

Fostering the Love for Reading in Learners: Crucial Role of Parents and Teachers' Partnership

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Abstract— Reading remains a basic and foundational skill for learners to experience feat in their schooling. Instilling a love for reading among the early grade learners is an investment necessary for their academic success. Early-grade learners who develop a love for reading are more likely to excel in school and community engagement. Propelled by the impact of the partnership between the parents and teachers on the reading capability of the learners, this study was conducted to determine their role in nurturing the love for reading among Grade One learners. This study examined how schools establish strong partnerships between parents and teachers to support the learners' love for reading. Challenges in establishing partnerships were identified and addressing such was done by proposing activities aimed at creating a positive reading environment and fostering a love for reading. It was found that both the parents and teachers nurtured a love for reading for learners by making reading fun and interactive, serving as role models along with reading, exposing them to different reading genres, and providing positive reinforcement. The schools were able to establish partnerships between parents and teachers by involving them in planning school-based reading programs, implementing reading activities through collaboration of the parents and teachers, motivating learners to enjoy reading, providing feedback on learners' reading progress, and creating home-school connections. The challenges encountered by the school in promoting partnership were the lack of training of parents in teaching reading, the passivity of some parents, conflict of schedule, and limited reading resources. Sets of reading-related activities and initiatives anchored on the principles of parents and teachers' partnership were proposed and expected to foster the love for reading among learners.

Keywords— foundational skill, love for reading, parents and teachers' partnership, positive reading environment.

I. INTRODUCTION

Reading in first-grade learners is a crucial step in their educational journey. It opens up their knowledge, fosters their language skills, and sparks a lifelong love of reading and literature. Developing reading skills takes active engagement from an early age (Duane Alexander, director of the National Institute of Child Health and Human Development). Learning to read is not just about reading the text on the printed page but it also involves understanding what they have read. Reading stimulates brain activity, improves memory and attention, and activates problem-solving skills, which is why at an early age this must be developed among grade-one learners. Grade One learners must be exposed to a wide range of vocabulary, grammar, and sentence structure, for their language to be developed. As Chall stated, reading should be developed during babyhood, however, a child's reading readiness occurs at different stages. How children developed a love for reading was affected by the people around them and the reading materials that were used in teaching them how to read.

According to Willis, how the teachers used the available resources, their relationship with the pupils, and the language affect the reading skills of the learners. To

develop further the love for reading of learners especially the grade one, teachers and parents partnership plays a vital role in fostering love for reading among the learners. This partnership is essential in creating a supportive and nurturing environment that encourages children to develop a lifelong love for reading. By working together, parents and teachers can give the necessary support, guidance, and motivation to help the children develop strong reading connections and a passion for reading.

The Department of Education strongly encouraged all elementary and secondary schools to intensify the reading advocacy through DepEd memorandum #173, s. 2019 which urged schools to respond to Hamon: Bawat Bata Bumabasa (3Bs Initiative) some of the results state that many early grade learners were struggling to meet the learning standards in early language literacy and numeracy. For this reason, reading interventions and innovations were encouraged for the learners to cope with comprehension problems, especially in the English language. With this, teachers and parents play a very important role in realizing this goal to develop reading among the early grade learners. Recently, Vice President Sara Duterte issued Deped mandates on the reading

program that states “All learners from Kinder to Grade 12 shall use the time to read books and articles, and other reading materials based on their interest, (DM 001, s.2024). This encourages to expose the learners to different genres in reading for them to foster the love of reading not just one book.

Parents have a significant role in their children’s education and influence their learning and development, (Froiland and Davison 2014; Pinquart, 2015). To improve the reading ability of the learners and develop their reading comprehension, teachers and learning facilitators must work hand in hand to cater the needs of the learners.

The school must not only be the one that will remediate and intervene with the learners in reading but also the home, in which the learning facilitators must be also knowledgeable in motivating the learners to read, comprehend, and love what they are reading. Many studies have shown and agreed that parent involvement is related to children's academic success (McNeal, 2015; Wang and Sheikh-Khalil 2014), their attitudes and motivation towards school or lessons (Frenzel et al. 2010;)

Students' attitudes towards reading affect their motivation to read (McGeown et. al., 2015) In this regard, positive attitudes towards reading which can be developed and influenced both by the parents and the teachers can also play an important role in developing an individual’s love for reading.

II. OBJECTIVES

This research is conducted to determine crucial role of parents and teachers’ partnership in fostering love for reading in learners.

