaches, such as teaching letter names in personally meaningful ways, make learning relatable for students. Activities like alphabet songs add enjoyment to learning and support letter recognition. Frequent group work encourages teamwork and Communication, while teachers actively listen to students' ideas, fostering a respectful and supportive classroom environment.

Additionally, introducing new vocabulary expands students' linguistic skills, encouraging them to think beyond everyday language. Word games make learning new words enjoyable and effective, further supporting language development. These practices highlight the significant influence of dedicated, professional, and diverse teachers on learners' academic and social growth in private school settings.

In private schools in Thailand, teachers are entrusted with responsibilities that extend beyond academic instruction. Parents place immense trust in teachers, viewing them as key figures in their children's moral and emotional development and education. This trust elevates the teacher's role to that of a mentor and caregiver, shaping students' values, character, and behavior. Close collaboration between parents and teachers is standard, with parents often seeking guidance on their child's overall well-being. Teachers respond by creating nurturing environments where students feel academically and emotionally supported. Regular Communication between teachers and parents strengthens this partnership, ensuring holistic growth for students. This high level of trust transforms the role of teachers in Thailand, allowing them to profoundly influence students' lives both within and beyond the classroom.

Problem 3. What is the level Thai Prathom learners' early literacy skills in terms of: Print Awareness, Phonological Awareness, Letter Knowledge, Oral Language Skill and Vocabulary skills

Table 9. Thai Prathom learners' early literacy skills level in terms of Print Awareness

Indicators	Mean	SD	Description	Interpretation
1. I can recognize print/words in the environment or surroundings.	4.38	.594	Agree	High
2. I can name a books title	4.37	.594	Agree	High
3. I can recognize or tell the meaning of print words.	4.37	.608	Agree	High
4. I can run a finger along words from left to right.	4.14	.853	Agree	High
Over-all Mean	4.31	0.662	Agree	High

Legend: Scale – 5, 4, 3, 2, 1; Range - 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation - Very High, High, Moderately High, Low, Very Low

Table 9 presents the Thai Prathom learners' early literacy skills regarding print awareness. As shown in the table, item number 1, 'I can recognize print/words in the environment or surroundings,' obtained the highest mean score of $M=4.38$, $SD=.594$, while item 4, 'I can run a finger along words from left to right,' received the lowest mean score of $M=4.14$, $SD=.853$. The overall mean score was

$M=4.31$, $SD=.66$, which was described as agreeable, and it was interpreted that the Thai Prathom learners' early literacy skills level in terms of print awareness was high. Meanwhile, the overall mean of $SD=.66$ implied that the data were more scattered around the mean. This finding was supported by the claim of Kosanovich et al. (2020) that print awareness is one of the three primary early literacy skills that are key indicators of later reading success. Three precursors associated with later reading achievement were phonological awareness, print awareness and oral language.

The researcher also identifies their proficiency in recognizing and explaining the meaning of simple printed words, reflecting an expanding vocabulary and growing comprehension. Many learners are observed effectively practicing foundational skills, such as running their fingers along text from left to right while reading, which supports the development of reading fluency.

While their literacy achievements are commendable, the researcher highlights the potential for further growth to achieve even higher proficiency levels. Observing Thai Prathom learners in the school environment, the researcher notes that these young students demonstrate a high literacy level in several key areas. They quickly recognize printed words in their surroundings, such as labels, signs, and posters, showcasing their ability to connect environmental print to their developing reading skills. Their familiarity with standard literature is evident as they confidently name book titles and clearly understand book structure.

