

Strengthening Teacher and Parent Partnership to Help Struggling Readers in Mangan Elementary School

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ABSTRACT

This study entitled "Strengthening Teacher and Parent Partnership to Help Struggling Readers in Mangan Elementary School" examined the importance of collaboration between teachers and parents in supporting pupils experiencing reading difficulties. Reading is a fundamental skill that greatly influences learners' academic success; however, many pupils continue to struggle with reading comprehension, fluency, and word recognition. The study employed a descriptive survey research design and involved 30 respondents composed of 21 parents and 9 teachers from Mangan Elementary School. Data were gathered through a validated questionnaire designed to assess perceptions regarding teacher-parent partnership in supporting struggling readers. Frequency, percentage, and

weighted mean were utilized in analyzing the data. The findings revealed that respondents expressed a very high level of agreement regarding the importance of teacher-parent partnership in improving pupils' reading development. Results showed that active participation in reading activities, regular communication, monitoring of pupils' progress, and collaborative literacy efforts between home and school were perceived as essential factors in helping struggling readers improve their reading skills. Furthermore, respondents agreed that insufficient support from parents and teachers may negatively affect pupils' reading progress. Based on the findings, the study concludes that strengthening teacher-parent partnership provides a supportive environment that promotes reading development among struggling readers. Continuous collaboration between teachers and parents is therefore encouraged to enhance literacy outcomes and support pupils' academic growth.

Keywords: *Teacher-parent partnership, struggling readers, reading difficulties, reading performance, academic achievement*

INTRODUCTION

Reading is universally recognized as the cornerstone of learning and academic success. It is not only a basic skill but also the gateway to higher-order thinking, comprehension, and lifelong learning. However, in Mangan Elementary School (MES), a significant number of pupils continue to struggle with comprehension, fluency, and word recognition despite ongoing literacy initiatives. MES was chosen as the locale of this study because of its active participation in programs such as Brigada Pagbasa, yet teachers observed that many learners remain non-readers or struggling readers. This paradox highlights the need to examine how stronger teacher-parent partnerships can directly address reading challenges.

Struggling readers require urgent attention because reading difficulties affect not only academic performance but also confidence, social interaction, and long-term educational success. Non-readers often experience frustration, disengagement, and poor performance in other subjects that rely heavily on reading comprehension, creating a cycle of underachievement (Adapon & Mangila, 2020). The Department of

Education (2025) has emphasized the importance of community-led reading programs, but without consistent collaboration between home and school, many pupils fail to benefit fully from these interventions.

The uniqueness of this study lies in its dual support framework: teachers providing structured instruction in school while parents reinforce reading practices at home. Previous research has highlighted the importance of parental involvement (Caban et al., 2024; Dagohoy et al., 2025), but few studies in the Philippine rural context have examined the combined impact of teacher-parent collaboration. International studies also affirm that parental attitudes and involvement significantly influence reading motivation and comprehension (Çalışkan & Ulaş, 2022; Zhan, 2025).

Moreover, literacy development is not only a pedagogical issue but also a social responsibility. Hummel, Cohen, and Anders (2023) emphasized that partnership practices strengthen parental trust, which in turn enhances children's learning outcomes. Similarly, Anggraini et al. (2024) argued that bridging teacher-parent collaboration fosters critical literacy skills. These findings align with Raquel and Jasper (2023), who demonstrated that parent-teacher partnerships directly improve learners' academic performance.

In the Philippine setting, Caballo (2025) and Maagad & Oco (2025) documented that consistent parental involvement transforms non-readers into independent readers and improves general academic averages. Mohon, Opingo, and Plando (2025) further highlighted that parental engagement enhances comprehension skills among Grade 3 learners. These studies collectively affirm that literacy development thrives when both home and school environments provide continuous support.

Therefore, this study is necessary to provide evidence that strong partnerships between teachers and parents can transform struggling readers into confident, independent learners. By situating the research in Mangan Elementary School, the study contributes to the growing body of literature that demonstrates how rural schools can achieve literacy improvement through collaborative strategies.

METHODS

Research Design

This study employed a descriptive survey research design. The descriptive survey method was used to determine the perceptions of parents and teachers regarding the effectiveness of teacher-parent partnership in helping struggling readers at Mangan Elementary School. The design was appropriate because it allowed the researchers to gather information from respondents and describe their views regarding collaboration, communication, monitoring, and participation in reading-related activities without manipulating any variables.

