Research Article

Parental Engagement and Early Literacy Development in Indigenous Contexts: A Scoping Review

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Abstract

Early Literacy Achievement Is Significantly Predicted By Parental Involvement, Particularly During The Formative Years Prior To The Start Of Formal Schooling. Despite National Efforts To Expand Access To Education, Many Orang Asli Children Continue To Face Challenges In Their Early Literacy Development. This Scoping Review On 3 Main Research Questions: First, How Parental Participation Influence The Development Of Early Literacy; Second, Which Study Populations, Research Methodologies, And Contextual Settings Have Been Used In Previous Studies On This Subject; And Third, What Research Gaps Exist Now, And What Avenues Have Been Suggested For Further Investigation Into The Relationship Between Early Childhood Literacy And Parental Engagement. By Using Web Of Science (Wos) And Scopus, This Review Compiles The Influence Of Parental Engagement On Early Literacy And Is Guided By Arksey And O'malley's Methodology.

Keywords: Parental Engagement, Early Literacy Development, Home Literacy Environment, Home Literacy Practices, Parent–Teacher Interaction, Indigenous Education

1. Introduction

The Orang Asli, who are indigenous to Peninsular Malaysia, are a diverse and culturally rich group with unique languages, customs, and lifestyles. (Rahman et al, 2021). Despite national efforts to expand access to education, many Orang Asli children continue to face challenges in their early literacy development. When the Ministry of Education Malaysia (2012) developed the Malaysia Education Blueprint (MEB) 2013-2025, Sim et al. (2024) stated that curriculum reform that places an emphasis on raising the standard of instruction and learning also took into account the education of the Orang Asli community. The Ministry of Education Malaysia (MoE) revealed that 42.29 percent of Orang Asli students did not complete their schooling. (Nurleha et al, 2024). According to Sawalludin et al. (2020), this is because of factors such as inadequate parental involvement in home-based learning, linguistic barriers, and a lack of resources. This is caused in part by the misalignment of reading practices at home and in schools, as well as the dearth of culturally appropriate instructional strategies (Letchamanan et al, 2021). Early literacy achievement is significantly predicted by parental involvement, particularly during the formative years prior to the start of formal schooling. (Solicah et al., 2023).

According to Sim et. al, (2024), promoting equity and inclusivity in early childhood education is essential in the educational landscape of today, which is influenced by the parental involvement. It is becoming more widely acknowledged that parental engagement in their children's life is a critical factor in determining early literacy development, especially for marginalized and indigenous communities. This commitment goes beyond providing standard care for the Orang Asli. It also includes actively participating in literacy-rich situations, storytelling, and shared reading at home. Skwarchuk et al. (2022) noted that math and literacy are fundamental life skills. Poor skill development influences future educational and career choices, according to international evaluations of sizable cross-national cohorts.

Parents' involvement is a major motivator especially for literacy development. (Anggraini, 2020; Solicah, 2023). Parental

engagement in literacy activities is crucial for supporting children's early literacy development among Orang Asli societies. Higher levels of parental involvement in home reading have been linked to higher literacy levels in both international and regional research Gallagher et al. (2025) highlighted the significance of home reading practices for overall academic development.

According to Silinskas et al. (2020), formal literacy activities are those that emphasize print in general such as teaching letter names, sounds, or reading and are thought to be closely linked to children' literacy abilities. Parental engagement also includes three main dimensions such as home literacy practice (HLP), parents-teacher interaction (PTI) and home literacy environment (HLE). According to Skwarchuk et al. (2022), through their attitudes, emotional reactions, the kinds of learning activities they do with their kids, and the educational materials they offer, parents and other caregivers significantly influence the home learning environment.

Parental engagement and early literacy

Due to sociocultural, geographic, and systemic barriers, the inclusion and educational advancement of Orang Asli children remains difficult and complex in the pursuit of the universal goal of "education for all." (Abdul Rahman et al., 2021). According to Sawalludin et al. (2020), persistent literacy challenges in rural and marginalized communities are often rooted in systemic disparities, including limited access to high-quality educational resources and culturally relevant instruction. According to Ahmad et al. (2022), Orang Asli children's educational outcomes were significantly shaped by environmental dimension that encompassed parental involvement, familial encouragement, and societal engagement. Preschool children's positive developmental outcomes, especially in language and emergent literacy skills, have been repeatedly linked to parental engagement. Children's early literacy outcomes, such as improved letter recognition, early word reading, and symbol identification, have been repeatedly associated with home-based literacy activities like storytelling and book reading. (Yildirim & Roopnarine, 2019; Rey-Guerra et al., 2022).

Given its crucial role in influencing cognitive processes, social interactions, literacy development, and long-term educational outcomes, early language development is widely acknowledged as a key predictor of children's overall developmental trajectory. (Sheridan et al., 2011). According to Aminah et al. (2024) and Wu and Hindman (2025), how involved parents are in literacy activities with their children is greatly influenced by their perceptions of the value of reading. Children's literacy development is strongly correlated with these attitudes and behaviors, highlighting the significance of parents cultivating positive literacy attitudes. Furthermore, fostering children's preparedness for formal education depends heavily on successful family-school collaboration. Parental involvement is promoted in educational systems around the world because it is strongly linked to better learning outcomes and literacy. According to Kim, Y., & Riley, D. (2021), since the Head Start program made parental involvement a major policy requirement in the 1960s, it has been regarded as essential to early childhood education.