Table 10. Thai Prathom learners' early literacy skills level in terms of Phonological Awareness

Indicators	Mean	SD	Description	Interpretation
5. I can produce rhyming words	3.82	1.12	Agree	High
6. I can count syllables in words	4.19	.882	Agree	High
7. I can recognize words with the same beginning sounds.	4.31	.777	Agree	High
8. I can blend words by concepts or by rhymes.	4.06	.895	Agree	High
Over-all Mean	4.10	0.919	Agree	High

Legend: Scale – 5, 4, 3, 2, 1; Range – 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation – Very High, High, Moderately High, Low, Very Low

Table 10 presents the Thai Prathom learners' early literacy skills level regarding phonological awareness. As shown in the table, item number 7, 'I can recognize words with the same beginning sounds,' obtained the highest mean score of $M=4.31$, $SD=.77$, while item 5, 'I can produce rhyming words,' received the lowest mean score of $M=3.82$, $SD=1.12$. The overall mean score was $M=4.10$, $SD=.919$, which was described as agreeable, and it was interpreted that the Thai Prathom learners' early literacy skills level in terms of phonological awareness was high. Meanwhile, the overall mean of $SD=.919$ implied that the data were more scattered around the mean.

This finding was supported by the claimed studies of Ihmeideh (2014), which indicated that family involvement improved children's reading and writing skills (Sonnenschein & Munsterman, 2002), enhanced their phonological awareness and print awareness skills, and increased families' sense of self-affirmation and confidence in their role in promoting their children's literacy development (Swain & Cara, 2019b). Due to the known importance of family in promoting children's literacy development and learning, schools established programs that empowered families and helped them support their children's literacy skills (Swain & Cara, 2019a). In developing literacy, children's understanding of letters' names, shapes, and sounds was known as alphabet knowledge. This knowledge was a key predictor of their reading and writing skills.

The researcher observes that these learners can identify words with the same beginning sounds, foundational phonics, and early reading development skills. Blending words by concept or rhyme showcases their growing capacity to manipulate and understand word structures, which is fundamental to building literacy skills. While their achievements in these areas are impressive, the researcher highlights opportunities for further growth to attain an even higher level of reading and phonological awareness mastery. Observing Thai Prathom learners in the school environment, the researcher notes that they exhibit a high literacy level in several phonological awareness skills. Many learners can effortlessly produce rhyming words, demonstrating their ability to recognize and work with sound patterns, an essential skill in early literacy. This skill is further evidenced by their proficiency in counting syllables within words, a crucial aspect of developing phonemic awareness and distinguishing sounds in spoken language. Moreover, the researcher observes that learners who can manipulate sounds in words, such as blending and segmenting phonemes, show enhanced reading comprehension and fluency. These early competencies are key indicators of their future success in literacy development and provide a solid foundation for more complex reading and writing tasks.

Table 11. Thai Prathom learners' early literacy skills level in terms of Letter Knowledge

Indicators	Mean	SD	Description	Interpretation
9. I can recite or sing the alphabet song.	3.82	1.12	Agree	High
10. I can recognize capital letters.	4.19	.882	Agree	High
11. I can produce the most common sounds in words.	4.31	.78	Agree	High
Over-all Mean	4.11	0.926	Agree	High

Legend: Scale – 5, 4, 3, 2, 1; Range – 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation – Very High, High, Moderately High, Low, Very Low

Table 11 presents the Thai Prathom learners' early literacy skills regarding letter knowledge. As shown in the table, item number 11, 'I can produce the most common sounds in words,' obtained the highest mean score of $M=4.31$, $SD=.78$, while item 9, 'I can recite or sing the alphabet song,' received the lowest mean score of $M=3.82$, $SD=1.12$. The overall mean score was $M=4.11$, $SD=.926$, which

was described as agreeable, and it was interpreted that the Thai Prathom learners' early literacy skills level in terms of letter knowledge was high. Meanwhile, the overall mean of $SD=.926$ implied that the data were more scattered around the mean. This finding was supported by the claim of Paige (2018) that many Thai kindergarten teachers believed children should memorize all consonants before enrolling in grade 1, helping the children proceed to the next stage of mixing consonants and vowels into words. English reading skill study also found alphabet learning ceiling effects for uppercase letter recognition at the beginning of grade 1; however, lowercase letter recognition and letter-sound matching continued to develop in elementary school (Paige et al., 2018; McBride-Chang, M. (2015).