Research Locale

This study was conducted at Mangan Elementary School, a public school in the municipality of Banga, Aklan. The school serves the children from the local barangay and nearby communities, giving them their basic education. Mangan Elementary School was chosen as our research locale because we witness that some of the young learners have problems in reading. Some of the teachers here are committed to guiding their pupils, while the parents play an important role in supporting learning at home. By focusing on this school, the study shows how working together — teachers and parents — can help struggling readers improve their skills.

Sampling Technique

The study focused on 30 purposely selected respondents who were directly involved in supporting struggling readers. This sample size was considered sufficient to provide meaningful insights into the dynamics of teacher-parent collaboration.

The purposive sampling ensured that only participants with direct engagement in reading support were included, thereby strengthening the validity of the findings. By focusing on this specific group, the study was able to highlight the real experiences, challenges, and strategies used by parents and teachers in addressing reading difficulties.

The participants consisted of 30 individuals directly engaged with struggling readers at Mangan Elementary School: 21 parents and 9 teachers. The selection of participants, teachers were selected because they provide structured reading instruction in the classroom, while parents were chosen because they reinforce reading practices at home. Sampling method is a purposive sampling technique used, ensuring that only those directly involved with struggling readers were included.

This method was appropriate because the study required respondents with firsthand experience in guiding pupils' literacy development. Consent and ethics, prior to data collection, informed consent forms were distributed to both parents and teachers, explaining the purpose of the study, voluntary participation, and confidentiality of responses. Assent was also sought from the struggling readers themselves. Ethical procedures included ensuring anonymity, securing data privacy, and obtaining approval from the school administration before conducting the study.

This participant profile provided a balanced perspective from both home and school, allowing the researchers to capture the dual support system that influences struggling readers' progress

Table 1. Frequency and Percentage Distribution of Respondents

Respondents	Frequency	Percent
Parents	21	70%
Teachers	9	30%
TOTAL	30	100%

Table 2. Frequency and Percentage Distribution of Respondents by Sex

Respondents	Frequency	Percent
Male	5	16.67
Female	25	83.33
TOTAL	30	100%

RESULTS AND DISCUSSIONS

Table 1 presents the frequency and percentage distribution of respondents in the study entitled "Strengthening Teacher and Parent Partnership to Help Struggling Readers in Mangan Elementary School." Out of the 30 respondents, 21 or 70% were parents, while 9 or 30% were teachers. This indicates that parents comprised the majority of the respondents, reflecting their active involvement in the research process.

Table 2 shows the frequency and percentage distribution of respondents according to sex. Out of the 30 participants, 25 or 83.33% were female, while only 5 or 16.67% were male. This indicates that females, particularly mothers and female teachers, comprised the majority of respondents in the study.

The findings suggest that women are more actively engaged in activities related to children's reading development and educational support. This aligns with previous studies such as Caban et al. (2024) and Dagohoy et al. (2025), which emphasized that mothers often take the lead in reinforcing literacy practices at home.

The mean scores of the respondents regarding the effectiveness of teacher-parent partnership in helping struggling readers at Mangan Elementary School. The overall mean score of 1.21, interpreted as

High Agreement, indicates that both parents and teachers strongly recognize the importance of collaborative efforts in improving pupils' reading development.

Based on the rating scale used in the study, lower mean scores indicate stronger agreement. Therefore, Statements 1 and 15 obtained the strongest level of agreement, both with a mean score of 1.03. These statements emphasized that parent and teacher participation in reading activities and spending time reading with children at home and in school are beneficial to struggling readers. This finding suggests that active involvement from both home and school provides pupils with consistent support, encouragement, and opportunities to practice reading skills. The result supports the study of Çalışkan and Ulaş (2022), which found that parent-involved reading activities significantly improve children's reading motivation, comprehension, and attitudes toward reading.

Similarly, Statements 2, 5, 7, and 9 obtained mean scores of 1.07, while Statements 3, 10, 16, 19, and 20 received mean scores ranging from 1.10 to 1.13. These findings indicate that respondents strongly agreed that cooperation, communication, regular monitoring, and shared participation between parents and teachers contribute positively to pupils' reading performance and confidence. The findings support Raquel and Jasper (2023), who emphasized that effective parent-teacher partnerships contribute significantly to learners' academic development and educational success.