Specifically, it identified the roles of the teachers in nurturing the love for reading in the classroom. How do parents engage their children to promote love for reading? How do schools establish a strong partnership between parents and teachers to support a love for reading? The challenges encountered by the school in promoting the partnership between parents and teachers to foster a love for reading and what parents and teachers’ partnership activities may be proposed to create a positive reading environment and foster a love for reading among learners.

III. METHODOLOGY

Explanatory Sequential design was used in this study. Through this method, the researcher obtained a clear

perspective on the crucial role of parent-teacher partnerships in fostering a love for reading among learners. The respondents in this study were obtained through random selection. The 21 teacher-respondents were taken from teachers teaching Grade 1 from selected schools in Bacon District, Bacon Sorsogon City. Learning facilitators of Grade One learners at home were also included as respondents in this study.

IV. RESULTS AND DISCUSSION

The following results were gathered, analyzed and interpreted by the researcher based from the objectives of the study. Tabular presentation and textual analysis and interpretation were also used.

This chapter presents the data generated from the respondents. Further, these data are analyzed and interpreted in this chapter.

1. Roles of Teachers in Nurturing Love for Reading in the Classroom

Teachers play a very important role in nurturing a love for reading especially among grade-one learners. Next to parents, they were the ones who influenced a lot of learners including developing a positive reading habits. With this, teachers should also practice visible habits related to reading so that they will transpire it to their learners.

There are several roles how teachers can nurture the love for reading among grade one learners. Not just to influence them to read but to develop passion and love towards reading.

Table 1.1 shows the roles of the teachers in creating a positive reading environment. There are five indicators given to the respondents on how they can create a positive reading environment. They rated each indicator based on how they frequently practice or apply each indicator mentioned.

Based on the result shown in Table 1.1, there are 21 respondents. Out of these numbers, the following are the gathered results on how teachers create a positive reading environment. Organizes reading materials based on learners' needs and interests, 4.24 weighted mean, reading corner has good lighting and is well-ventilated, 4.19, make sure that the classroom is well-stocked with a variety of reading materials has a weighted mean of 4, provides a cozy corner in the room as a reading place, 3.95 and the place for reading is well-decorated and comfortable place for learners to stay with, 3.81 weighted mean.

Table 1.1 Teachers in Their Role in Creating a Positive Reading Environment

Indicators	Weighted Mean	Description
Organizes reading materials based on learners' needs and interest	4.24	Often
The reading corner has good lighting and well-ventilated.	4.19	Often
Makes sure that the classroom is well-stocked with a variety of reading materials such as books, magazines newspapers, and even digital resources	4	Often
Provides a copy corner in the room as a reading place.	3.95	Often
The place for reading is well-decorated and a comfortable place for learners to stay with.	3.81	Often
Average Weighted Mean	4.04	Often

According to John Watson and B.F Skinner in Behavioral Learning Theory, people learn by interacting with their environments through a system of stimuli and responses. The researcher attributed the result of her study to this theory. The effect of having a positive reading environment and how it affects the willingness of the learners to read. If the reading environment is well-provided with the necessary stimuli that will arouse the interest in reading, then they will have the initiative to read and appreciate the varieties of reading materials provided for them in the classroom.

The result also shows that providing a cozy corner in the room as a reading place and the place for reading is well-decorated and a comfortable place for learners to stay with, were rated as the last two lowest weighted mean. This may be attributed to the bigger class size, because

of this, there is only a limited space in the classroom that can be decorated as a reading corner. A reading space can help build the literacy skills of the learners. This space is dedicated to peaceful, imaginative reading, allowing little ones to wind down, learn to discover, and experience the joy of reading. Teachers must provide this place to learners, especially to the beginning readers for them to be associated with reading and with positive feelings. Learners appreciate the reading place if they will experience what this place is intended for. The reading materials displayed must be utilized and will not be put for decoration only. Teachers must let the learners manipulate and browse the materials found in the reading place inside the classroom for these materials to serve their purpose, to encourage the learner's foster love for reading.