Another study showed that alphabet knowledge was measured in children's ability to sound the letter sounds (Wackerle-Hollman et al., 2020). Alphabet knowledge also includes the child's ability to recognize the identity of the letter, both upper and lower case, the name of the letter, and its sound (Xu & De Arment, 2017). Another study on preschool reading predictors that became the single and best predictor was knowledge of letter names (Dodd, 2016). The basis of this study is a positive longitudinal correlation with a reasonably high score among children with a higher ability of letter names. Then, the capitalization of the letter is also measured in kindergarten and reading achievement in first grade. Schmitt et al. (2018) also stated that knowledge of letter names is the best individual predictor of reading achievement at the kindergarten level and the second-best predictor after phoneme segmentation after the first grade (Schmitt et al., 2018).

In evaluating Thai Prathom learners, the researcher identifies that they demonstrate strong foundational literacy skills. A notable observation is their ability to confidently recite or sing the alphabet song, showcasing their familiarity with the sequence of letters and foundational sound patterns. The researcher also highlights their proficiency in recognizing capital letters, a critical skill for early reading and writing development.

Furthermore, the researcher observes that these learners effectively produce the familiar sounds associated with words, reflecting significant progress in phonics and understanding letter-sound relationships. These abilities form a cornerstone for their literacy foundation, equipping them with essential tools for future success in reading and writing. While the researcher commends their current performance, emphasis is placed on the importance of continued practice to refine their proficiency further and enhance fluency in these foundational literacy areas.

Table 12. Thai Prathom learners' early literacy skills level in terms of Oral Language Skill

Indicators	Mean	SD	Description	Interpretation
12. I can recite rhymes, poems, and sing songs from memory.	4.07	.821	Agree	High
13. I can follow simple instructions or directions.	4.01	.709	Agree	High
14. I can understand songs and stories told by my teachers or classmates.	4.20	.884	Agree	High
15. I can communicate with other learners or friends.	4.38	.980	Agree	High
16. I can speak clearly and audibly with confidence	4.48	.721	Agree	High
Over-all Mean	4.23	0.823	Agree	High

Legend: Scale – 5, 4, 3, 2, 1; Range - 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation Very High, High, Moderately High, Low, Very Low

Table 12 presents the Thai Prathom learners' early literacy skills level regarding Oral Language Skills. As shown in the table, item number 16, 'I can speak clearly and audibly with confidence,' obtained the highest mean score of $M=4.48$, $SD=.721$, while item 13, 'I can follow simple instructions or directions,' received the lowest mean score of $M=4.01$, $SD=.709$. The overall mean score was $M=4.23$, $SD=.82$, which was described as agreeable, and it was interpreted that the Thai Prathom learners' early literacy skills level in terms of oral language skills was high. Meanwhile, the overall mean of $SD=.82$ implied that the data were more scattered around the mean. This finding was supported by the claim of Konza (2014) that oral language was high because it was a foundational element that 'must be understood if teachers were to maximize the opportunities of all children to become independent.' All early childhood professionals prioritized supporting children in developing oral language skills.

Verdon (2018) described oral communication as one of three modes: oral, written, and multimodal. Oral language skills and high-quality early language teaching are crucial predictors of a child's success in life. Language and the ability to communicate effectively are fundamental to a student's capacity to learn in general and formal schooling (Houen et al., 2019). A recent study on preschool children and those in the first years of school reinforced the idea that oral language competencies underpin children's transition into literacy. High-quality oral language environments are those in which children are exposed to complex and varied language, engage in sustained conversations, and are provided opportunities for exploration and self-expression through gestures, words, or full sentences. These environments also allow children to communicate their thoughts, feelings, and ideas, fostering their language development and their cognitive and social growth (Houen et al., 2019). Such environments have been linked to stronger literacy outcomes and long-term academic success. Additionally, children in these supportive settings develop better problem-solving skills, as they are encouraged to express their reasoning and engage in discussions.