Given the persistent educational challenges faced by Orang Asli children, this study carries out a scoping review to look into how parental involvement and literacy practices at home affect early literacy development. Despite the growing emphasis on inclusive education, mainstream literacy research has often ignored the unique educational needs of Orang Asli communities, focusing instead on larger groups (Ahmad et al., 2022). Therefore, the goal of this research is to map the existing body of knowledge regarding parental involvement, home literacy environments, and family-school collaboration in indigenous and underprivileged contexts. In order to advance equitable early literacy development among Orang Asli children, this article aims to fill important gaps in the literature by providing a thorough overview of recent research.

There are four sections to this study: the literature on Orang Asli parents' participation and early literacy is reviewed in Part 1. The scoping review process, including data sources and analysis, is explained in Part 2. Part 3 outlines finding on parental engagement strategies, while Part 4 discuses limitations, recommendations in the study.

2. Materials and Method

Scoping reviews are a good way to map out previous research, especially when looking at new data and finding areas that reguine more research (Ramdan et al., 2024). Researchers can evaluate the scope of literature on a particular topic by using a scoping review, a popular technique for synthesizing evidence. By pointing out research gaps, elucidating important ideas, and examining the approaches used in earlier studies, they provide a thorough overview. (Ahmad et

al., 2022; Hadie, 2024)

Verdejo et al. (2021) explained that scoping reviews are a useful method for examining intricate and little-studied topics. Their main goal is to methodically map the range and depth of the evidence that is currently available on a particular subject, area, or idea (Munn et al., 2022). Scoping reviews allow researchers to look at a larger range of literature in order to comprehend the scope, diversity, and character of research activity, in contrast to traditional systematic reviews that concentrate on specific questions. According to Ramdan et al. (2024), finding knowledge gaps, improving and elucidating conceptual frameworks, and examining the methodological conduct of previous studies are all made easier with this approach. In evidence synthesis, scoping and systematic reviews have different functions. Scoping reviews adopt a more comprehensive approach to map the body of existing literature, identify gaps, and examine important concepts (Smith and Duncan, 2022), whereas systematic reviews concentrate on providing high-quality evidence to address particular questions (Turk, 2021). A scoping review is better suited to capture the scope and diversity of existing research because this study is exploratory in nature and looks at parental involvement in home literacy among indigenous communities. Therefore, scoping review approach is appropriate for this study in order to develop a thorough understanding of the conceptualization and operationalization of parental involvement in relation to the development of early childhood literacy, particularly in indigenous contexts like the Orang Asli communities. The six-step methodology created by Arksey and O'Malley is used in this research article, as detailed in the section below:

Step (1): Developing clear research questions to direct the search, selection, and synthesis of pertinent studies is the first stage in carrying out a scoping review. This study aims to investigate how parental engagement in three main dimensions - firstly, home literacy practice (HLP); secondly parents-teacher interaction (PTI); and third, home literacy environment (HLE) - particularly in Orang Asli parents, can influence children's early literacy development. The following research questions are put forth in order to obtain a thorough grasp of this subject: (1) How does parental participation influence the development of early literacy? (2) Which study populations, research methodologies, and contextual settings have been used in previous studies on this subject? (3) What research gaps exist now, and what avenues have been suggested for further investigation into the relationship between early childhood literacy and parental engagement?

Step (2): Finding prior research that fits the goals and parameters of the review is the second phase in the scoping review procedure. A list of pertinent keywords and search phrases was created based on the fundamental ideas of parental involvement, home literacy activities, early literacy development, and indigenous or marginalized communities in order to guarantee a thorough and methodical review of the literature. Two credible academic databases Web of Science (WoS) and Scopus were used for the search because of their broad coverage of peer-reviewed literature in the domains of early childhood development, literacy studies, and education.

Step (3): Applying predetermined inclusion and exclusion criteria to assess the relevance and suitability of the retrieved studies for analysis is the third step in the scoping review process. To guarantee alignment with the research objectives, a number of criteria were developed for this review. First, only research done in the fields of education, early childhood development, or literacy acquisition was covered. Second, in order to preserve methodological rigor and consistency, only peer-reviewed journal articles were deemed eligible for inclusion; conference proceedings, book chapters, reviews, and monographs were ended. Third, in order to reflect recent advancements in the field and the current state of evidence, the review was restricted to studies published in the English language between 2020 and 2025. Only English language publications published between 2020 and 2025 were included in the review to guarantee accessibility, relevance, and a focus on the best and most recent studies in the area.

Step (4): Relevant data from the chosen studies were systematically charted using Microsoft Excel to facilitate thematic and comparative analysis. To summarize important details, such as the author, the year of publication, the research focus or variables, the study finding, study populations, research methodologies, contextual settings and research gaps, a thorough data extraction table was created. The purpose of this structured format was to directly address the research questions that guided the review and to make it easier to understand the findings.

Step (5): To create a systematic and insightful synthesis of the evidence, the results were compiled and rearranged thematically in the last stage of the scoping review procedure. The main themes and sub-themes that arose from thematic and comparative analysis were used to analyze and classify each chosen article. The influence of parental

participation in literacy activities at home on the development of early literacy, especially in indigenous contexts, could be more clearly interpreted thanks to this thematic classification. Key features of the literature, research trends, and the discussion of findings in relation to the research questions were all supported by the use of tables and figures.