Table 1.2 Teachers Being a Role Model Along with Reading

Indicators	Weighted Mean	Description
Encourages, acknowledges, and praises someone's effort in reading to motivate learners to continue their reading journey.	4.38	Often
Recommends books to read	4.29	Often
Shares reading experiences with the learners	4.24	Often
Sets an example by being an avid reader	4.05	Often
Invest her own money in buying books and reading materials inside her classroom	4.38	Often
Average Weighted Mean:	4.15	Often

Meanwhile, table 1.2 shows the other role of the teacher in nurturing a love for reading and it is being a role model to learners along with reading. Five indicators are also identified and each indicator is rated based on how they frequently practice each to be a role model to the learners in terms of reading. The weighted mean for indicator number 1 is 4.38 which is described as often encouraged, acknowledged, and praised someone's

effort to motivate them to continue their reading journey. Indicator number 2 has a weighted mean of 4.28 which also indicates that they often recommend books to read by their learners. They also often share reading experiences with their learners with a weighted mean of 4.24. Indicator number 4, has a weighted mean of 4.05 which states that they often set an example by being an avid reader, and indicator number 5, with a 3.81

weighted mean showed that they invest their own money in buying books and reading materials inside their classroom.

As shown in the table, indicator number 5 has the lowest weighted mean which is 3.81. This would further state that some of the teachers do not prioritize buying books and other reading materials especially if they are going to invest their own money. This must also be associated with the thoughts of some teachers that the school must be the one to provide reading materials that can be utilized by the learners. “May MOOE бага an school, dapat nag-aallot sindaki fund para sa mga reading materials lalo nasa grade one” (School must allot budget for reading materials especially for grade one learners because there is a school MOOE)” one of the teachers quipped. She stated that if they will always use their own money in purchasing reading materials inside their classroom what would happen also to their family and personal needs?

Lev Vygotsky's Theory of reading suggests that students learn by connecting what they know to new learning. This is why teachers need to show the students the connections between what they know and what they are learning, and being a role model along with reading to the learners will help them to appreciate the essence of reading.

Moreover, table 1.3 shows the third role of the teacher in nurturing a love for reading for grade one learners. Out of the 21 respondents, the following weighted mean is gathered according to how often they performed the role of the teacher in exposing learners to different genres of reading. There are five indicators rated by each respondent. The first indicator has a weighted mean of 4.24, which states that teachers integrate different reading genres in every lesson that will cater to the needs of their learners based on their reading ability. Indicators

number 2 and 3 have the same weighted mean of 4.10 which states that they created reading groups for learners and use multimedia in presenting reading activity.

This is based on grouping learners based on their ability to read and use the materials provided. Teachers apply this for the learners to use appropriate reading materials that are suited to their reading level. Encouraging independent reading was also often practiced by the teachers and it is based on the weighted mean gathered which is 4. Independent reading can be practiced for grade-ready learners. They can choose which reading materials they will use during their time to read. There is also a variety of books and reading materials inside the classroom with a weighted mean of 4.

The result shows that most of the teachers integrated different reading genres into every lesson. This is through the motivation part, presenting the lesson using stories and other reading activities and through individual or group activities. With these activities inside the classroom, teachers can expose the learners to different reading genres and develop in them an appreciation of each type of reading material. Imagination and critical thinking of the learners will be developed also once they are exposed to different activities involving reading.

Exposing the learners to different reading genres improves the love for reading of the learners inside the classroom and even outside the classroom. They will learn to appreciate not only one type of reading genre but will be exposed also to other genres. This is also important because it helps the learners to expand their reading skills and learn different points of view and writing skills. Reading different genres can also help foster critical thinking and creativity, as learners can explore different ideas and perspectives.

Table 1.3 Teachers in Their Role in Exposing Learners to Different Genres in Reading

Indicators	Weighted Mean	Description
Integrates different reading genres in every lesson	4.24	Often
Created reading groups for learners (e.g students inside her classroom were divided into groups during reading and were given different reading materials during the time of reading session)	4.10	Often
Uses multimedia resources in presenting reading activity	4.10	Often
There is a variety of reading materials in the classroom.	4	Often
Encourages independent reading for the learners to choose which reading materials they like to read.	4	Often
Average Weighted Mean	4.09	Often

Teachers should expose students to different genres of reading for them to be able to find a genre they enjoy. With this their confidence will grow, and with that confidence comes motivation to read and a deeper engagement, and that the motivation and engagement could lead to a comprehension success.