Observing Thai Prathom learners in the classroom, the researcher notes their development of solid English-speaking skills and their emergence as highly competitive individuals. A key observation is their remarkable confidence in reciting rhymes, poems, and songs from memory, demonstrating their language proficiency and ability to recall and perform efficiently. The researcher also highlights their ability to follow simple instructions and directions effectively, showcasing strong listening and comprehension skills.

Furthermore, the researcher notes that these learners understand and interpret songs and stories shared by teachers or classmates, a clear indication of their growing fluency in English. Their ability to confidently engage in meaningful conversations with peers further highlights their communicative competence. Speaking clearly and audibly, they demonstrate increasing self-assurance, making them proficient in language and confident and capable individuals within a collaborative learning environment.

Table 13. *Thai Prathom learners' early literacy skills level in terms of Vocabulary skills*

Indicators	Mean	SD	Description	Interpretation
17. I can read the words and tell the meaning.	4.25	.835	Agree	High
18. I can use words in a simple sentence.	4.37	.850	Agree	High
19. I can explain the meaning of words.	4.32	.871	Agree	High
20. I can tell the synonyms/antonyms of a certain word.	4.35	.797	Agree	High
Over-all Mean	4.32	0.838	Agree	High

Legend: Scale - 5, 4, 3, 2, 1; Range - 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation Very High, High, Moderately High, Low, Very Low

Table 13 presents the Thai Prathom learners' early and vocabulary literacy skills. As shown in the table, item number 18, 'I can use words in a simple sentence,' obtained the highest mean score of $M=4.37$, $SD=.850$, while item 17, 'I can read the words and tell the meaning,' obtained the lowest mean score of $M=4.25$, $SD=.835$. The overall mean score was $M=4.32$, $SD=.838$, which was described as agreeable, and it was interpreted that the Thai Prathom learners' early literacy skills level in terms of vocabulary skills was high. Meanwhile, the overall mean of $SD=.838$ implied that the data were more scattered around the mean.

This finding was supported by the claim of Quinn (2015), who found that vocabulary contributed to later reading comprehension. Regarding reciprocal effects, both Verhoeven and van Leeuwen (2008) and Quinn et al. (2015) found that contributions to vocabulary to reading comprehension existed. In contrast, the converse generally did not, even though text reading had been identified as a potential source of word learning.

Suggate (2014) suggests that evidence exists showing vocabulary plays a crucial role in word reading skills, both at the early stages of learning to read and later with older children. This relationship is particularly significant in the early years, where a strong vocabulary foundation helps children decode and recognise words.

However, evidence for the relationships between language and reading in the first two grades is more equivocal, with the correlation potentially attenuated by the constrained vocabulary of the instructional texts typically assigned to children beginning to read. These texts often contain a limited range of vocabulary, which can hinder the full development of reading skills, particularly in children with less developed vocabularies.

The researcher, observing Thai Prathom learners in the classroom, notes that they are intelligent and capable of improving their language abilities. Many learners confidently read words and provide accurate meanings, demonstrating strong reading skills and a solid grasp of vocabulary. The researcher highlights their ability to construct simple sentences using the words they have learned, reflecting their capacity to apply language effectively in context.

Moreover, the researcher observes that these learners can clearly explain the meanings of words, showcasing a deeper understanding of the vocabulary introduced during lessons. Their strong command of language is further demonstrated through their ability to identify synonyms and antonyms for specific words, highlighting critical thinking skills and the ability to make connections between words. This ability to explain, apply, and manipulate language underscores their linguistic intelligence and proficiency.