On the other hand, Statement 12 obtained the mean score of 1.67. Although it was still interpreted as High Agreement, it received comparatively lower agreement than the other indicators. This suggests that respondents agreed that the attitudes of parents and teachers toward reading affect how children learn to read; however, they considered direct participation, monitoring, and reading activities to be more immediate and influential factors in improving reading skills.

Statements 6 and 11, which focused on the lack of parental and teacher support, also received High Agreement ratings. These findings indicate that respondents recognized the negative consequences of insufficient guidance and support on children's reading development. This observation is consistent with the findings of Dagohoy, Opingo, and Plando (2025), who reported that parental involvement plays a crucial role in strengthening learners' reading comprehension and academic performance.

Overall, the results demonstrate that teacher-parent partnership is a vital component in addressing reading difficulties among struggling readers. The findings suggest that when parents and teachers work together through communication, monitoring, participation in reading activities, and continuous encouragement, pupils are more likely to develop stronger reading skills, greater confidence, and improved academic engagement.

Research Instruments

The primary tool used in this study was a structured questionnaire developed to measure the effectiveness of teacher-parent partnership in supporting struggling readers at Mangan Elementary School. The instrument was carefully adapted from established sources — Alipio (2025), Raquel & Jasper (2023), and the Parent-Teacher Involvement Questionnaire (CPPRG, 2001) — and modified to reflect the local school context.

The questionnaire was divided into two major parts: (1) Respondent Profile, this section gathered demographic information such as respondent type (teacher or parent), sex, age, and years of teaching or parenting experience.

These data provided background context, allowing the researchers to analyze whether demographic factors influenced perceptions of teacher-parent collaboration. (2) Partnership and Reading Support Items, this section contained 20 statements designed to measure the extent of teacher-parent collaboration, attitudes toward reading, and perceived impact on pupils' reading performance. Each item was rated using a Likert scale (0–5): 0 = Not applicable; 1 = Strongly agree; 2 = Slightly agree; 3 = Agree; 4 = Slightly disagree; and 5 = Strongly disagree. The scale allowed respondents to express varying levels of agreement, providing nuanced insights into the strength of teacher-parent partnerships.

Each item was presented in both English and Filipino to ensure clarity and accessibility for all respondents. This bilingual format minimized misinterpretation and allowed both teachers and parents to respond confidently.

Validity and Reliability of Instrument

Ensuring the accuracy and consistency of the research instruments was a critical step in this study. The questionnaires underwent face and content validation by three experts in education and research methodology. They reviewed each item for clarity, relevance, and alignment with the study's objectives. Their feedback led to revisions that improved phrasing and eliminated ambiguity, ensuring that the questions truly reflected the dynamics of teacher-parent collaboration.

To further strengthen the instruments, a pilot test was conducted among a small group of teachers and parents from a nearby school not included in the main study. A pilot test was conducted among selected parents and teachers. Feedback from the pilot test was used to improve the clarity and relevance of the questionnaire before its administration to the actual respondents.

CONCLUSION

Based on the findings of the study, it can be concluded that teacher-parent partnership plays a significant role in supporting struggling readers at Mangan Elementary School. The results revealed a consistently high level of agreement among respondents regarding the importance of collaboration between parents and teachers in promoting reading development. Activities such as shared reading sessions, regular communication, continuous monitoring, and active participation in literacy programs were perceived as essential factors that contribute to pupils' reading improvement.

The findings further suggest that direct involvement of both parents and teachers provides struggling readers with a supportive learning environment where they receive guidance, encouragement, and motivation both at home and in school. Respondents strongly agreed that spending time reading with children and participating in reading-related activities are among the most effective strategies for improving reading skills. These findings support the studies of Çalışkan and Ulaş (2022), Caban et al. (2024), and Raquel and Jasper (2023), which emphasized that strong home-school partnerships positively influence children's literacy development and academic achievement.

Furthermore, the study revealed that insufficient support from parents and teachers may hinder pupils' reading progress. This highlights the importance of maintaining consistent collaboration and shared responsibility in addressing reading difficulties. The results affirm that literacy development is not solely the responsibility of teachers but is a collective effort that requires active participation from parents and other stakeholders.

Therefore, the study concludes that the findings suggest that strengthening teacher-parent partnership is an effective approach in helping struggling readers become more confident, motivated, and successful learners. Through sustained cooperation between home and school, pupils are provided with the necessary support system to improve their reading abilities and achieve better educational outcomes.

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