LIVED EXPERIENCES OF ILLITERATE PARENTS IN FOSTERING HOME LITERACY ENVIRONMENT: A HERMENEUTIC PHENOMENOLOGICAL STUDY

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ABSTRACT

 This study intends to examine the lived experiences of illiterate parents in A Home Literacy Environment (HLE). The Researcher employed hermeneutic phenomenology to analyze the responses of fifteen illiterate parents of Cabog, Dingalan, Aurora, employing Moustakas' method. After extensive data analysis, seven themes emerged: (1) looking at oneself; (2) surviving a day; (3) going through a range of emotions; (4) coping with illiteracy; (5) understanding illiteracy; (6) working with others; and (7) being worthy beyond illiteracy. The participants live their lives with a positive and negative self-perspective, balancing dependence and independence as they go about their daily activities. They felt a variety of emotions while fostering HLE due to their circumstances. On the other hand, they overcame illiteracy by formulating independent and collaborative strategies for guiding their children as they read and write at home with the assistance of the school and the community, and by receiving tangible and intangible supports. As HLE promoters, they viewed themselves as motivators, school collaborators, and even as exerting additional effort. It is suggested that schools and local government units (LGUs) develop programs suited to their necessities and conduct advocacy campaigns.

KEYWORDS: *lived experiences, illiterate parents, hermeneutic phenomenology, fostering home literacy environment*

INTRODUCTION

Home Literacy Environment (HLE) is a literacy activity that parents engage in with their children that involves parent reading practices, books at home, and communication about books between families (Boerma et al, 2018). It is regarded as the reason and source of a child's ability to read and write. As an early childhood education major, the researcher wishes to explore how home literacy environments are produced by parents who cannot read or write.

When it comes to fostering HLE, it can be argued that the child's home is his or her first classroom; it is where he or she first learns to speak and becomes aware of the world around him or her. Because the home is the first school, parents are their children's first teachers. Children receive their first lessons from their parents, pointing out the importance of parents in their children's early childhood education.

What happens when parents are illiterate, given that they are thought to be the main force behind HLE? Parents will undoubtedly face challenges when striving to foster literacy at home. Parental literacy activities and parental literacy expectations have a greater impact on children's literacy knowledge enhancement (Dong et al., 2020). The significance parental figures place on literacy and the types of experiences they make for their children to engage with it as their child's first and most important teacher are great predictors of literacy proficiency in school (Swain & Cara, 2018).

One of the possible consequences of parents' illiteracy is their children's illiteracy, as noticed and evident when the Researcher looked at and investigated in Cabog, Dingalan, Aurora. According to the World Bank's most recent figures on learning poverty in 2021, at least nine out of ten children in the Philippines fail to read and write simple text, as seen in an online article written by Chi (2023). The South-east Asia Primary Learning Metrics (SEA-PLM) conducted in 2019 revealed similar findings, with only 10% of Filipino learners developing competency in reading, 17% in maths, and 1% in writing. This shows that children in our country have low literacy skills.

As the Researcher worked with Cabog Integrated School (CIS) teachers in primary grades, she observed that the majority of pupils who cannot read and write live with illiterate parents. On the other hand, after offering tutors to primary schoolchildren, specifically in Grade 1, she discovered that some can read despite being the children of illiterate parents. When the Researcher became aware of this circumstance, she became intrigued and began to investigate how CIS parents promote a home literacy environment, particularly those parents who are illiterate.

During one of the Researcher's encounters with one of the Grade 1 students at CIS, who is already nine years old but cannot read and write, she was saddened by his situation, and during their tutorial sessions, the student mentioned that he was unable to read and write because no one could teach him at home. It was also

established during an informal conversation with CIS parents that these illiterate parents are unable to educate their children to read and write since some of them are from the Indigenous community known as Dumagat.

The Researcher intended to understand and give meaning to how illiterate parents nurture a home literacy environment by looking at their lived experiences with the aforementioned observations and situations at CIS. When participants' lived experiences are reported and examined, it can serve as a foundation for how they might be assisted in creating a home literacy environment.