Table 14. *Summary of Mean Scores for the Thai Prathom learners' early literacy skills*

Sub-variables	Mean	SD	Description	Interpretation
Print Awareness	4.31	0.662	Agree	High
Phonological Awareness	4.10	0.919	Agree	High
Letter Knowledge	4.11	0.926	Agree	High
Oral Language Skill and	4.23	0.823	Agree	High
Vocabulary skills	4.32	0.838	Agree	High
Over-all Mean	4.21	0.834	Agree	High

Legend: Scale - 5, 4, 3, 2, 1; Range - 4.50-5.00, 3.50-4.49, 2.50-3.49, 1.50-2.49, 1.00-1.49; Description- Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree; Interpretation Very High, High, Moderately High, Low, Very Low

Table 14 presents the Summary of Mean Scores for the Thai Prathom learners' early literacy skills. As shown in the table, vocabulary skills obtained the highest mean score of $M=4.32$, $SD=.83$, followed by print awareness ($M=4.31$, $SD=.66$), oral language skill ($M=4.23$, $SD=.823$), letter knowledge ($M=4.11$, $SD=.92$), and lastly, phonological awareness ($M=4.10$, $SD=.919$). The overall mean score was $M=4.21$, $SD=.834$, which was described as agreeable, and it was interpreted that the Thai Prathom learners' early literacy skills level was high. Meanwhile, the overall mean of $SD=.834$ implied that the data were more scattered around the mean. This finding was supported by the claim of Viboonpatanavong (2016) that Thailand's literacy skills, particularly among primary learners, have steadily improved over the years. This progress reflects focused educational initiatives to strengthen young students' foundational reading and writing abilities, emphasizing early literacy programs and parental involvement to support skill development at critical

stages. Viboonpatanavong stated that Thai is the official language of Thailand and is used by over 90% of the population (National Statistic Office, 2018a).

Thai early literacy was both alphabetic and tonal, with both vowel intonation and length-altering word meaning (Viboonpatanawong and Evans, 2019; Yampratoom et al., 2017); any essential screening tool should have attempted to account for most, if not all, of these variables. Some Thai researchers developed traditional paper-based methods for assessing basic literacy skills. They designed a basic literacy reading skills test for Bangkok teachers that assessed students from kindergarten 3 to grade 3 (Mitranun, 2016). However, these tests had inherent limitations for widespread use as they were paper-based, and teachers had to assess and interpret each child's results.

The researcher, observing Thai Prathom learners in the private school environment, identifies a high level of competency in several critical literacy areas while noting opportunities for further advancement. Their print awareness is powerful, as they readily identify, recognize, and interpret print in their surroundings, demonstrating a clear understanding of how text functions in their environment. This foundational skill plays a vital role in their literacy development.

Regarding phonological awareness, the researcher observes that learners possess a solid capacity to recognize and manipulate sounds within words, such as identifying syllables and producing rhymes. While proficient, this skill could be further refined with continued practice and reinforcement. Similarly, their letter knowledge is well-developed, with students showing familiarity with both uppercase and lowercase letters and the ability to accurately match letters to their corresponding sounds.

The researcher also highlights their significantly improved early literacy skills, including strong spoken language abilities that allow them to participate confidently and meaningfully in class discussions and express their thoughts and ideas with clarity. Additionally, these learners exhibit a developing and comprehensive vocabulary, employing terminology appropriately across various contexts, signaling their growing language competence.

Despite these strengths, the researcher emphasizes that further growth is achievable. Targeted classroom reinforcement and instructional interventions could enhance early literacy skills, particularly in print awareness, phonological awareness, letter knowledge, oral language, and vocabulary development. Strengthening these areas will be crucial for achieving greater mastery and ensuring long-term literacy success for Thai Prathom learners.

Problem 4. Is there a significant relationship between Thai Prathom parents' level of parental involvement, teachers' learning activities and techniques in early literacy skills of primary learners?

Table 15. Results of Pearson R Correlation Analysis for the Significant Relationship between Learners' Early Literacy Skills, Parents' Involvement, and Teachers' learning Activities and Techniques in Early Literacy Skills.