Teachers' role on how to make reading fun and interactive is shown in table 1.4. Similar to the previous roles being analyzed on how the teachers frequently do the task, this role also has five indicators. The following indicators are rated by the teachers and the following are the computed weighted mean. The first indicator with a highest WM of 4.48 guides the learners in choosing reading material appropriate to their reading ability. Next indicators with a weighted mean of 4.33 are teachers that allow learners to read in their creative way and they use props and eye-catching visual aids during story reading. Incorporating the use of technology as a tool in encouraging learners to read has a weighted mean of 4.24, which indicates that teachers often do the task. And the last indicator which has the weighted mean of 4.19 is also described as often practiced.

In this table, indicator number 3 has the lowest weighted mean, and this can be attributed to time constraints if teachers always provide games, word puzzles and other fun-reading activities. Teachers may do this task once or twice a week only because it is time consuming and needs more preparation in order for the learners to enjoy the task. However, this can also be integrated even in 3-5 minutes by providing short games and fun-filled activities related to reading that will nurture their minds

to love reading and what they have read. Fun-filled activities can be done individually or in groups, it depends on the teachers on how the activity can be appreciated by the pupils.

Indicator number 1 has the highest weighted mean, maybe because teachers always made sure that learners utilize appropriate reading materials that will address their reading needs and abilities for them to enjoy what they are reading. Providing the reading materials appropriate to the learner's needs and interests is a big factor for the learners to appreciate what they are reading because it is important that they understand what is written on the text and materials that they are dealing with. Digital reading materials are sometimes provided also by the teachers, especially to those who have strong internet connection at home.

Children learn more through interactivity. Interactive reading also makes reading together fun both in library, story times and when a parent is reading with their children. It increases children's attention span because they are actively engaged with what is going on in the materials that they are reading. Teachers should always make reading fun and interactive because this develop engagement and interest, improves comprehension, enhances fine motor skills, promotes interactive learning, boosts memory retention, encourages creativity, improves vocabulary and develops sensory skills. (<https://bighearttoys.com>) This simply means that several children's abilities were developed by means of interactive reading.

Table 1.4 Teachers in Their Role in Making Reading Fun and Interactive

Indicators	Weighted Mean	Description
Guides the learners in choosing reading materials appropriate to their reading ability	4.48	Often
Allows learners to read in their creative way	4.33	Often
Uses props and eye-catching visual aids during story reading	4.33	Often
Incorporates the use of technology as a tool in encouraging learners to read	4.24	Often
Provides games, word puzzles, and other fun-reading activity	4.19	Often
Average Weighted Mean	4.31	Often

Lastly, the fifth role of the teacher in nurturing the learners to love reading that was cited in this study is the role in providing positive reinforcement. Table 1.5 shows the five indicators included in this role of the teacher.

First indicator is giving extrinsic rewards to learners has a weighted mean of 4.29, and it has the highest WM in these five indicators shown in this table. Providing simple classroom recognition for enthusiastic readers and giving certificates for completing a reading challenge are the indicators 2 and 3, with a weighted mean of 4.14. Praising students' efforts is one of the

positive reinforcements that a teacher could give to his learners. As shown in the data this is often practiced by the teachers because in this simple way the learners are encouraged to read more and do more inside the class, this indicator has a weighted mean of 4. The last indicator shown in this table is teachers creating a reading achievers wall in the classroom to recognize readers of the day/week/ month. This indicator has the lowest WM in this table which is only 3.71 but is still described as often practiced.

The result shows that the roles of the teachers inside the classroom cited in this study were often practiced by the respondents. This also shows that reading is one of the priorities in the classroom activity. A study on the use of positive reinforcement in the classroom showed that it can be used to significantly improve learners’-age, appropriate behavior and social skills, like manners and the effects will last even after the reward system is removed or discontinued., This is according to Deidrich. (2010)

Table 1.5 Teachers in Their Role in Providing Positive Reinforcement

Indicators	Weighted Mean	Description
Gives extrinsic rewards to learners	4.29	Often
Gives certificates for completing a reading challenge	4.14	Often
Provides simple recognition inside the classroom for enthusiastic readers	4.14	Often
Praises students for their efforts in reading	4	Often
Creates “reading achievers wall” in the classroom to recognize readers of the day/ week/month.	3.71	Often
Average Weighted Mean	4.06	Often

The relationship of this to the result shown on table 1.5 is that positive reinforcement not only increases the likelihood that kids will do the task, but also increases their self-esteem and builds confidence. One of its important advantages is that learners actively enjoy being present and perform the reading task given with or without rewards.

