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**TEACHERS AND PARENTS' READING INTERVENTION ON LEARNERS'  
LITERACY IMPROVEMENT IN PRIVATE SCHOOLS: BASIS FOR  
SUSTAINABILITY PROGRAM**

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**ABSTRACT**

The study aimed to determine the teachers' and parents' reading interventions for learners' literacy improvement in private schools as a basis for a sustainability program in one school district in the First Congressional District of Iloilo during the school year 2025–2026. Employing a qualitative research method through in-depth interviews, the study utilized ten (10) respondents that included teachers and parents from five private schools, with one teacher and one parent from each school. Teachers' interventions included guided reading and phonics, reading tutorials and one-on-one support, and diagnostic assessment. Parents supported literacy through daily reading at home, interactive strategies, and rewarding reading efforts.

Teachers faced challenges such as diverse reading levels, limited time, and short attention spans, while parents encountered time management issues, attention difficulties, and low motivation. To address these, teachers applied differentiated instruction, learner engagement, and parent collaboration, while parents scheduled reading time, made reading enjoyable, and built motivation.

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**Keywords:** *Teachers, Parents, Reading Intervention, Literacy Improvement, Private Schools*

## INTRODUCTION

Reading is a fundamental literacy skill that enables individuals to decode written symbols, construct meaning, and interact critically with text. It is not merely a basic academic requirement but a lifelong cognitive process essential for learning, communication, and participation in society. Reading involves complex cognitive processes that integrate word recognition, language comprehension, and background knowledge to make sense of written material (Duke & Cartwright, 2021).

In the 21st century, reading has evolved beyond traditional printed texts to include digital literacy, which requires skills in navigating online texts, evaluating sources, and integrating information from multiple media formats (Leu et al., 2022).

Reading is therefore both a cognitive and social practice that requires support from schools, families, and communities. Research stresses that learners develop stronger reading skills when instructional programs are reinforced through home literacy practices and access to meaningful reading experiences (Sonnenschein & Galindo, 2021).

Reading intervention is crucial because early reading difficulties, if not addressed, can persist and negatively affect learning across all subject areas (Kim, 2020).

Structured reading practice and progress monitoring as part of interventions have been shown to greatly improve reading fluency and comprehension in elementary school students who are having trouble with reading (Stevens et al., 2021). Furthermore, reading intervention

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is most efficacious when underpinned by evidence-based frameworks such as Response to Intervention.

Reading intervention programs are most effective when implemented collaboratively. Teachers play a critical role in identifying students' reading difficulties, providing targeted instruction, and monitoring progress. Meanwhile, parents complement these efforts by fostering a supportive home literacy environment through shared reading, guided practice, and encouragement (Kikas et al., 2020).

Recent studies highlight that learner exposed to consistent literacy experiences at both home and school demonstrate greater fluency, comprehension, and positive attitudes toward reading (Wasik & Hindman, 2020).

In private schools, where parents often have more opportunities to participate in their children's education, effective collaboration can maximize reading outcomes. Teachers' professional expertise and parents' daily involvement together create a consistent literacy environment that supports learners' continuous reading development (Zulauf-McCurdy et al., 2024).

Therefore, fostering strong teacher-parent collaboration is essential for effective reading intervention and for ensuring every learner achieves literacy proficiency.

Due to these observations, the researcher determined the teachers and parents' reading intervention on learners' literacy improvement in private schools as basis for sustainability program, in the Schools District of Guimbal during the school year 2025-2026.

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## MATERIALS AND METHODS

### Research Methodology

This chapter outlines the research methodology, research design, study participants, data collection procedures, research instruments, the validity of the research instrument, and the data analysis employed in this study. The objective of this study was to assess the impact of teachers' and parents' reading interventions on students' literacy enhancement in private schools, serving as a foundation for a sustainability program in the District of Guimbal for the academic year 2025-2026.

### Research Method

The study employed a descriptive research methodology, utilizing in-depth interviews to collect qualitative data.

According to McCombes (2023), descriptive research seeks to systematically and accurately depict a population, situation, or phenomenon. During the interviews, the interviewer and the participants sat together to think about a number of questions about a certain issue.

The interview aimed to elicit comprehensive insights into the participants' experiences, perceptions, and practices regarding the specified issue within a social context, as demonstrated by their responses to the interview questions.

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## Research Design

The research employed a phenomenological design.

Phenomenology is a qualitative research methodology that emphasizes the exploration and comprehension of individuals' lived experiences regarding a specific phenomenon.

Creswell & Poth (2020) assert that phenomenological research is a qualitative methodology aimed at describing and interpreting individuals' lived experiences concerning a specific phenomenon to comprehend the essence of those experiences.

In this methodology, the researcher gathers data —typically via comprehensive interviews, observations, or written narratives—and subsequently analyzes it to identify patterns, themes, and the collective essence of the experience.

## Participants of the Study

The participants in this study consisted of teachers and parents from five distinct private schools in Guimbal, comprising one teacher and one parent from each institution, totaling ten participants for the academic year 2025-2026.

## Sampling Design

The study employed a purposive sampling design. Purposive sampling is a non-probability sampling method employed in qualitative research, wherein participants are deliberately chosen based on particular characteristics or knowledge pertinent to the study.

Purposive sampling enables the selection of respondents based on their particular

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experience and understanding of the phenomena being examined, including trust, satisfaction, and loyalty, thereby guaranteeing the acquisition of high-quality, pertinent data (Campbell et al., 2020).