Variables	N	R	Effect Size	P	Interpretation
Communication Involvement	120	.155	Small	.091	Not Significant
Learning at home Involvement	120	.142	Small	.111	Not Significant
Volunteering Involvement	120	.222	Small	.015	Significant
Decision Making Involvement and	120	.286	Small	.002	Significant
Collaboration with community	120	.265	Small	.003	Significant
Parental Involvement	120	.294	small	.001	Significant
Teachers' Learning Activities and techniques	120	.782	Large	.000	Significant

Correlation Coefficient Range -.50 and above, .30 to .49, .10 to .29; Effect Size / Strength of Relationship (Cohen, 1988) – Strong/Large Correlation, Moderate Correlation, Weak/Small Correlation

Table 15 presents the Results of Pearson R Correlation Analysis for the Significant Relationship between Parents' Involvement and Teachers' Learning Activities and Techniques. As shown in the table, the variables volunteering ($p < .05$, $r = .222$), decision making ($p < .05$, $r = .286$), collaboration ($p < .05$, $r = .265$), and parental involvement ($p < .05$, $r = .294$) had a small positive significant relationship with learners' early literacy skills. This meant that if the status of the said variables increased, there was a slight possibility that the learners' early literacy skills would also increase. Meanwhile, the variable Teachers' Learning Activities and Techniques ($p < .05$, $r = .782$) had an enormous positive significant relationship with learners' early literacy skills, which meant that if Teachers' Learning Activities and Techniques increased primarily, learners' early literacy skills would also increase. This finding was supported by the claims of Kaewbuadee & Kraiwanit (2022). Thai parents often left their children with teachers, tutors, and learning programs while focusing on working hard for their businesses rather than actively participating in their children's schooling and home learning activities.

Parental participation had a modest but substantial correlation with learners' early literacy abilities, as parents often emphasized aspects such as academic success, school safety, teacher quality, and institutional reputation (Wei & Mhunpie, 2020; Kaewbuadee & Kraiwanit, 2022). Thai parents evaluated specific elements of their education system. In contrast, expatriate parents in Bangkok, despite the increasing prevalence of international schools, assessed several factors before selecting the most appropriate institution for their children, thus influencing parental engagement in early literacy advancement. Teachers' learning activities and techniques significantly positively correlated with learners' early literacy skills. As cited by Carrera (2020), in Thailand, effective English teachers were not just good at developing the early literacy skills of young learners. Still, they were also conscious that their learners needed to learn

more than just reading, writing, and speaking to become competent in using English outside the classroom.

However, many studies on effective English teaching did not differentiate between native and non-native English speakers (Carrera, 2020; Photongsunan, 2016). This oversight highlighted the need for teaching strategies explicitly tailored to non-native speakers, ensuring that students developed practical Communication skills and cultural understanding necessary for real-world English usage. Nie and Zhou (2017) and Ghalebi, Sadighi, and Bagheri (2020) indicated that the teachers' learning activities and techniques were the most influential part of developing literacy skills and vocabulary. Teaching learning activities and techniques such as phonics, repetitive reading, and integrating visual aids further supported early literacy development by making vocabulary learning engaging and effective.

According to Beatson (2019), teachers could support young children's language by engaging in rich and sustained conversation and 'by enhancing their own dialogue, questioning, and talk with children.' These children's language interactions with teachers were also of a basic or functional quality rather than complex (Franco et al. 2019).

Based on available studies, the researcher concludes that parental engagement through volunteering, decision-making, and cooperation has a modest positive effect on early reading abilities. While parental involvement does contribute to literacy development, its impact is relatively minimal compared to the significant influence of educators' pedagogical approaches. This finding highlights the need for private schools to prioritize enhancing teachers' learning activities and instructional techniques, as these are the primary drivers of literacy development.

The researcher emphasizes that while parental engagement is valuable, it should be considered secondary support to effective teaching strategies' substantial impact. Schools should create an environment where parents can complement, rather than replace, educators' foundational instructional efforts. By fostering this collaborative approach, schools can ensure that educators are equipped to lead literacy instruction effectively, with parents serving as valuable partners in reinforcing and supporting these efforts.

Problem 5. Which of the variables singly or in combination predicts early literacy skills among primary learners?