Step (6): The study's goals are examined in light of the scoping review's findings, which emphasize the influence of parental engagement in literacy related activities at home on the development of early literacy, especially in the context of Orang Asli and other indigenous groups. The discussion also covers methodological limitations, research gaps, and recommendations for future studies to improve understanding and interventions in culturally diverse educational settings, as this area is still comparatively understudied in the Malaysian context. A conclusion that highlights the most important findings from the review is part of the last step.

3. Finding

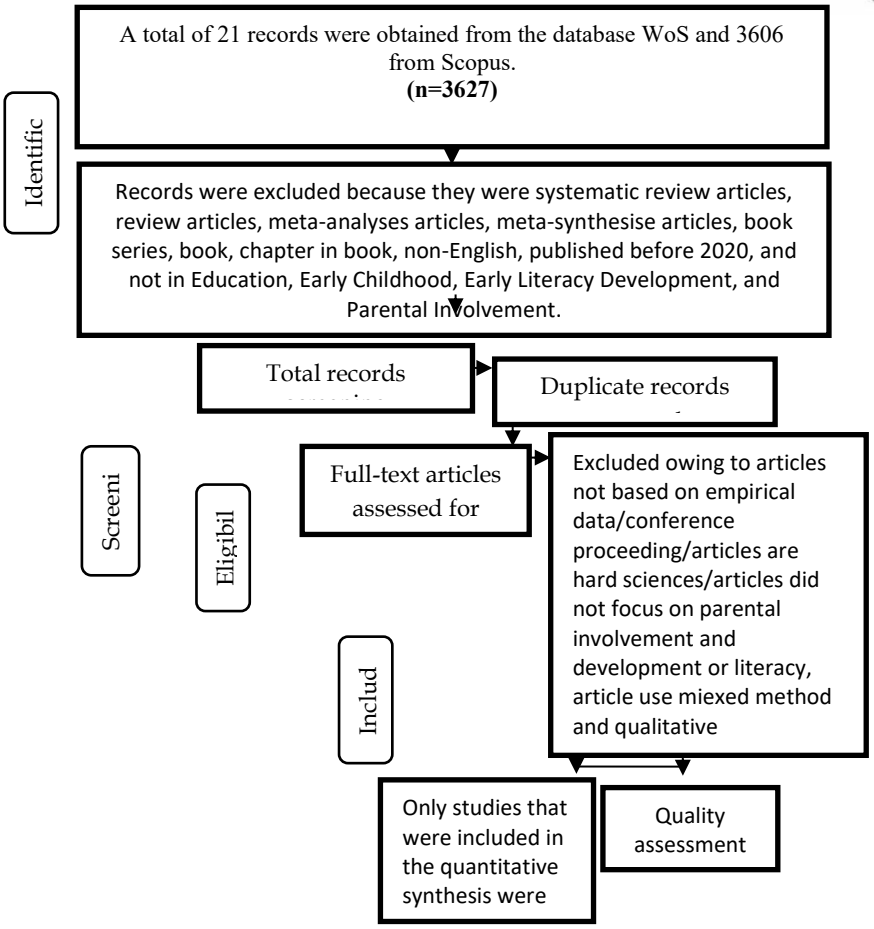
The database search initially turned up 3627 articles that might be included in this scoping review. However, only 295 publications within the field of education with a social science focus met the basic eligibility requirements after applying the inclusion criteria, which required empirical studies published between 2020 and 2025. The number was lowered to 292 articles after three duplicate records were eliminated from the databases WoS and Scopus. Following an additional screening procedure to determine alignment with the review's goals, 280 articles were deemed irrelevant and excluded. Twelve quantitative studies were ultimately selected for a thorough thematic analysis because they were thought to be the most relevent and in line with the objectives of the study. The selection procedure is demonstrated in Figure 1.

A set of predetermined inclusion criteria served as the basis for the selection of articles for this scoping review. First, only peer-reviewed journal articles were taken into consideration, excluding books, reports, and conference proceedings because of their accessibility and scholarly credibility. Two significant scholarly databases were used in this review. According to Clarivate (2024), over 760 million references from various disciplines can be found in the Web of Science (WoS) and Scopus, two of the biggest databases for abstracts and citations that cover a variety of peer-reviewed literature in social sciences, education, and other areas (Elsevier, 2024). Second, because quantitative research methods are known to provide higher reliability, generalizability, and statistical rigor in the context of educational research (Creswell et al., 2018), the review specifically included studies that used them. Third, to guarantee the findings' relevance and currency, only empirical papers written in English and published between 2020 and 2025 were chosen.

English was purposefully chosen as the intermediary language for the inclusion of studies in this scoping review. The understanding that English serves as the main language of scholarly communication in a variety of international academic publications formed the basic of this decision (Tardy, 2004; Neimann Rasmussen & Montgomery, 2018; Schneider, 2021). Additionally, according to Ramdan et al (2024), using English guarantees uniformity and standardization in the procedures for data extraction and analysis.

