



**PARENTS AND TEACHERS' COLLABORATION IN THE IMPROVEMENT OF
THE KEY STAGE I LEARNERS' READING PERFORMANCE AS
BASIS FOR SCHOOL PARTNERSHIP PROGRAM**

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ABSTRACT

This qualitative study aimed to determine the collaborative experiences of parents and teachers in improving the reading performance of Key Stage I learners as a basis for the development of a school partnership program. The study identified limited parental involvement, time constraints, communication barriers, and insufficient resources as challenges affecting collaboration. Despite these difficulties, parents and teachers demonstrated adaptive strategies, such as regular follow-ups, reading interventions, and home-based support activities, to improve learners' reading performance. Data were gathered through in-depth interviews with Key Stage I parents and teachers and were analyzed using thematic analysis. The findings showed that effective parent-teacher collaboration is characterized by consistent communication, shared learning strategies, and mutual support in addressing learners' reading difficulties. These findings underscore the need for a structured school partnership program that provides support mechanisms to strengthen literacy development.

Keywords: *Parent-Teacher Collaboration, Reading Performance, Key Stage I Learners, School Partnership Program*

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INTRODUCTION

Background of the Study

In the contemporary educational landscape, the partnership between parents and teachers has emerged as a cornerstone for enhancing learners' reading performance. Research underscores that when parents and teachers collaborate—by sharing strategies, setting common goals, and maintaining open communication—students demonstrate notable gains in reading comprehension, motivation, and overall literacy achievement. Large-scale analyses and longitudinal studies have confirmed that such collaboration is particularly influential during the early years of schooling, where foundational literacy skills are established (Koivuhovi et al., 2025).

Empirical evidence further indicates that environments fostering joint support from families and educators yield both quantitative improvements in reading skills and qualitative benefits such as heightened motivation and engagement (Mims, 2025).

The Department of Education (DepEd) emphasizes that reading serves as a fundamental skill for lifelong learning and academic success, as it contributes to vocabulary development, general knowledge acquisition, and cognitive growth. Reading performance is particularly critical during the early years of Key Stage 1 (KS1) learning, where students develop essential competencies in reading, writing, numeracy, and values formation (DepEd, 2025).

Recent studies affirm that effective parent-teacher collaboration significantly enhances students' academic performance, including their reading skills (Del Valle, 2023). Such

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partnerships are associated with improved academic achievement, more positive attitudes toward school, and better classroom behavior (Burhan et al., 2021). Parents play a vital role as their child’s first teachers, advocates, and lifelong learning mentors (Alquizola et al., 2021). By fostering a supportive home environment and maintaining open communication with educators, parents contribute to their children’s holistic development and academic success (Li et al., 2023).

Teachers, on the other hand, play a multifaceted role as instructors, mentors, motivators, and facilitators (Maker, 2022). They guide learners in developing subject mastery, critical thinking, social skills, and personal growth (OECD, 2021). Moreover, teachers design engaging lessons, manage classroom environments, provide individualized support, assess student progress, and serve as role models who inspire lifelong learning and overall well-being (Korthagen & Nuijten, 2022).

Despite the recognized importance of this partnership, inconsistent communication and limited collaboration between parents and teachers continue to hinder the reading performance of KS1 learners, resulting in missed opportunities for shared strategies and reinforcement at home (Deimann & Guthrie, 2022). Research shows that active parental involvement combined with consistent teacher feedback significantly enhances literacy skills (Caliskan & Ulas, 2022). However, socioeconomic constraints and limited access to educational resources often impede the establishment of effective home–school partnerships (Romeo et al., 2022).

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Given these challenges, this study sought to examine the collaboration between parents and teachers in improving the reading performance of KS1 learners. Furthermore, it aimed to utilize the findings as a basis for developing a comprehensive school partnership program. By exploring the impact of parent-teacher collaboration on students' reading performance, this research endeavored to provide valuable insights for educators, policymakers, and parents in their collective efforts to enhance literacy outcomes and promote equitable learning opportunities.