Table 16. Results of Multiple Regression Analysis for the Variables that Singly or in Combination best Significantly Influence Learners' Early Literacy Skills

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Interpretation
	B	Std. Error	Beta			
(Constant)	-.864	.435		-1.986	.049	Significant
Communication Involvement	-.042	.067	-.044	-.632	.529	Not Significant
Learning at home Involvement	-.030	.051	-.039	-.591	.556	Not Significant
Volunteering Involvement	.092	.084	.084	1.104	.272	Not Significant
Decision Making Involvement and	.050	.079	.048	.626	.532	Not Significant
Collaboration with community	.070	.076	.067	.920	.360	Not Significant
Teachers' Learning Activities and Techniques	1.020	.079	.763	12.84	.000	Significant
	R=.796	R ² =.634	F=32.67	P=.000		

Table 16 presents the results of multiple regression analysis for the variables that singly or in combination best significantly influenced learners' early literacy skills. The table shows that the R-value was .796, signifying a strong positive relationship between learners' early literacy skills and the independent variables used. The R² value of .634 implied that the lone significant predictor, Teachers' Learning Activities and Techniques ($p < .05$), explained 63.4% of learners' early literacy skills variability. The probability value $p = .000$ of $F = 32.67$ indicated a statistically significant relationship between the learners' early literacy skills and the independent variables used.

Meanwhile, the variable that significantly best predicted or influenced learners' early literacy skills was Teachers' Learning Activities and Techniques ($p < .05$, $Beta = .763$). In contrast, the other variables statistically failed to predict or influence learners' early literacy skills.

The regression equation implied that the learners' early literacy skills were statistically significantly predicted or influenced by Teachers' Learning Activities and Techniques. Regarding the significant effect size of the said predictor variable, for every 1-point increase in the application of Teachers' Learning Activities and Techniques, the learners' early literacy skills would increase by 1.02. This finding was supported by the claim of Winarni et al., (2020). Teachers are essential in promoting early literacy skills by using engaging techniques and activities that make learning enjoyable and alleviate any sense of pressure, significantly impacting learners' development. Given the considerable time children spend in school, teachers play a vital role in creating a supportive learning environment that nurtures the growth of early literacy skills. Marojano (2021) that early literacy skills had been linked to more successful teaching styles in reading and writing acquisition processes and included the ability to discriminate, encode, and manipulate language sound structures (i.e., phonological awareness; Bar-Kochva & Nevo, 2019) in primary school. This was consistent with the indicators in this study, which included vocabulary skills, print motivation skills, print awareness skills, narrative skills, letter knowledge skills, and phonological awareness skills.

Kiezowskiak (2017) stated that in Thailand, English-speaking teachers should have been hired for their pedagogical skills and professionalism ‘rather than for a language they unwittingly picked up as children.’ All of these components of teachers’ learning activities and techniques significantly influenced the early literacy skills of young learners. Learners were actively engaged in meaningful literacy development by providing reading and writing corners, linking print materials to class activities, repeating sounds, breaking down words into phonemes, and encouraging group work. These strategies helped learners better understand letters, sounds, and words while fostering collaboration and enhancing vocabulary through games and new word usage. Together, these methods contributed to improving learners’ early literacy skills.

The researcher, observing Thai Prathom learners, concludes that while parental involvement is vital for the holistic development of children, the instructional activities and strategies educators employ have the most significant influence on early literacy skills. Using structured and interactive techniques, such as tailored reading exercises that address individual learning needs, phonics instruction to reinforce sound-letter associations, and collaborative group activities, demonstrates a markedly more significant impact on students’ literacy development than parental involvement alone. This highlights the effectiveness of these methods in shaping early literacy skills.

The researcher notes that Thai parents are essential in supporting literacy skills at home through activities like promoting reading and assisting with homework. However, the teaching methods implemented by educators, including breaking down complex words into phonemes, utilizing interactive print resources, and incorporating educational games, yield the most substantial progress in early literacy development. These carefully designed strategies enable Thai Prathom learners to build foundational reading, writing, and comprehension skills, fostering their growth into confident and proficient readers at an early age. While parental involvement offers valuable support, the researcher emphasizes that the primary driver of enhanced early literacy skills among Thai Prathom learners is the combination of educators’ structured teaching methodologies, interactive classroom activities, and targeted learning interventions. This observation underscores the pivotal role of effective teaching practices in achieving literacy success, as evidenced by the elevated reading competence of learners in the private school setting.