2. How Parents Engage Their Children to Promote Love for Reading

Parents are the first teacher of every child. They are the first one who influenced and served as the model to their children. Relative to reading, parents also play a crucial role in developing this skill to their children. Similar to the teacher inside the classroom, this study also cited five roles of the parents on how they can engage their children to promote love for reading not just in school but also at home.

Table 2.1 shows the first role of the parents on how they can engage their children in reading. Respondents are 20 parents of grade one learners who are under different educational attainment. Some are college graduate,

college undergraduate, high school graduate, high school undergraduate, elementary graduate and undergraduate. Some of them are working parents and some are housewives. Five indicators were given in each role. They rated each indicator based on how frequent they do the task. Reading in front of the child has the highest weighted mean which is 3.9 and is often described as often practice. The four other indicators are described as sometimes practiced. These include sharing a reading experience with their children with 3.5 weighted mean, discussing books with their children with 3.4 weighted mean, makes reading as part of everyday routine which has a weighted mean of 3.25 and finds time to read stories to children regularly with a weighted mean of 3.1. The data show that reading stories to their children regularly has the lowest weighted mean, this result can be attributed to different household chores that the parents are attending at home that is why they do not have the time to regularly read stories to their children. But all the five indicators included in rule number one are still visible to parents on how they encourage their children to love reading.

Table 2.1 Parents Being a Role Model Along with Reading

Indicator	Weighted Mean	Description
Reads in front of the child	3.9	Often
Shares reading experiences with children	3.5	Sometimes
Discusses books with their children	3.4	Sometimes

Makes reading as part of everyday routine	3.25	Sometimes
Finds time to read stories to their children regularly	3.1	Sometimes
Average Weighted Mean	3.43	Sometimes

As shown in the result on table 2.1, reading in front of the child has the highest weighted mean of 3.9 and finding time to read stories to children regularly has the lowest weighted mean which is 3.1. This result can be interpreted as most parents reading in front of the child but reading specific stories to their children did not happen regularly. Maybe what they are reading in front of their children are present and visible reading materials only in that particular place, not a story or a selection. For example, signage, magazines, simple flyers, digital texts and others. Story time is important for brain development even for babies who do not talk yet that is why parents are encouraged to have a regular story time with their children even when they are still in their primary grades. When parents read with children, they are connecting the words they say to pictures on the page and to the things in their words. All of these connections are brain connections. Reading and storytelling to children, helps the child get to know sounds, words and language and develop more of their literacy skills.

As J.K. Rowling states “there’s always room for a story that can transport people to another place”. As parents and teachers, let the children experience this by simply reading stories to the children and also to develop their love for reading even at their young age.

Meanwhile, table 2.2 reveals how frequent the parents do the indicated task related to their role in providing a positive reading environment at home. There are also five indicators that the respondent was rated. These includes, varieties of reading materials are provided, 3.45 weighted mean, set up a cozy reading corner at home with 3.4 weighted mean, there is a schedule reading time every day with 3.25 weighted mean, the reading corner has good lighting and well ventilated with 3.2 weighted mean and integrates the use of gadgets in reading but also sets a limited screen time with 3.15 weighted mean. The average weighted mean for this table is 3.29 which is sometimes described as sometimes practiced.

According to Davis- Kean (2005) Children’s word-reading accuracy and fluency is linked to aspects of the family environment that children grow up, including parents’ educational attainment, how often parents read to themselves and to their children and the availability of the reading materials. This is really important in engaging children to love reading, because they can feel that reading is really essential if the environment where they live in has all the motivating factors to read.

Table 2.2 Parents in Their Role in Providing a Positive Reading Environment

Indicators	Weighted Mean	Description
Varieties of reading materials were provided	3.45	Sometimes
Sets up a cozy reading corner	3.4	Sometimes
There is a scheduled reading time every day	3.25	Sometimes
The reading corner has good lighting and well- ventilated	3.2	Sometimes
Integrates the use of gadgets in reading but also sets limited screen time.	3.15	Sometimes
Average Weighted Mean	3.29	Sometimes

Result shows that parents also provide varieties of reading materials at home, some from the teachers and some were bought by them also. They also set a reading corner inside their home, a place where the child can spend time reading. Use of gadgets were very common nowadays but it is very seldom that the learners use the gadgets for reading, but looking at the data gathered parents also allowed their children to use gadgets but with limited screen time. All the five indicators given were described as sometimes practiced by the parents.