METHODOLOGY

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis. The study aims to explore the experiences and perceptions of parents and teachers regarding their collaboration in improving the reading performance of Key Stage I learners. A phenomenological approach is used to gain a deeper understanding of the lived experiences of the participants.

Research Method

The research method utilized in this study was qualitative research using in-depth interviews.

The descriptive research method focuses on systematically describing a phenomenon as it exists in its natural setting, without manipulating variables.

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According to Elliott (2025), it aims to provide an accurate portrayal of current conditions, practices, or relationships within educational settings, enabling researchers to understand trends, patterns, and implications for practice. This approach is particularly useful in educational studies that seek to document and analyze real-world events, behaviors, or perceptions without altering the environment in which they occur (Elliott, 2025).

During the interview, the interviewer and the interviewee were allowed to sit at a comfortable distance and reflect on a series of questions regarding a particular issue. The aim was to obtain the main or essential views of the participants on a certain issue in a social context through their responses to the questions.

Research Design

The study utilized phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what he or she experiences. Phenomenology is done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel & Spiegelberg, 2024).

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Participants of the Study

The participants of this study were Kindergarten to Grade 3 teachers at Napnapan Elementary School in the Municipality of Tigbauan. These teachers taught reading and integrated reading instruction into different subjects. They were assigned to Napnapan Elementary School, which is located in the Schools District of Tigbauan. They also had direct experience in teaching reading to Kindergarten to Grade 3 learners and had at least one year of teaching experience in the present school.

Teachers who were willing to share their challenges and coping strategies in teaching reading across different subjects, such as Mathematics, English, Filipino, and GMRC, were included in the study. The participants were informed of their consent prior to taking part in the study. These teachers provided learners with reading materials and taught parents techniques on how to teach their children. They were also in charge of the learners' reading assessment and provided assistance to parents who needed help in teaching the learners more effectively at home.

Sampling Design

Purposive sampling design was used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling. This is also called judgmental sampling, this sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's

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objectives.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

An interview schedule in qualitative research is a structured or semi-structured guide comprising a list of questions or topics that the interviewer intends to cover during the interview process. Its primary purpose is to ensure that all relevant areas are systematically explored across interviews, enhancing consistency, rigor, and comparability of data, while still allowing flexibility for in-depth probing and adaptation to emerging insights (Morris, 2025).

The interview schedule has three questions focusing on the purpose of study.

Voice and video recorders were used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule prepared by the researcher, the adviser, the Dean of the Graduate School, and a panel of jurors considered experts in the fields of research, testing and assessment, and English were requested to validate each question for review and modification.

Validity refers to the extent to which the findings, interpretations, and conclusions derived from a study are accurate, meaningful, and appropriate in representing the concept being examined. It ensures that the research instrument truly measures what it is intended to measure and that the results are credible reflections of reality. In establishing content

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validity, the questions and format of the instrument must align with the study's defined variables and objectives to guarantee that each item accurately reflects the construct under investigation. This process often involves expert review to determine whether the items are relevant, clear, and representative of the concepts being studied. By ensuring that the content and structure of the instrument are consistent with the study's framework, researchers enhance the accuracy and usefulness of the data collected in relation to the research objectives (Creswell & Creswell, 2023).

The comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the school, community, or any place convenient for the participants to conduct the interviews.

The researcher conducted interviews with the participants. Prior to this, the researcher encouraged the participants to sign a waiver or permission form related to the conduct of the study.

Using in-depth interviews, voice and video recorders were also provided to completely capture the interviewees' words. The researcher consolidated all the collected data after the

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series of interviews.

Data Analysis

The data collected through the interview schedule were analyzed using thematic analysis, a qualitative method designed to identify, interpret, and report recurring patterns or themes within narrative data. This approach enabled the researcher to uncover meaningful insights into the challenges and coping strategies of teachers teaching reading to Key Stage I learners in the barangay schools.

Each written response was carefully examined to extract themes related to behavior, communication, decision-making, motivation, and support among the teachers.

According to Braun and Clarke (2021), thematic analysis provides a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit and implicit meanings across participants' narratives. It is particularly suitable for educational research that seeks to understand complex social and organizational dynamics. Nowell et al. (2021) further emphasize that thematic analysis enhances transparency and credibility in qualitative studies by ensuring systematic coding and interpretation of data.