To guarantee the inclusion of current and pertinent research, a five-year publication window (2020-2025) was used. This aids in capturing recent advancements in early literacy, parental participation, and educational practices, particularly in marginalized or Indigenous contexts. Additionally, recent literature typically offers higher methodological quality and reflects the most recent developments in theory and policy (Manterola, Holguín-Carvajal, and Rivadeneira, 2024)

Figure 1: Flow diagram of research selection process using Preferred Reporting Items for Systematic Reviews (PRISMA) adapted from a study by Ramdan et al. (2024)



3.1 Main Finding

The 12 research publications that met the above-mentioned criteria and were chosen for the scoping review are shown in Figure 1. These studies met all the requirements for inclusion, which included being published in English, using a quantitative methodology, having an empirical design, and appearing within the last five years (2020–2025). They came from reliable scholarly databases like Scopus and Web of Science (WoS). The analysis's findings directly addressed the main research questions by showing that parental involvement, especially through at-home literacy activities, has a greater impact on kids' early literacy development when done well. The geographic distribution of the studies that were part of this scoping review is shown in Table 1 below.

Table 1: Charting the data

Author, Title and Location	**Variables/Construct**	**Metodologi/ Population and Equipment Used**	**Impact of Parental Involvement on Literacy Activities**	**Research Gap**
Author: Efthymia Penderi, Alexandra Karousou, Irini	**Independent variables:** 1. Parental Views of the Role of the Family and	**Design:** cross-sectional and quantitative **Method:**	The quality of parental literacy practices, which are indirectly	The qualitative components of parental involvement and how they interact with contextual

Papanastasatou **Title:** A Multidimensional Multilevel Approach to Literacy-Related Parental Involvement and Its Effects on Preschool Children's Literacy Competences **Location:** Greece	the School in Literacy (PFSRL) 2. Relationships between Parents and Teachers on Literacy Issues (PTRL) 3. Parental Practices and Quality of Interactions Associated with Literacy (LPPQI) **Dependent variable:** 1. The literacy skills of preschool-aged children (assessed holistically, encompassing reading, writing, oral communication, and attitudes toward literacy) **Contextual and moderating variables:** 1. Education of mothers and fathers 2. The quantity of children's books in the house 3. The age of children	Applying structural equation modeling (SEM) and validated parent-report questionnaires **Sample:** 1. 214 children between the ages of 4 and 6 who are typically developing 2. Participants came from each of Greece's thirteen geographical regions. 3. Mothers made up the majority of responders (84%). **Equipment Used:** 1. Four validated tools to gauge children's literacy and parental participation 2. Data analysis techniques include hierarchical regressions and confirmatory factor analysis (CFA).	shaped by parent-teacher relationships, parental perceptions, and maternal education, has the biggest impact on children's literacy. Emotional engagement is more important than frequency.	factors like education, home resources, and child age have been largely ignored in previous early literacy research. Particularly when employing sociopedagogical frameworks in the Greek context, there is a glaring lack of attention to affective parent-child interactions and a gap in comprehensive, competence-based models.
Author: Susan M. Hill, Caroline Barratt-Pugh, Nicola F. Johnson, Lennie Barblett **Title:** Receptiveness of the Kindytxt Universal Early Literacy Texting Program by Parents from Low, Medium, and High Socioeconomic Communities	**Independent variables:** 1. Receptiveness of parents to the Kindytxt program 2. Socioeconomic status at the community level (CSES) 3. The activities' perceived usefulness and usability **Dependent variable:** 1. Participation in literacy-related activities at home 2. Impact on the development of children's literacy **Contextual and moderating variables:** 1. Socioeconomic Status at the Community Level (CSES)	**Design:** Descriptive, quantitative, and utilizing non-parametric analysis **Method:** 30-week SMS feedback surveys **Sample:** 1. In Western Australia, 849 parents from 152 or more schools 2. categorized by postal code (IRSD index) into low, medium, and high socioeconomic groups. 3. Youngsters in kindergarten, approximately 3.5 to 5 years old **Equipment Used:** 1. Mobile Phones (SMS Platform)	The study found consistently high parental engagement across all SES groups, highlighting the need for low-cost, emotionally supportive digital interventions to close equity gaps in early literacy engagement.	Few studies have compared the effectiveness of universal programs across all SES groups; the majority of previous research has concentrated solely on low-SES families. Additionally, little is known about how parents utilize programs that integrate various literacy skills or how texting apps work in home, school, and library environments. To demonstrate how universal programs can support all families equally, more research is required.