Purpose Statement
This hermeneutic phenomenological study aims to describe and understand the lived experiences of parents who cannot read and write (illiterate parents) in fostering home literacy environment for their children in Cabog Dingalan, Aurora. At this stage illiterate parent is defined as parent who is unable to read and write.

Specifically, this study sought to answer the following questions:
1.What does a typical day look like for the participants?
2.What are the participants' lived experiences as their children are reading and writing at home?
3.How do the participants perceive their roles in fostering a home literacy environment?

METHODS
Research Design
The Researcher used a qualitative approach in conducting the proposed study. To be specific, the Researcher employed hermeneutic phenomenology. The purpose of hermeneutic phenomenological research is to bring to light and reflect upon the lived meaning of this basic experience.

Sample
This study involved fifteen (15) parents from Cabog, Dingalan, Aurora who are illiterate. The criteria for selecting the participants are: (1) they should not know how to read and write and cannot even recognize the letters of the alphabet; (2) they should be the immediate parents or guardians; (3) they should be the ones who are at home with the kindergarten students; (4) they should be bona fide residents of Cabog, Dingalan, Aurora; (5) they should have at least one enrolled child in the Cabog Integrated School (CIS) or be experienced enough to enroll their children in the said school; and (6) they should be the ones who are supporting their child's education.

Sampling Procedure
The Researcher selected participants for the study through the use of purposive sampling. According to Patton (2014) in purposive sampling, items are selected according to some logic or strategy, carefully but not randomly. In relation to the study, the researcher selected the participants carefully based on the provided criteria.

Data Collection Procedure
Since the participants are parents from Cabog, Dingalan, Aurora, the Researcher requested permission to conduct the study from the Mayor of Dingalan, Aurora. She wrote a letter requesting permission to conduct research at Cabog among parents who cannot read or write. After two days of waiting, the Researcher was granted permission by the mayor to conduct a study among the parents of Barangay Cabog. She then addressed the Brgy Captain of Cabog to obtain permission and additional support to collect data from parents who cannot read or write. Since some of the participants are members of the Dumagat group, the Researcher also sought the consent of their chieftain, whose residence is in close proximity to the participants' homes.

After obtaining permission from the mayor, brgy captain, and chieftain to conduct the study, the Researcher enlisted the aid of Cabog Integrated School (CIS) personnel in order to readily locate the study participants. On the first day of the interview, the principal and teacher of CIS guided the Researcher to each participant's residence alongside the Researcher.

Data Analysis
The Researcher utilized hermeneutic phenomenology, making it different from just describing the experiences of participants in fostering home literacy environments. In hermeneutic phenomenology, the researcher is considered integral to the analysis, as an instrument of understanding. The researcher is a means to enact the interpretation of meaning from lived experiences. In finding the meaning of the collected data, the Researcher used an enacting interpretation that is nonlinear and circular. As an addition to this, the Researcher applied as well the Moustakas' (1994) data analysis technique of phenomenological reduction in this study. These following steps outline Moustakas' (1994) phenomenological model using phenomenological reduction: (a) Bracketing the Topic, (b) Horizonalization, (c) Clustering into Themes, (d) Textural Description of the Experience, (e) Structural Descriptions of the Experience and (f) Textural-Structural Synthesis.

Trusthwothiness
The Researcher employed data triangulation to establish credibility (Stahl & King, 2020). As part of the study, the researcher conducted semi-structured interviews, home visits, and observations with fifteen participants. In addition, the researcher prolonged her engagement with the participants (Lincoln & Guba, 1985) by visiting the research site for over a month, from the first week of February to the first week of March which is evident with the audit trail. Transferability is attained by the researcher as she described the lived experiences of the participants in rich, dense detail, allowing their experiences to be generalized to other populations. The Researcher adheres to procedures for dependability, such as conducting peer-debriefings with a colleague and advisor. After the Researcher formulated the themes, she asked her three colleagues to examine and give comments on the formulated themes. To attain confirmability of the study, the researcher maintained a journal so that other

researchers can verify the results and data obtained. In addition, the Researcher allowed her adviser, colleagues, and professor to review the journal in question, and they may discuss it in peer-debriefing sessions with a reputable qualitative researcher.