Having a reading rich environment means having protected reading time, giving the time opportunities to not just read text and hear text but talk about them as they explore using varieties of reading materials.

In addition, table 2.3 shows the data of the third role of the parents to promote love for reading to their children, and this is their role to make reading fun and interactive. All the five indicators were rated that fall under some practice. Using props and other materials in reading stories to their children has a lowest weighted mean of

2.8, followed by integrating the use of technology in reading with 2.9 weighted mean. Makes reading a family activity by reading aloud has a weighted mean of 3.05, Acts out the story and reads the story with feelings

and emotions has a weighted mean of 3.25, and asks questions before, during and after reading the stories with 3.45 weighted mean.

Table 2.3 Parents in Their Role in Making Reading Interactive and Fun

Indicators	Weighted Mean	Description
Ask questions before, during, and after reading the stories	3.45	Sometimes
Acts out the story and read the story with feelings and emotions	3.25	Sometimes
Makes reading a family activity by reading aloud	3.05	Sometimes
Integrates the use of technology in reading	2.9	Sometimes
Use props and other materials in reading stories to children	2.8	Sometimes
Average weighted mean	3.09	Sometimes

Table 2.3 shows that parents also exert efforts to make reading fun and interactive for their kids. The indicators given and based on their rating on how frequently they do each indicator show that parents are also doing their part in promoting love for reading among learners by providing them with fun and interactive reading activities.

Asking questions before reading helps the learner's access and use their prior knowledge as they construct meaning from a text. Asking questions while reading fosters active engagement with text and questioning after reading can be used to check for comprehension and encourages the transfer and application of knowledge. Parents were encouraged not just to read stories to their children but also asked questions regarding what they've read.

Relative to Schema Theory by Anderson and Pearson, (1984), which stated, the amount of our knowledge about a topic influences how much we can learn by reading the target passage. In other words, if children

were asked questions before, during and after reading, the knowledge and experiences related to the key ideas of the target text influences what they learn and will retain the ideas about the text.

Also, table 2.4 presents the data gathered on the fourth role of the parents to promote love of reading to their kids. Makes reading as part of their reading routine has the highest weighted mean in this table which is 3.55, Finds books that relate to their interest but also suggests other books/ reading materials to read 3.25 weighted mean, guides children to various educational apps and websites that offer a wide range of reading materials with 3.2 weighted mean, provides a variety of books at home with 3.15 weighted mean and visits library, bookstore and museum with the lowest weighted mean which is 2.25 and describes as rarely practice. Reasons may be attributed to parents also rarely visiting the library, bookstore, and museum, because if they are going to buy some reading materials, they purchase them in online stores or maybe just buy them in department stores not in specific bookstores.

Table 2.4 Parents in Their Role in Encouraging Learners to be exposed to Different Reading Genres

Indicators	Weighted Mean	Description
Makes reading as a part of daily routine.	3.55	Sometimes
Finds books that relate to their interest but also suggests other books/ reading materials to read	3.25	Sometimes
Guides children to various educational apps and websites that offer a wide range of reading materials.	3.2	Sometimes
Provides a variety of books at home	3.15	Sometimes
Visits library, bookstore or museum	2.25	Rarely
Average Weighted Mean	3.08	Sometimes

Merely looking at table 2.4 all the four indicators are rated nearly close to each other except the indicator number 5 which is rarely practiced by the parents. This can be connected also to the reasons nowadays that just one click only using gadgets, they can easily access and see images of the things they want to see, that is why they chose not to go anymore to mentioned places for practical reasons. But the result also shows that reading is a part of their daily routine with the highest weighted mean recorded. This indicates that they are performing their role in nurturing the reading ability of their kids.

According to Cognitive Development of Piaget, children construct their own learning through interactions and experiences in the environment. This means that we are constantly organizing our world by categorizing information and determining ways of applying this information. And this can be connected to exposing the learners to different genres of reading with the guidance and help of the parents may greatly improve their

reading skills, interest and the love for reading, because they are exposed and will be familiar not just to one reading genres, this may develop their curiosity and enthusiasm to read more especially if the text will catch their interests.

Table 2.5 presents the last cited role of the parents in promoting love for reading among their children. Parents provide positive reinforcement in order to encourage their children to read. As shown in the table, parents often give praise and encouragement to children even at an early age, this indicator has the highest weighted mean of 3.65. Creating a reward system has a weighted mean of 3.4, and with the same weighted mean recorded which is 3.25; celebrating reading milestone and spending quality time with the child during the reading activity are rated as sometimes practice, and taking the children to museum, library or bookstore if they complete reading task has the lowest weighted mean recorded which is 2.5.