Location: Western Australia	2. CSES in the Role of Moderator 3. Perceptions of parents and comfort with technology 4. Resource accessibility (connection to the school or library)	2. IBM SPSS Statistics v28		
Author: Katherine R. Wood, Eileen Wood, Alexandra Gottardo, Karin Archer, Robert Savage & Noëlla Piquette **Title:** Workshop Training to Facilitate Parent-Child Instructional Opportunities for Reading and Social Development with Kindergarten Students **Location:** Canada	**Independent variables:** 1. Type of parental workshop (Reading, Reading + Technology, Socio-emotional Learning) **Dependent variable:** 1. Children's language and literacy outcomes i. Alphabet knowledge ii. Phonological awareness iii. Vocabulary iv. Letter naming v. Reading fluency vi. Listening comprehension 2. Social skills outcomes (e.g., emotional symptoms, conduct problems, prosocial behavior) **Contextual and moderating variables:** 1. Parental Education Level / Socioeconomic Status (SES) 2. Parental Attendance	**Design:** 1. Quantitative, mixed-model design 2. 3 (Condition: Reading, Reading + Tech, Socio-emotional) × 2 (Time: Pre & Post) × 2 (Parental Attendance: Yes/No) **Method:** Survey **Sample:** 1. 576 parents & 584 children (Kindergarten level) 2. From 21 schools across Ontario and Quebec, Canada **Equipment Used:** Strengths and Difficulties Questionnaire (SDQ)	Parental attendance, particularly in Reading or Reading + Tech workshops, improved children's vocabulary, letter-sound knowledge, and phonological awareness while also assisting parents in better supporting learning at home.	Studies on the direct effects of parent-only workshops on kids' literacy outcomes are scarce, and the results are impacted by parents' erratic attendance, underscoring the need for improved engagement tactics. Future studies should examine parents' attendance choices, how they implement strategies at home, and test longer or combined interventions because social development tools may not be sensitive enough.
Author: Kay Gallagher, Anna Marie Dillon, Sumaya Saqr, Claudine Habak, Yahia Alramamneh **Title:** "Come back home	**Independent variables:** 1. Father-child shared reading 2. Parental involvement in literacy 3. Use of culturally relevant, bilingual books **Dependent variable:** 1. Enjoyment and emotional connection 2. Children's literacy development	**Design:** Mixed Method **Method:** Survey and Interview **Sample:** 80 fathers from 8 public kindergartens with children ages 4-6 **Equipment Used:** Questionnaire	Fathers expressed great pleasure and closer ties with their kids with the shared reading and the majority concurred that it fosters relationships and socioemotional growth	Since policies frequently only focus on mothers, there is a glaring lack of knowledge about how to maintain fathers' involvement in early literacy programs in non-Western, patriarchal contexts, despite obstacles like time constraints, low confidence, and lack of resources.

early and read for us!" Enabling father-child shared reading in policy and practice **Location:** Abu Dhabi, United Arab Emirates	**Contextual and moderating variables:** 1. The oral storytelling tradition and bilingual education system in the United Arab Emirates (Arabic and English) **2.** The reading confidence and work schedule of the father		and is inherently consistent with their oral storytelling cultural tradition.	
Author: Paulina Arango, Andrés Aparicio, Katherine Strasser, Ricardo Rosas & Marcela Tenorio **Title:** Analysis of Home Literacy Environment in Chilean Families of Children with Down Syndrome **Location:** Chile	**Independent variables:** Home Literacy Environment (HLE) components: 1. Number of books/materials (physical & digital) 2. Frequency of shared reading, letter teaching, and writing 3. Parental beliefs and expectations about their child's literacy abilities 4. Mother's education level **Dependent variable:** 1. Quality of HLE 2. Early literacy exposure and practices 3. Parental literacy goals and expectations for children **Contextual and moderating variables:** Mother's Educational Level and Urban Environment	**Design:** Descriptive quantitative study **Method:** Online survey **Sample:** 161 Chilean families with children aged 3-12 **Equipment Used:** Questionnaire	The quality and richness of the home literacy environment were significantly higher among families with more educated mothers, despite the fact that the majority of parents read weekly and had strong literacy beliefs. This suggests that there are ongoing educational disparities that may restrict equal literacy opportunities for children with Down syndrome, underscoring the need for focused, evidence-based policy interventions that go beyond descriptive findings.	The majority of previous research on home literacy environments (HLE) for children with Down syndrome in low-resource Latin American contexts, such as Chile, focuses on developed nations and does not assess children's actual reading abilities, which limits the ability to draw conclusions about causality and highlights the urgent need for comparative, longitudinal studies to guide inclusive literacy policies.

Author: Janeth Kigobe, Wim Van den Noortgate, Nestory Ligembe, Mary Ogondiek, Pol Ghesquière, Karla Van Leeuwen **Title:** Effects of a Parental Involvement Intervention to Promote Child Literacy in Tanzania **Location:** Tanzania	**Independent variables:** 1. Parental involvement intervention 2. Teacher training **Dependent variable:** Children's reading outcomes **Contextual and moderating variables:** 1. Tanzania's free education policy (which influences parents' attitudes toward participation) 2. Parental education and income	**Design:** Quantitative, **Method:** Cluster Randomized Controlled Trial (RCT) **Sample:** 1. 600 second-grade children from 24 schools (12 intervention, 12 control) 2. Parents and teachers participated **Equipment Used:** 1. Adapted *Uwezo* reading assessment 2. Parent surveys (3 time points) 3. Raven's Matrices for child IQ (baseline)	The effectiveness of school-home literacy partnerships in Tanzanian contexts was demonstrated by the significantly higher improvement in decoding, fluency, and comprehension of children whose parents and teachers took part in a structured involvement intervention when compared to controls.	The urgent need for long-term, context-sensitive interventions that enable parents and teachers to work together to support early literacy is highlighted by the fact that, despite government initiatives, little empirical research has looked at scalable, low-cost parental involvement strategies in Sub-Saharan Africa.
Author: Susana Mendive, Mayra Mascareño Lara, Daniela Aldoney, J. Carola Pérez, José P. Pezoa **Title:** Home Language and Literacy Environments and Early Literacy Trajectories of Low-Socioeconomic Status Chilean Children. **Location:** Chile.	**Independent variables:** Home Language and Literacy Environment (HLLE) components: 1. Shared reading 2. Teaching letters 3. Talking about past events 4. Child interest in literacy 5. Availability of children's books at home **Dependent variable:** 1. Vocabulary development (measured using the Picture Vocabulary subtest) 2. Letter-word knowledge **Contextual and moderating variables:**	**Design:** Quantitative **Method:** Survey **Sample:** 1,425 low-SES Chilean mother-child pairs **Equipment Used:** Woodcock-Muñoz Language Survey (Picture Vocabulary and Letter-Word Identification subtests)	The "high-all" group performed better than the others in vocabulary and letter knowledge, as did children whose mothers regularly participated in a variety of literacy activities (e.g., teaching letters, reading aloud together, and talking about historical events). Using a person-oriented approach	Few studies, particularly in Spanish-speaking communities, use person-oriented approaches to investigate HLLE in low-SES populations, and even fewer look at how membership in HLLE groups influences literacy growth trajectories as opposed to merely static outcomes.