Reflexivity

The Researcher holds a Bachelor of Elementary Education degree with a major in Basic Education. She earned a Master of Arts in Education with a concentration in early childhood education and is currently pursuing a Doctor of Philosophy with the same specialization. With the Researcher's specified educational background, she is considered equipped to explore how participants foster a home literacy environment. At 2016 she started working as a private elementary school teacher, and after a one year experience she was hired as a lecturer on hourly basis at Nueva Ecija University of Science and

Technology (NEUST). As an elementary major, the Researcher attempted to work as an elementary teacher at the Cabanatuan City Department of Education - Schools Division Office, where she taught at Lazaro Francisco Integrated School. Then, after experiencing working first at NEUST, she desired to go back at the said university, where she is currently employed as a faculty member of the College of Education at the Bachelor of Elementary Education (BEEd) Program. As an early childhood advocate, the Researcher believed that the 0-8 years of a child's development are critical in all aspects of the child's development, particularly literacy and language acquisition. Furthermore, she believed that in order for a child to be fully equipped, a parent guide is required, as the old adage goes, "parents are our first teachers." With these beliefs in life, she investigated how parents helped on fostering home literacy environment despite the unusual circumstance they have, the fact that they are illiterate. But for this study and its findings, she put her opinion aside and relied on the literature, studies, and theoretical framework she found.

Ethical Consideration

The Researcher considered beneficence and non-maleficence, informed consent, confidentiality and anonymity, and the veracity of the data when conducting the study. To ensure *beneficence and nonmaleficence*, she ensured that no harm is caused to the participants during the study; specifically, no physical or psychological harm occured during the study. To prevent psychological harm, each parent's questions were free of discrimination, and did not feel that their condition will be the subject of mockery or ridicule.

RESULTS

Operational Data Collection

With the assistance of the principal and teachers of Cabog Integrated School, the Researcher recruited fifteen parents who cannot read and write as participants. Additionally, she conducted a series of preliminary visits to get to know the potential study participants. After enlisting potential participants, she determined whether or not they met the specified criteria. Before the actual interviews, she informed the participants of Cabog, with the assistance of the teachers, that they would be interviewed every weekend. At the start of the interview, she thanked the participants for voluntarily participating in the study. She then reviewed informed consent, which included the purpose of the study, information about audio recording, and the confidentiality of the participants' personal information.

The Researcher also informed the participants that they have the right to withdraw from the study and assured them that no recordings will be used without their consent. After reading the informed consent and receiving the participant's approval, the Researcher requested that the participant affix a thumbprint to the printed informed consent found in the appendices. As soon as the informed consent was signed or the thumb mark was affixed, the Researcher began the interview by obtaining the respondent's profile and asking research-related questions. Each participant was interviewed individually, with no time limit specified.

Operational Data Analysis

The Researcher started analyzing the data by typing up the raw data from the video and audio recordings. To make sure that the information and dialogue from the interview were accurate, she transcribed the raw data by hand and played the recorded video and audio many times. In her own computer, she stored the audio and transcribed the data. After transcribing each interview, she reviewed the transcribed text multiple times to familiarize themselves with the data's content prior to coding.

Following the six phases of thematic analysis, the Researcher manually analyzed the collected data by reading and rereading the transcribed interview script multiple times. She became familiar with the data by transcribing raw data, reviewing it line by line, documenting her views on potential codes or themes, and transferring the data from Word to Excel in order to organize the collected information. (Nowell et al., 2017; Vagle, 2018). She was able to compose sentences and sentence clusters that revealed the phenomenon of the study by reviewing the detailed information line by line. (Vagle, 2018). Following this, the researcher produced codes. During the second phase, the Researcher examined the generated codes and highlighted similar codes to identify categories within the data that were related. This procedure allowed the Researcher to compare the categories and identify similar categories that were relevant to the study's phenomena. In the third phase, she generated categories and organized the codes. In the fourth phase, she devised seven themes based on the common categories. In the fifth phase, she gave themes names and defined them in order to answer the research questions. In the final phase, she created the narrative report by describing in detail the coding and data analysis processes. (Nowell et al., 2017).