Conclusions

The results of this study provide insight into how parental involvement and teachers’ learning activities and techniques significantly affect early literacy skills among primary learners.

Thai Prathom parents’ parental involvement in their children’s education is high across several areas, including Communication, learning at home, volunteering, decision-making, and collaboration with the community. This active parental engagement is vital in supporting students’ development and academic success. The strong Communication between parents and teachers, alongside parental support for home-based learning, fosters a positive learning environment that enhances students’ educational outcomes.

Teachers’ learning activities and techniques aimed at developing early literacy skills were also found to be highly applied. This highlights the crucial role teachers play in shaping students’ literacy development. Using diverse and effective teaching strategies ensures learners receive the necessary support to develop essential literacy skills.

Thai Prathom learners’ early literacy skills were high. This reflects the overall progress in literacy development, which was made possible by the combined efforts of engaged parents and skilled teachers.

Moreover, there is a significant relationship between parental involvement and learners’ early literacy skills, with a small positive impact from volunteering, decision-making, collaboration, and overall engagement. However, teachers’ learning activities and techniques show a much stronger positive relationship, having a more substantial effect on developing early literacy skills.

Finally, teachers’ learning activities and techniques predict early literacy skills among primary learners. This highlights the critical role of teachers’ instructional strategies in shaping literacy outcomes and reinforces the need for a continued focus on effective teaching methods.

Based on the study’s findings and conclusions,

School administrators are encouraged to actively enhance parental involvement alongside effective teaching techniques to significantly boost early literacy skills and support learners’ learning needs. Recognizing the unique linguistic context, administrators should promote strategies that bridge home and school language use, creating cohesive student support. By fostering strong partnerships between parents and educators, they can establish enriched, culturally responsive learning environments that nurture literacy development and academic success.

Educators in a bilingual country like Thailand, where early literacy skills are fundamental for young learners navigating multiple languages, should focus on creating a dynamic learning environment that combines innovative teaching activities and techniques with active parental involvement. This includes listening attentively to what students say, as their perspectives can provide valuable insights into their learning needs and preferences. Encouraging students to sing the alphabet song can also be a fun and engaging way to reinforce letter recognition and phonemic awareness, making the learning process enjoyable. By integrating such interactive activities with tailored strategies that consider the bilingual context, educators can foster a more inclusive and effective environment, ensuring

that early literacy development is engaging and supportive for all students, regardless of their language background.

Thai Prathom learners need focused attention to develop their phonological awareness, which can be achieved through a collaborative effort between teachers and parents. Teachers should incorporate daily phonics lessons, interactive activities, and guided reading to help students understand the relationship between sounds and letters. Parents can engage their children at home with activities like syllable clapping and sound-identification games, reinforcing the skills taught in the classroom. This combined approach ensures that learners receive consistent and comprehensive support, significantly improving their phonological awareness and overall literacy development.

Thai parents' involvement is vital in enhancing student outcomes, particularly early literacy development. Decision-making should be part of this involvement, where parents actively shape instructional strategies, classroom activities, and the learning environment. By participating in decisions about educational approaches and the selection of learning materials, parents help ensure that teaching methods are tailored to the diverse needs of their children. Empowering parents in the decision-making process strengthens the collaboration between home and school and provides teachers with valuable insights to refine their methods for better student success. This partnership maximizes the positive impact of both parental involvement and instructional techniques, creating a more supportive, effective learning environment that fosters academic achievement.

Future researchers are encouraged to delve deeper into the promising findings of this study, mainly to understand how parental involvement and teachers' instructional strategies contribute positively to early literacy development.

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Affiliations and Corresponding Information

Winnie T. Lamaclamac, LPT

Metapaht School – Thailand

Ma. Fe D. Opina, EdD

Liceo de Cagayan University – Philippines