	Maternal education and child age and gender		instead of a variable-oriented one may limit the generalizability to other cultural contexts, but it adds ecological validity.	
Author: Jialin Lai, Xuejun Ryan Ji, R. Malatesha Joshi, and Jing Zhao **Title:** Investigating Parental Beliefs and Home Literacy Environment on Chinese Kindergarteners' English Literacy and Language Skills. **Location:** China	**Independent variables:** 1. Parental literacy belief 2. Family socioeconomic status (SES) **Dependent variable:** 1. English phonological awareness 2. English receptive vocabulary 3. English expressive vocabulary **Contextual and moderating variables:** Maternal education	**Design:** Quantitative **Method:** Survey, Structural Equation Modeling (SEM) **Sample:** 86 Chinese kindergarten children **Equipment Used:** Questionnaires 1. Home literacy environment was measured using parent questionnaires. 2. Children's English literacy skills were assessed using the Peabody Picture Vocabulary Test (PPVT-4), the Woodcock-Johnson Picture Vocabulary subtest, and the CTOPP Sound Matching subtest.	Children's English vocabulary and phonological awareness were greatly enhanced by parental belief, which also had a positive impact on informal language exposure and formal literacy activities. Although the model does a good job of highlighting mediating pathways, social desirability bias may cause the model's reliance on self-reported beliefs and behaviors to exaggerate the strength of associations.	The impact of parental beliefs and socioeconomic status on English literacy outcomes through home literacy environments in Chinese EFL contexts has not received much attention in research. This study closes a knowledge gap about early English acquisition in non-English-speaking households.
Author: Diana Leyva, Gloria Yeomans-Maldonado, Christina Weiland, Anna Shapiro	**Independent variables:** 1. Parental Growth Mindset 2. Home Learning Opportunities **Dependent variable:**	**Design:** Quantitative **Method:** survey and child assessment **Sample:** 107 Latino parent-child pairs	Although there was no direct correlation between growth mindset and traditional literacy practices,	The majority of earlier research ignored culturally significant activities, such as eating customs in Latino communities, in favor of concentrating on

Title: Latino Home Learning Opportunities, Parental Growth Mindset, and Child Academic Skills. **Location:** United States.	Children's Academic Skills **Contextual and moderating variables:** Parent education level	(kindergarten age 67 months) **Equipment Used:** Questionaire 1. Parental mindset: Theories of Intelligence Scale (Dweck, 1999) 2. Home learning: Adapted survey on conventional and food-based practices Child Asseseement 1. Child skills: Woodcock-Muñoz (letter-word & vocabulary), IDELA tasks (vocabulary & math)	parental growth mindset was positively correlated with food sharing behaviors (such as mealtime conversation), which in turn revealed suggestive connections to children's expressive vocabulary. Although the study emphasizes culturally relevant practices, the findings' generalizability is constrained by the small, localized sample.	traditional literacy practices in families of European descent. This study emphasizes the necessity of investigating how these behaviors, which are impacted by parental growth mindset, aid in kids' education. Future studies should look at the quality of interactions during these cultural routines and include larger, more diverse Latino samples.
Author: Huilin Luo, Jialin Lai, Jing Zhao **Title:** Parental mindset and SES: Mitigating income–vocabulary gap in early childhood of emergent bilinguals **Location:** China	**Independent variables:** 1. Parental growth mindset 2. Socioeconomic status (SES) 3. Parental value of early English education 4. Home Literacy Environment (HLE) in Chinese and English (also acts as mediator in some paths) **Dependent variable:** 1. Children's receptive vocabulary in Chinese 2. Children's receptive vocabulary in English **Contextual and moderating variables:** Cultural and educational context	**Design:** Quantitative **Method:** Survey **Sample:** 271 children (ages 35–83 months) and their parents **Equipment Used:** 1. Parental questionnaires on mindset, SES, HLE, and value of English 2. Peabody Picture Vocabulary Test (PPVT) for both Chinese and English	While SES directly shapes vocabulary through home literacy environments, parental growth mindset only indirectly influences children's English vocabulary through values and literacy practices.	There is a significant knowledge gap regarding how mindset indirectly affects early second language vocabulary through beliefs and household practices since most parental mindset research ignores bilingual or second language contexts, particularly in non-Western, low-income settings.