THEMES

Theme 1: Looking at oneself

Category 1: Positive Outlook. The first category is positive outlook which tells that even though they are illiterate they see

themselves in a good way. The Researcher carefully read and coded the raw data using the terms phrases *still proud of herself, feeling inferior but surviving*. This suggests that participants have enough courage to carry out their daily responsibilities despite their illiteracy, which is a strong indicator in building a home literacy environment in which motivation and support should come from the parents.

Category 2: Negative Outlook. Since the participants were unable to read and write, and since they cannot read and write in the way we are now, they feel negatively about themselves. In relation to this, the majority of participants exhibited negative attitudes and traits toward themselves as parents who cannot read and write. Nearly all participants feel bad about their illiteracy, particularly P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P14, and P15. A negative outlook suggests the negative emotions that participants associate themselves with, which are: *belittling oneself, dependent to others, sad, having regrets, having hard time surviving, feeling inferior,* and *not a good example for his/her children*. In the qualitative study conducted by Atli (2021), one of the themes that emerged was "My daughter should be educated, not be like me." All of the illiterate mothers who participated in the study associated illiteracy with many problems in their lives and expressed their belief that education is the most important criterion for their daughters to avoid experiencing the same problems.

Theme 2: Surviving a Day
Category 1: Practical life skills. The first category emerged as most parents agreed that practical life skills such as *household chores, buying at store, going to school, school-related tasks, reading doctor's prescription, signing on attendance, going to bank, signing and conversing* required reading and writing skills. Victoria (2019) also cited consequences of not being able to write that may affect an individual's life and community. These include illiteracy, poverty, child marriage, a difficult life, social crimes, unemployment, inherent illiteracy, the development of resources, a barrier to social change, a lack of dignity and exclusion from entertainment, backwardness, and social backwardness.

Category 2: Job-related skills. Despite of being illiterate the participants are indeed eager to survive in a day, wherein as reflected by their responses during the interview they believe that reading and writing skills are needed in their jobs. The generated codes in this category are *making and selling broomstick, harvesting and selling fern* and *as utility worker*. They proved that even without the reading and writing skills they can survive and provide the needs of their children. The responses of P3, P4, P5, P6 and P9 oppose the statement of Makunga et al. (2018) as illiteracy imposes a significant burden on family and/or external support systems, as illiterate adults rely on others for their survival.

Category 3: Dependent. Due to the illiteracy of the participants, it is obvious that most of them will survive dependently on others. Being illiterate resulted for participants to live a difficult life.

Illiteracy has serious economic, social, and health implications. Low reading levels are linked to fewer work possibilities and outcomes, as well as lower income. As a result, individuals frequently experience welfare reliance, low self-esteem, and higher crime rates. Furthermore, people with low literacy struggle with tasks like filling out forms and applications, understanding government rules, and reading prescription or nutritional labels, which limits their ability to make informed decisions in everyday life (The Impact of Illiteracy and the Importance of Early . . ., 2021).

Category 4: Independent. Not all of the participants are living dependently, there are still some who are able to survive their day independently by employing strategies which make them survive a day. After thorough analysis of data, the generated codes are: *using instinct, imitating others, praying and having faith in God* and *strategizing like memorizing/arranging daily routine*. As the Researcher has seen and being with the participants for over a month, including the times she needed to participate in our extension program, she can say that it is truly a phenomenon, for beyond their illiteracy, there are still things they can do.

Theme 3. Going through a range of emotions
Category 1. Positive emotions. The emotions of participants toward the reading and writing of their children is indeed important when fostering home literacy environment. When parents were asked on how they feel when they see their children reading and writing, some of them really get sentimental but with a happiness seen on their faces. The majority of parents are grateful that their children can read and write. Despite illiteracy, parents' top priority is their children's education, and they seek assistance and support to fulfill their duties, according to Ghanney's study. It is truly commendable that despite their condition, the parents of Cabog desired that their children would not be like them and would not endure a difficult life in the long run.