Table 2.5 Parents in Their Role in Providing Positive Reinforcement

Indicators	Weighted Mean	Description
Gives praises and encouragement to a child even at an early age	3.65	Often
Creates a reward system	3.4	Sometimes
Celebrates reading milestone	3.25	Sometimes
Spends quality time with the child during the reading activity	3.25	Sometimes
Takes children to a museum, library, or bookstore if they complete reading tasks.	2.5	Rarely
Average weighted mean	3.21	Sometimes

The result shows that taking children to a museum, library or bookstore has the lowest weighted mean recorded. Similar to table 2.4, this may be attributed to parents nowadays are more practical. Instead of bringing their kids to the museum they just use the technology to show to their children what the museum looks like and instead of going to the library to read they just access online apps and websites to look for reading materials.

Skinner’s Operant Learning Theory supports this role of parents in providing positive reinforcement to learners. This means that once the learners are rewarded, they will repeatedly do the task assigned to them. Similarly, if parents recognized and rewarded the child for every reading task they’ve completed, they are more motivated to do it again and again. With this, parents are encouraged to recognize even simple reading achievement of the learners especially in reading for them to be more encouraged and motivated in engaging to reading activities even at home.

3. How Schools Establish Partnership between Parents and Teachers to Foster Love of Reading

Reading is a fundamental skill that every teacher and parents wants to develop among the learners, because this plays a very crucial role in a child's academic success. School plays a pivotal role in nurturing and molding the child’s reading ability and their love for reading. One of the most effective in doing this is to build a strong partnership with parents and teachers in fostering love for reading among the learners.

With this study, respondents are asked about questions related to how do school establish partnership between parents and teachers in relation to reading activities. Parents and teachers were the respondents in this study.

Involving the Parents and Teachers in Planning School-Based Reading Activities

Involving parents and teachers in planning reading activities can significantly enhance a child’s reading

experiences, leading to enhanced literacy skills and a lifelong love for reading.

During the focused group discussion, parents and teachers were asked how school involves them in planning a school-based reading program. And the following were the responses gathered.

a. Parental Involvement

Parent 1- “ngpapadara ki letter para mag-attend kami ki meeting tungkol sa mga reading programs na pigpapalano kan eskwelahan” (school sent letters that invites us to attend meeting regarding school programs and activities)

b. Information Dissemination

Parent 2- “Ngpopost sinda sa page kan school, nag invite na mag-attend PTA meeting kun sain pigdidiscuss kan kada adviser an tungkol sa kun pan-o makaukod magbasa ang mga aki, pighahagadan ninda ki suggestion an mga parent kun ano an pwede pa gibuhon para maimprove an plano” (They posted in school’s FB page inviting the parents and other stakeholders to participate in school meetings and activities wherein teachers discuss strategies and informed the parents about learners’ reading habit in school)

c. Parents’ suggestions and recommendations

Parent 3- “Pag may pigsuggest kami na mga parents, halimbawa an schedule minsan kan remediation sa mga aki mi, pigcoconsider ninda man” (School is open for parents’ suggestions with regards to reading remediation of the kids)

When parents are involved in every activity that concerns their child’s development, the goal of that activity will surely be achieved. Based on the responses of the parents the school allowed them to participate in the planning stage in every reading activity by means of parental involvement in every school activity, information dissemination and accepting parents’ suggestions and recommendations. The involvement of the stakeholders, especially the parents play a very significant role in fostering a love for reading among the learners.

Such is supported by the study of (Froiland and Davison 2014; Piquart, 2015) that states parents have a significant role in their children’s education and influence their learning and development. This simply means that when they are involved in their child’s educational journey, all is possible, all is achievable. Once the child felt they are supported and someone is

cheering for them in their simple achievement, they will keep the spirit of performing over and over again because they feel the support especially from their parents, but once they feel that they are neglected the tendency is that for them to perform less and lost the confidence and will not probably develop the potential they have within themselves.