The transcribed data from the interviews were analyzed using Thematic Analysis (Braun & Clarke, 2023), which is well suited for identifying, analyzing, and reporting patterns or themes within qualitative data.

The analysis followed the standard six-phase process: (1) familiarization with the data through reading and rereading the transcripts in the local language and their English translation; (2) generation of initial codes by assigning short phrases or labels to meaningful

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segments of data, such as “shared phone,” “fear of judgment,” and “poor signal”; (3) searching for themes by grouping the initial codes into possible overarching themes and subthemes that captured significant patterns; (4) reviewing themes by refining and checking them against the entire dataset to ensure that they accurately reflected the participants’ meanings and the focus of the study; (5) defining and naming themes by developing clear, concise, and academically sound labels for the final emergent themes to be presented in Chapter 4; and (6) producing the report by weaving the themes, supported by direct quotations, into the narrative presentation, analysis, and interpretation of data in Chapter 4 and linking them to the theoretical framework.

SUMMARY, INSIGHTS, AND RECOMMENDATIONS

This chapter presents the summary of the study, the insights drawn from the findings, and the recommendations arrived at by the researcher.

Summary

This study determined the nature of parent-teacher collaboration in improving the reading performance of Key Stage I learners as a basis for a school partnership program in District I, particularly in Napnapan Sur, Tigbauan, Iloilo Province, during the School Year 2025–2026.

The study utilized a qualitative research method through in-depth interviews. It employed the narrative research design, and the data gathered were analyzed using thematic analysis.

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The participants of the study were six (6) parents and six (6) teachers of Key Stage I from Napnapan Elementary School in the Province of Iloilo.

A researcher-made interview questionnaire was used and validated by experts. The interviews were scheduled during the vacant time of the parents and teachers. Formal letters were personally delivered and sent through Messenger to the parents and teachers, who approved and participated in the interviews. The researcher personally conducted the in-depth interviews at Napnapan Elementary School. A voice recorder, notes, and photo documentation were used for data gathering, subject to the participants' permission.

After the series of interviews, the researcher consolidated, transcribed, analyzed, and interpreted the narratives using the thematic approach.

The following are the findings of the study:

Based on the responses of the participants, the ways by which parents collaborated with teachers in improving learners' reading performance included home-based reading follow-up and parent-teacher communication and monitoring.

The findings also revealed that teachers collaborated with parents in improving learners' reading performance through multi-channel communication, provision of reading resources, monitoring tools and remediation, and parent empowerment, guidance, and training.

The challenges encountered by parents in collaborating with teachers to improve learners' reading performance included parent-teacher collaboration in reading support,

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parental commitment to home-based reading, parental involvement, parents' roles and involvement, and time constraints and competing priorities.

Moreover, the findings showed that parents supported the improvement of learners' reading performance through home-based reading and parental guidance, the use of reading strategies and guided practice at home, and the provision of learning resources and external support.

In addition, the results revealed that teachers supported the improvement of learners' reading performance through targeted instruction and remediation strategies, parent-teacher collaboration for home-school support in reading development, the use of instructional materials and technology, and peer tutoring and collaborative learning.

Overall, the findings suggest that strong parent-teacher collaboration plays a significant role in improving the reading performance of Key Stage I learners. Such collaboration may serve as a basis for developing an effective school partnership program.

Insights

The findings revealed that home-based reading follow-up, combined with consistent parent-teacher communication and monitoring, created a strong support system for learners. This implied that reading development was most effective when learning continued beyond the classroom and was reinforced through structured guidance at home. Regular communication ensured the alignment of strategies, while monitoring allowed both parents and teachers to track progress and address reading gaps promptly.

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The use of multi-channel communication, reading resources, monitoring tools, remediation, and parent empowerment reflected a comprehensive and proactive collaboration model. This suggested that successful reading improvement required not only communication but also equipping parents with the necessary skills, materials, and confidence. Empowered parents became active partners rather than passive supporters, leading to more sustainable literacy development.