Category 2. Negative emotions. Truly as we heard the condition of illiterate parents we cannot deny the fact that some of them will feel sad or worst envious. In the present study most of the responses were identified as *sad, feeling sorry and envious*. As some of them are sad, it is undeniable that among those participants who formed the category of negative emotions, envy is their most common response, particularly P6, P8, P9, and P12. The frequent need for illiterate women to read and write in everyday life leads to a serious lack of self-confidence (Gokce, 2016). When parents are labeled as ignorant, their self-esteem and daily lives may suffer.

Theme 4: Coping with illiteracy
Category 1. Self-reliant strategy. The first category, the self-reliant strategy, describes the "own ways" that participant fostered a home literacy environment. As they find or seek assistance from literate individuals, it is crucial to note that mothers who cannot read and write promote literacy while simultaneously learning alongside their children. Obviously, if there are parents who find

assistance for their children, there are also parents who motivate and encourage their children while they are reading and writing.

Truly, parents will go to alternative ways to ensure that their children become readers and writers, and most importantly, that they grow with education. They have sacrificed their lifestyle and means of living in the mountains in order to send their children to school, as for them, this is the key reason why their children learn to read and write, as well as to establish a home literacy environment. Moreover, participants recognize that they can still support their children's literacy at home, despite their own illiteracy (Wijaya et al., 2020).

Category 2. Collaborative strategy. Helping their children and asking other literate children/family members to assist their sibling received the most responses, indicating that some parents did their best to assist their children in the best way possible, and if they were unable to do so, they asked other literate children/family members for assistance. Evidently, even though they are incapable of assisting their children, they continue to seek out literate individuals who can assist their children. According to teacher-participants in Ghanney's (2018) case study, some parents with limited formal education or an illiteracy background demonstrate an interest in their children's homework by requesting assistance from literate family members or friends.

Category 3. Unable. Despite the fact that some of the parents collaborated with literate others to teach, the Researcher labeled a few of them as "unable." It differs from those who collaborate with others to teach their children to read and write; here, the participants made no attempt to develop a home literacy environment. There are three codes under this category: *day dreaming/imagining that what if I can read/write, doing household chores and doing nothing.* Since they are illiterate, it is anticipated that they are incapable or do nothing when their children are reading and writing at home or when they encounter difficulties.

Theme 5: Understanding the Illiteracy
Category 1."I" reasons. The first category, labeled "I" reasons, elaborates on how participants explain to their children why they are illiterate and unable to assist them by using themselves as examples. It has five codes: nothing to say, do not become like them, cannot explain, apologizing for their situation, and informing their children directly that they cannot read and write. "Do not end up like them" is the most common code generated by participants, indicating that they explain their predicament to their children by simply stating that they must study so as not to end up like them. There are also some parents who are unable to describe their situation to their children because they lack the words to express their feelings, implying that their oral comprehension abilities are impaired as a result of their illiteracy.

Category 2. Not "me" reasons. Another category is Not "me" reasons, which states that being illiterate is not because of them,

but rather to others and other events. There are two codes in this category: don't have a chance to go to school and family situation. This emphasizes the importance of education in assisting someone to become literate; if there is no school nearby, they may be affected, and worse, they may grow old illiterate, much like the participants in this study.
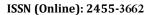
Theme 6: Working with others
Category 1. School as tutors. The first category is schools that function as tutors. There are three codes in this category and they serve as partners in teaching reading and writing, teaching their children in reading and writing, and updating them on their children's progress. Teaching reading and writing is the most prevalent of these three codes, with ten out of fifteen participants expecting their children's teacher to instruct their children on how to read and write.

As tutors, schools assist parents in fostering a home literacy environment by serving as a companion in reading and writing instruction, teaching the children of participants to read and write, and keeping participants notify of their children's progress.

This is reflected in the study of Tarraga et al., (2017), better educational outcomes for children necessitate coordinated and integrated efforts from the school, home, and community.

Category 2. School as provider. Other than being tutors, school also served as provider in terms of fostering home literacy environment. The school gave the reading and writing materials, or even the school supplies needed by the students. Poverty makes it harder for parents to purchase materials to build a home literacy environment. As the Researcher saw in Cabog, most parents do not have the financial wherewithal to purchase these goods; this is also obvious in their jobs, as evidenced by their demographic profile. Literacy materials is needed to provide in fostering home literacy environment. Zwass (2018) defined home literacy environment as the interactions students have with their parents regarding literacy topics and the availability of literacy materials within their own homes.