Author: Sheri-Lynn Skwarchuk, Heather Douglas, Abbie Cahoon, Jo-Anne LeFevre, Chang Xu, Emilie Roy, Victoria Simms, Judith Wylie, Erin A. Maloney, Helena P. Osana, & María Inés Susperreguy **Title:** Relations between the Home Learning Environment and the Literacy and Mathematics Skills of Eight-Year-Old Canadian Children **Location:** Canada	**Independent variables:** 1. Parental perspectives (on math and literacy) 2. Parental influence (e.g., homework anxiety, math anxiety) 3. The frequency of literacy and numeracy-related activities at home 4. Education of parents 5. Parental familiarity with math games and children's books **Dependent variable:** Children language development **Contextual and moderating variables:** Native tongue	**Design:** Quantitative **Method:** Survey, Multiple regression analysis **Sample:** 81 third-graders (Mage = 8.7 years) Each child has one parent (31 fathers and 50 mothers). **Equipment Used:** 1. Parent questionnaire (attitudes, activities, anxiety) 2. Book and math game checklists 3. Children's tests: ● Vocabulary test ● Word reading task	Children's vocabulary was positively impacted by parental attitudes and book knowledge, underscoring the value of indirect literacy support. However, direct participation in homework and at-home literacy activities had no effect on word reading abilities.	Because fathers are underrepresented, parental effects like math anxiety are not given enough attention, and there is a lack of culturally specific data from various Canadian contexts, such as rural and French immersion settings, there is a glaring research gap in our understanding of the home learning environment of school-aged children.
Author: Gintautas Silinskas, Minna Torppa, Marja-Kristiina Lerkkanen, Jari-Erik Nurmi **Title:** The home literacy model in a highly transparent orthograph	**Independent variables:** 1. Activities for literacy at home: ● Formal: Reading instruction ● Informal: Reading aloud together 2. Parental expectations and beliefs **Dependent variable:** 1. Emergent literacy, such as phonological awareness and letter knowledge	**Design:** Quantitative **Method:** Survey **Sample:** 1,880 children and their mothers **Equipment Used:** Standardized tests Questionnaires	While shared reading was a strong predictor of oral language development, including vocabulary and listening comprehension, reading instruction predicted emergent literacy and later reading fluency.	This study addressed a dearth of longitudinal research in highly transparent orthographies (like Finnish), where decoding skills develop more quickly, potentially changing the pattern and strength of HLM effects. The HLM was extensively studied in opaque orthographies (like English and French).

y. School Effectiveness and School Improvement **Location:** Finland	2. Primary school results (e.g., reading fluency in words and sentences, listening comprehension, and vocabulary) **Contextual and moderating variables:** Cultural Standards			

3.2 Background of the research included in review

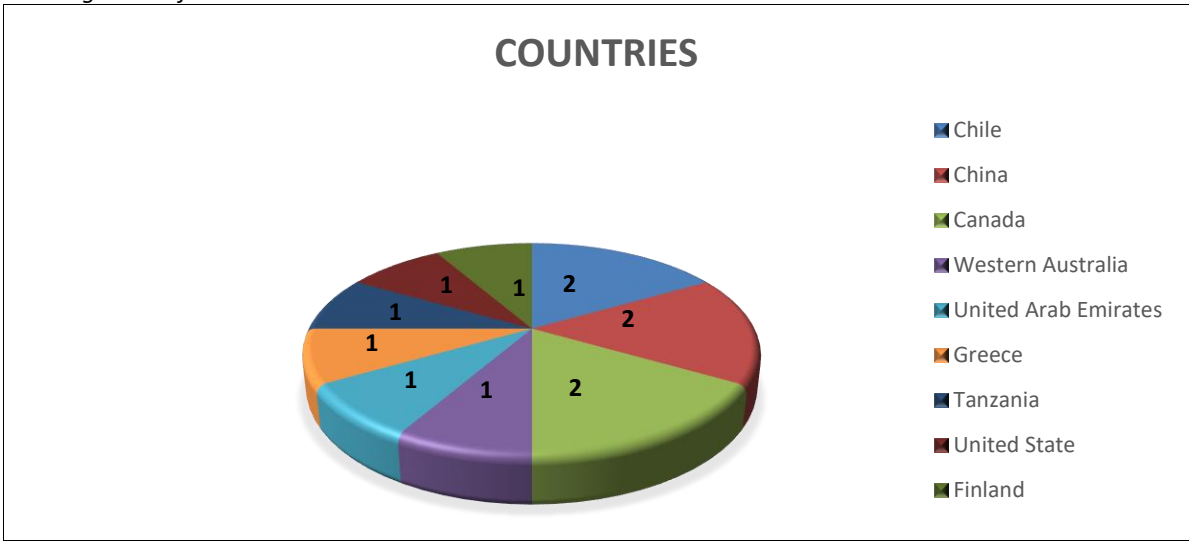


Figure 2: Number of research based on country

The results show that the majority of earlier research was carried out in a variety of international contexts, including both developed and developing nations. However, studies that concentrate on Indigenous communities, like the Orang Asli in Malaysia, are conspicuously lacking. The United States, Chile, Canada, the United Arab Emirates, Greece, and Tanzania each conducted one study. In the meantime, the field received contributions from two studies each from Western Australia, Finland, and China. The increasing interest in comprehending how home-based literacy practices and parental roles impact early childhood literacy development is reflected in these studies.