Purposive sampling is useful when researchers want to learn more about a specific topic instead of making generalizations. This guarantees that the interviewees can offer significant insights regarding the strategies, challenges, and outcomes (Palinkas et al., 2021).

The researcher intentionally selects individuals or groups capable of furnishing the most pertinent, comprehensive, and detailed information regarding the research topic, rather than opting for random participants.

## Research Instrument

The study employed a research-designed interview schedule as its research instrument.

The purpose of the interview schedule in this study was to furnish a structured array of open-ended questions that directed the interview process with the participants, guaranteeing that the dialogue remained consistent with the research objectives.

It was created to acquire accurate and consistent information about the participants' experiences, practices, challenges, and views on reading interventions and how these helped students in private schools improve their literacy.

Participants had to give permission for voice and video recorders to be used to collect data and make records.

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## Validity of the Research Instrument

Before the researcher could decide if the interview schedule was valid, the adviser, Dean of the Graduate School, and a panel of jurors were asked to check each question for clarity, relevance, and how well it fit with the study's goals. They were also asked to suggest changes to the questions.

The panel of validators' comments, corrections, and suggestions about the interview schedule were taken into account using the right form of Good and Scates (Appendix F).

## Data Gathering Procedures

The researcher secured permission from the adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisor, the School Administrators of the Private Schools, and each participant in order to do the study.

The researcher personally visited the schools or a location convenient for the participants to conduct the interview utilizing the interview guide. The participants' answers were recorded with voice and video recorders.

After the in-person in-depth interviews, the researcher put together all the data and information that had been collected.

## Data Analysis

Thematic approach was used to analyze the data.

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Thematic analysis is a qualitative research technique employed to systematically identify, categorize, and interpret recurring patterns or themes within a dataset.

It is appreciated for its adaptability, as it can be utilized within various theoretical frameworks and qualitative data types.

Kiger and Varpio (2020) assert that thematic analysis is a technique for identifying, examining, and presenting patterns (themes) within data, providing a comprehensive, intricate, yet nuanced representation of the data.

## RESULTS AND DISCUSSIONS

This qualitative research method, employing the Phenomenological research design, sought to develop insights for a sustainability program based on the study's findings.

The study's participants comprise selected teachers and parents from five distinct private schools in the District of Guimbal for the academic year 2025-2026. Ten (10) participants, including teachers and parents, were selected for the study.

This study employed a purposive sampling design. The researcher employed a self-constructed interview guide to gather pertinent information regarding the phenomenological experiences of teachers and parents concerning reading interventions aimed at enhancing learners' literacy in private schools.

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The interview utilized open-ended questions. The researcher asked the participants to answer the interview questions and then ask any follow-up questions that might come up based on what the participants said.

Data collection and documentation were conducted using voice and video recorders, contingent upon participant consent. The results of the in-depth interview were summarized and interpreted using a thematic analysis.

The study's results are as follows: The study showed that the teachers' reading interventions to help students improve their literacy were guided reading and phonics, reading tutorials and one-on-one support, and diagnostic assessment.

The parents' reading interventions that helped students improve their literacy were daily reading practice at home, interactive reading strategies, and rewarding reading efforts. The study found that teachers had a lot of trouble giving reading interventions to help students improve their literacy skills.

These problems included students having different reading levels, not having enough time, and not being able to pay attention for very long. The challenges faced by parents in facilitating reading interventions to enhance learners' literacy skills included time management issues, attention difficulties, and low motivation.

The study's results showed that the teacher's management of the problems that came up when giving reading interventions to help students improve their literacy skills included

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differentiated instruction, keeping students interested and motivated, and working with parents.

The outcomes of parental management regarding the challenges faced in implementing reading interventions to enhance learners' literacy skills included the scheduling of reading sessions, the facilitation of enjoyable and engaging reading experiences, and the cultivation of motivation.

## Conclusion

Schools should make policies that support the consistent use of structured and individualized reading interventions by giving teachers regular professional development, enough instructional materials, and time to assess and help students. This will improve literacy outcomes and academic confidence.

Schools should make rules and programs that actively encourage and help parents get involved in their children's literacy development. This can be done by giving parents advice, resources, and regular communication to help them make reading at home a positive and supportive experience.

Schools should have flexible rules about how to teach so that teachers can use different and adaptive methods, give enough time for literacy instruction, and support strategies that keep students' attention so that all students make equal progress, regardless of their ability level.

Schools should create programs to help parents that give them useful tips on how to

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manage their time, keep their kids' attention, and motivate them to help them give their kids

consistent and effective literacy support at home.

To make sure that reading interventions keep working and that students get consistent support, schools should make their policies stronger that encourage differentiated instruction, fun teaching methods, and ongoing collaboration between teachers and parents.

Schools should put in place policies and support programs that focus on parents and encourage kids to read regularly, do fun learning activities, and use positive reinforcement to keep kids motivated and engaged in literacy development at home.

Private schools should implement a sustainability program that incorporates reading interventions from both teachers and parents to facilitate ongoing literacy enhancement. To make sure the program works in the long run, it should focus on regular teacher training, active parental involvement, fun reading activities, and regular checks on how well students are doing.

Future researchers should investigate the enduring impacts of reading interventions by teachers and parents on students' literacy development through longitudinal or mixed-method methodologies. Further research could investigate additional variables, including learner motivation, reading attitudes, and parental support, to enhance the sustainability of literacy programs in private educational institutions.

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