Category 3. Tangible Support. The third category, tangible support, refers to the materials, resources, and related items that were provided to children to encourage them to read and write. This category includes three codes for receiving reading materials, education supplies, and financial support. It is imperative to acknowledge that buying of printed materials and other resources that facilitate children's literacy development requires financial support in fostering a home literacy environment. The participants obtained financial assistance via the Pantawid Pamilyang Pilipino Program (4Ps). On the other hand, despite obtaining assistance and support, there are still parents who have not received any assistance in encouraging their children to read and write, and in general to build a home literacy environment.

Category 4. Intangible support. Aside from the concrete help the Researcher received, it is also beneficial to have intangible supports, which include two codes: teacher guidance and school support by providing quality education. Intangible support is also provided through the guidance of teachers and the provision of a quality education. Among the institutions in the community that can aid them, the school is evident. According to what they said, they are grateful that there is a school in front of them because it will make it easier for them to refine and shape their children.

According to the study by Mozolic and Shuster (2016), structured tutoring programs staffed by community volunteers could be a crucial factor in assuring the success of our most vulnerable students, as well as supporting teachers and involving the community in the public school system. However, according to the present study, there is no such program in the community of illiterate parents; however, some participants can still find tutors in their area.

Theme 7: Being worthy beyond illiteracy
Category 1. Motivator. The first category, being a motivator, consists of three codes: providing moral support, providing motivation while their children are reading/writing, and encouraging their children to attend school to learn to read. Due to their inability to read and write, the majority of the codes with the highest response is to provide emotional support. The fifteen participants the Researcher interviewed have a difficult time nurturing a home literacy environment, but, according to them, they are always there to watch over and support their children.

Motivation begins to develop extremely early in the lives of infants (Begus et. al, 2018). As many of us are aware, infants and toddlers instinctively share their interests in specific items, music, and facial expressions. They demonstrate this by their reactions. This same concept can be employed when noticing the child's interest in literacy-based activities such as shared reading. The findings indicate that parental incompetence is a significant barrier to monitoring and supervising children's assignments, corroborating the parents' claims from the interviews.

Category 2. School partners. The category of school partners was derived from five codes: g*iving reminders about importance of education, providing education to their children, sending to school to learn reading and writing, teaching their children how to read and write* and *reminding their children to study harder.* Among these five, "reminding children of the importance of education" is the most common response, indicating that parents like them are truly concerned that their children might end up like them; consequently, they reminded their children of the importance of education, not just literacy. As the Researcher observed how they foster a home literacy environment and perceive their duties, the emphasis in educating their children is more on practical roles.

The participants are aware of their school-related responsibilities, and they are willing to collaborate with teachers and school leaders in building a home literacy environment, despite their lack of literacy abilities. Tornblad and Widell (2014) found that parental involvement can generally be categorized into two groups: school-based involvement and home-based involvement.

Category 3. Exerting extra effort. It is also worth noting how noble the parents are in fostering a home literacy environment by going above and beyond just to encourage their children to learn how to read and write, and the codes are: providing child's needs and doing their best in teaching what they can. Looking on how the parents gave their effort in fostering home literacy environment, the researcher reflected on Lara and Saracostti (2019) as they analyzed parental involvement in three categories: high, medium, and low, in addition to parental factors at home, school, and by invitation. Before entering kindergarten, children must have a firm foundation in literacy; otherwise, they may be behind their peers.

DISCUSSION
Summary of Findings
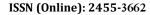The following findings are generated based on the presented results.
1.What does a typical day look like for the participants?
Participants lived their days looking positively and negatively at themselves. Some of them belittle themselves, have an inferiority complex, have regrets, and say that they are not good examples for their children, but despite this, there are still participants who are proud of themselves, fight the feeling of inferiority, and manage to survive. They survive each day doing practical life skills and job-related skills, saying that these are the things they do that need reading and writing. Furthermore, in order to survive, they are dependent on others by seeking help, being assisted by literate family members, and having someone explain to them what they need to do. Some of the participants survived their days being independent, wherein they used their instincts by imitating others, praying to God, and memorizing the daily routine.