3. Discussion

An overview of the impact of parental involvement, specifically mindset and beliefs, on children's early literacy development is provided by this scoping review. To answer the first research question, parental involvement affects children's vocabulary and literacy outcomes both directly and indirectly, particularly through culturally appropriate practices, emotional engagement, and the home literacy environment (Gallagher et al., 2022; Lai et al., 2024; Penderi et al., 2023). Children's literacy development is significantly influenced by maternal education, parental attitudes, and emotional engagement (Arango et al., 2021; Lai et al., 2024; Penderi et al., 2023).

Research from a variety of socioeconomic backgrounds demonstrates that low-income families do not necessarily have low levels of parental involvement, underscoring the potential of inexpensive, culturally appropriate digital interventions (Hill et al., 2024; Kigobe et al., 2021). However, according to Arango et al. (2021) and Kigobe et al. (2021), generalizability may be impacted by restrictions like self-reported data and person-oriented approaches. The significance of structured school-home partnerships and maternal education factors is frequently overlooked in mainstream models. Because both Tanzania and populations with Down syndrome represent marginalized groups that face educational disadvantage and need inclusive, specialized literacy support, their studies are included here as insightful compansions. The Down syndrome study was purposefully included because it is relevant to the Orang Asli

context (Arango et al., 2021).

The second research question investigates the most common methodologies and population included in previous research. The reviewed studies mostly used quantitative designs, though some also used mixed methods like surveys and interviews. Validated parent-report surveys, structured interventions (such as workshops or SMS programs), and statistical analyses like regression and SEM were frequently employed techniques. The samples were primarily mothers and parents of young children from a variety of socioeconomic and cultural backgrounds, including underrepresented groups like children with Down syndrome, which was pertinent to the Orang Asli setting of my research. Strong methods for analyzing indirect and belief-based pathways to vocabulary development were provided by the widespread use of standardized tests such as the PPVT and Woodcock-Muñoz and belief scales such as Dweck's mindset scale to gauge literacy abilities, parental beliefs, and home learning environments (Arango et al., 2021; Hill et al., 2024; Lai et al., 2024; Leyva et al., 2024; Luo et al., 2025; Penderi et al., 2023)

For answering th third research question – what research gaps exist and what avenues have been suggested for further investigation into the relationship between early childhood literacy and parental engagement – this review finds that most studies focus on non-Western, bilingual, and low-resource settings, which are often overlooked in early literacy research due to the complex and contextual nature of parental participation. Most studies only focus on low-SES households, ignoring the ways universal programs function across socioeconomic levels. Few studies examine culturally rooted practices and affective parent-child interactions. Fathers are still underrepresented, especially in patriarchal cultures, and parental ideologies such as development mindset are rarely studied as mediators in multilingual or EFL home environments. Many intervention studies lack a longitudinal design and contextual sensitivity, which restricts their practicality. Supporting a competency-based, culturally sensitive strategy for parental involvement in early literacy that takes diversity, equity, and sustainability into account, this study addresses an important gap..

4. Limitation and Recommendations

A fundamental limitation of this study rests in its dependence on literature gathered only from databases such as WoS and Scopus which, while credible, may not fully cover the scope of research on parental participation in early reading across varied global and cultural contexts. This concentrated strategy may mistakenly exclude region-specific studies, grey literature, and non-indexed publications, particularly from non-Western, low-resource, or bilingual settings, which are crucial to the scope of this research. As such, future reviews are encouraged to include auxiliary databases such as Springer, ERIC, ProQuest, and regional repositories, thus increasing both the geographical and linguistic coverage of the literature.

Given the interdisciplinary character of early literacy and home learning environments, a more comprehensive search strategy incorporating education, developmental psychology, and sociolinguistics would improve the depth and contextual relevance of findings. Additionally, future research should benefit from adopting mixed methods and longitudinal designs to study not just outcomes, but also the processes and mediators (e.g., parental beliefs, mentality, and cultural practices) that impact literacy development across various home and community ecologies.

5. Implication

This study underlines the need to increase how parental participation in early literacy is recognized and examined, particularly in varied cultural, linguistic, and low-resource situations. By identifying gaps in the literature, such as the underrepresentation of fathers, the disregard of cultural practices, and the limited attention to parental attitudes and mindsets it underscores the need for more inclusive and contextually grounded research. These findings suggest that future studies should use transdisciplinary, longitudinal, and culturally responsive methodologies that represent the realities of families typically omitted from mainstream discourse. Ultimately, the study offers insights that might drive the creation of equitable early literacy policies and interventions that are responsive to local settings and capable of supporting diverse family structures and learning environments.

6. Conclusion

This scoping review expands the understanding of parental involvement by examining a wider range of themes, including mindset, home literacy environments, and cultural practices in non-Western and bilingual settings. The

findings highlight several crucial elements, with parental beliefs, emotional engagement, and father involvement emerging as areas of increasing significance. While this review provides a broad overview, more research is needed to explore how these factors interact within specific educational and cultural environments. Moreover, more studies are needed to reach greater consensus on the key variables influencing effective parental involvement, especially in diverse cultural and socioeconomic contexts. To achieve greater agreement on the critical factors affecting successful parental involvement, particularly in underrepresented communities, further research is required. Additionally, this review highlights gaps in database coverage and literature, emphasizing the necessity of broadening data sources to support more in-depth research in the future. All things considered, this study offers a fundamental overview of the state of the art, identifies new developments, and suggests important avenues for further investigation into the development of early literacy through family involvement.

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