The identified challenges emphasized that effective parent-teacher collaboration and parental commitment were critical, yet sometimes difficult to maintain. This insight highlighted that while collaboration was recognized as important, varying levels of involvement and commitment influenced the consistency of reading support at home. Strengthening shared responsibility and accountability between parents and teachers was essential in overcoming these barriers.

The findings also underscored the dual role of parental involvement and the impact of time constraints and competing priorities. This suggested that although parents recognized their role in supporting reading, external pressures such as work and household responsibilities limited their active participation. Flexible and adaptable collaboration strategies were therefore necessary to accommodate diverse family circumstances. Parents who devoted time to teaching their children could make a significant impact on the development of reading performance.

Home-based reading, parental guidance, reading strategies, guided practice, and the provision of resources indicated that parents played a direct instructional role in literacy

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development. This insight revealed that when parents applied structured reading techniques and provided supportive learning environments, learners were more likely to develop foundational reading skills and confidence.

The integration of targeted instruction, remediation strategies, instructional materials, technology, and peer tutoring demonstrated a multifaceted approach to reading improvement. This suggested that combining school-based interventions with home support and collaborative learning opportunities enhanced reading outcomes. It reflected the importance of shared instructional responsibility, innovative tools, and social learning in strengthening learners' reading performance.

Recommendations

In light of the findings and insights of the study, the following recommendations were offered:

Schools should strengthen structured home-based reading programs by providing parents with clear reading schedules, monitoring checklists, and regular progress updates. Teachers may establish consistent communication platforms, such as weekly feedback forms, reading logs, or messaging groups, to ensure alignment of strategies between home and school. This may help maintain continuity of instruction and allow the early identification of learners who need additional support.

Educational institutions should implement parent empowerment initiatives such as reading workshops, orientation programs, and training sessions on the use of monitoring tools and remediation strategies. Providing accessible reading materials and guides may equip

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parents with practical skills and confidence to support their children effectively. Schools may also utilize multi-channel communication systems to promote inclusivity and consistent engagement.

To address challenges in collaboration and commitment, schools should develop clear partnership agreements that define the shared roles and responsibilities of parents and teachers in reading support. Regular recognition of active parental involvement and continuous follow-up with less engaged families may improve accountability. Establishing a supportive and non-judgmental communication environment may further encourage sustained parental participation.

Schools should also design flexible collaboration strategies that accommodate parents' varying schedules and responsibilities. Options such as asynchronous communication, take-home instructional guides, recorded reading demonstrations, and flexible meeting schedules may help working parents remain involved. Providing manageable and realistic reading tasks may likewise encourage consistent participation despite time constraints.

Parents should be guided in applying structured reading strategies at home, such as guided oral reading, phonics practice, and comprehension questioning techniques. Teachers may provide step-by-step reading guides and model these strategies during meetings or through video demonstrations.

Schools should adopt a comprehensive reading intervention framework that integrates targeted instruction, remediation programs, instructional materials, educational technology, and peer tutoring initiatives. Strengthening home-school collaboration in implementing these

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interventions may maximize learner progress. Continuous assessment and monitoring of reading performance should also be conducted to evaluate the effectiveness of these combined strategies and ensure data-driven improvements.

The proposed School Partnership Program, LOREFE: Literacy Outreach and Responsive Engagement for Families and Educators, should be adopted to strengthen home-school collaboration in reading development and enhance the reading performance of Key Stage I learners at Napnapan Elementary School for School Year 2025–2026. Specifically, the program may be implemented to establish a systematic home-based reading support mechanism, equip parents with practical reading strategies and monitoring tools, provide targeted remediation for struggling readers, strengthen communication channels between the school and families, and address barriers such as time constraints through flexible engagement strategies.

For future research, similar studies may be conducted to examine the long-term effects of parent-teacher collaboration programs and to explore the use of digital literacy tools in improving reading performance. Future researchers may also investigate strategies that support the involvement of working parents in their children’s reading development.

To further validate the results of the present investigation, parallel studies should be conducted on a wider scope and should consider other variables not included in this study.

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