2.What are the participants' lived experiences as their children are reading and writing at home?
Participants felt a range of emotions while developing a home literacy environment. They felt happy, motivated, sad, sorry, and envious, which were classified as good and negative emotions. Participants can develop a home literacy environment by coping with it, which is the focus of theme 4. They use a self-reliant and collaborative technique; yet, there are still parents who did nothing, rendering them unable of creating a home literacy environment. Participants described their circumstances by blaming themselves, while others explained it by being denied the opportunity to attend school and because of their familial situation. Fostering a home literacy environment will be impossible if the school serves as tutors and providers for its students. Furthermore, as a result of their status, they received assistance from various entities, such as their local government, like tangible and intangible support.

3. How do the participants perceive their roles in fostering a home literacy environment?

Participants perceived their role in promoting a home literacy environment as motivator, school partner, and giving extra effort. They become motivators by providing moral support, encouraging their children to attend school to acquire reading and writing, and providing assistance with reading and writing. As school partners, they also fulfill their roles by emphasizing the significance of education, sending their children to school to learn how to read and write, encouraging their children to study harder, and teaching their children to read and write in the most effective manner possible. A strong heart is unaffected by illiteracy; as a result, other participants exert extra effort because they see themselves as deserving of nurturing a home literacy environment; they provide for their children's needs and teach them what they know.

CONCLUSION

Based on the presented findings, the following conclusions were formulated:

1. The participants survived each day by viewing themselves negatively and positively, and by completing their daily duties and jobs in a dependent and independent manner, which they believed required reading and writing.

2. The participants had both positive and negative feelings about fostering a home literacy environment, and they were able to assist their children by employing a self-reliant and collaborative strategy while collaborating with the school and literate others with the tangible and intangible resources they received from the community.

3. The participants are motivators, school partners, and are making extra efforts to establish a home literacy environment that sees them as valuable beyond their illiteracy.

Recommendations

Based on the summary of findings and conclusions presented, the following recommendations are given:

1. An advocacy campaign may be created concerning the role of parents in fostering a home literacy environment so that parents are aware of how significant their role is in teaching beginning reading and writing to their children.

2. A partnership program between CIS and illiterate parents may be crafted and entitled "Tulong kay Nanay, Tatay sa Pagtuturo sa Bahay," wherein every afternoon, illiterate parents will be met by the teachers, and they will be taught simple ways on how they will foster a home literacy environment.

2.1. A capacitating program may be crafted as well as equipping the illiterate parents to read; the program may start with the basic tenets of reading and writing.

2.2. Continuous support should be given to the illiterate parents, specifically the reading and writing materials for their children, because most of them cannot afford to buy them.

2.3 The barangay should organize a group of literate individuals to serve as tutors for the children whose parents are not literate.

3. The Alternative Learning System (ALS) of the Department of Education should be consulted by parents in order to determine the most suitable academic program for them, specifically which help him to combat illiteracy.

4. The Local Government Unit of Dingalan, Aurora, may formulate personality development and career orientation suitable for illiterate parents to boost their self-confidence and self-esteem;

5. Future researchers may wish to examine the urban illiterate parents in terms of how they nurture a home literacy environment.
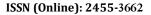
Limitations

One of the main limitations of this study is that, because the participants are illiterate, even the most basic questions asked of them were not clearly answered; thus, sometimes the Researcher gives examples to get an answer; however, to maintain the trustworthiness of the result, the researcher also did other ways of confirming the obtained answer through observation, memoing, and peer debriefing. Furthermore, because this is a unique study, there was little associated literature and research available.

Reflections

As an early childhood educator, the Researcher viewed this study as valuable and potentially transformative, particularly for parents. As the first educators, parents should be familiar with the pedagogy of beginning reading and writing. As the Researcher have spent a considerable amount of time with the participants, she can say that they have a large heart, which she believes is the reason why, despite being illiterate, they have literate children. They were willing to give up and do anything to help their children learn to read and write. Above all, they do not wish for their offspring to follow in their footsteps.

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