When teachers were asked about how does school involved them in every reading program or activities conducted in the school that greatly affects their learners to love reading, here are their responses:

i) Collaborative expertise

Teacher 1- “School allows us the teachers to share ideas, our expertise and concerns that will improve the planned reading activity “Pighahapot kami kun ano ba an mas maray, ini ba o ini. (We have the voice to share what is on our mind to share the ideas that we have)?

ii) Prioritization of needs

Teacher 2- “Nahapot samuya kun ano ba an mas kaipuhan kan mga studyante na kapot mo para kitaon kun pwede iprioritize sa plan” (The needs of each learners were also given a priority)

iii) Clear goals and objectives

Teacher 3- “Malinaw samuya an goal nan layunin kun nata muya na arog kaito an atake pagnagteteach kami regarding reading” (The goals and objectives are being emphasized and how they are going to achieve the goal).

As we all know teachers are really the facilitators of learning inside the classroom, they are the ones capable of dealing with the learners the best way they know how to handle them well. So, involving them in planning every reading activity inside the school, not just inside his classroom will affect the success of the program. Collaborative expertise, prioritization of needs and clear goals and objectives help them to perform well that will help the learners nurture their love for reading.

This is supported by the philosophy of Aristotle who is a Greek philosopher, which states that Teachers should provide students with opportunities to apply their knowledge to real-life situations. So how can the teacher do this? Simply involve them in planning in every school-based reading activity, because this would make them identify the achievable goals and objectives that would cater the needs of the learners. Teachers know that there are diverse learners inside the classroom and addressing their individual needs is quite difficult so

they must plan ahead before executing the strategy they know can address the needs of the diverse learners.

Participation of parents and teachers in planning school-based reading activities sets clear goals and objectives. This also creates a strong connection between parents and teachers. Good rapport between them was established if both of them were included in planning in every reading activity that concerns the learners.

Many researchers recognized the important role and strong positive bond between home and school that play in the development and education of the children. (Edward and Alldred, 2000; Sheldon, 2009). The theories regarding these have been reaffirmed by numerous studies that have shown that good cooperation between school and home can lead to good achievement and performance of the learners. The result shows that involving the parents in planning school-based reading activities are necessary for its smooth implementation. The support of the parents and other stakeholders will make every school activity more successful.

Implementing Reading Activities through Collaboration of Parents and Teachers

Implementation of reading activities was easy if there was a collaboration between parents and teachers. It is very important that they work hand in hand in achieving the set goals and objectives during the planning stage.

Parents were asked how they collaborate with the teachers in terms of fostering a love for reading to learners. Here are their answers.

a. Proper utilization of materials

Parent 1- “ngchachat akokay mam pag may iharapot ako manungod sa kun panu ito ituro na materials na itinao niya” (I seek for teacher’s advice and help on how the materials given will be utilized)

b. Follow-up at home

Parent 2- “Pirmi ko pigkukumusta an progress kan aki ko lalo na sa pagbasa nan kun ano an isabi ni ma’am nadapat pa saiya mas ituro, natuwang man ako maski sa simpleng paagi” (There is always a follow-up at home in order to sustain the interest of the learners in reading)

c. Using supplementary reading materials

Parent 3- “Nagdodownload man ako ki materials na aram komagagamit man kan aki ko para mas makaukod and mas ilove nya pa an pagbasa” (Downloadable reading materials were also utilized to teach reading at home)

The efforts exerted by the parents in helping his child to read and foster love for reading is a big thing. According to McNeal, (2015); Wang and Sheikh- Khalil, (2014) Parents involvement is related to children’s academic success. In every success of the child, there is a supportive parent behind. This means that parents support is really essential in attaining success in every child’s endeavor. Like in reading, the proper utilization of the reading materials at home, follow-up in every activity done by the teachers and using supplementary materials using technology can help in the success of the implementation of every reading program in school with the collaboration of the parents and the teachers.

On the other hand, teachers are also asked how they collaborate with parents in terms of the implementation of reading activity that would help their learners foster the love for reading. The following are their responses.

a. Constant giving of feedback

Teacher 1- “I updated them with regards to their child’s reading progress inside the classroom”

b. Encouraging quality time of kids with their parents

Teacher 2- “Pirmi ko pigsasabi sa mga aki na agdahon si mama o kaya si papa magbasa ha, mag paturo sainda pag nasa balay kamu, and pagkaaga pighahapot ko sinda kun nagbasa sinda with their parents, iyo daa” (I encouraged my learners to ask their parents to join them in reading and spend time with their parents in doing school works)

c. Sharing of ideas and suggestions

Teacher 3- “During PTA meeting, pighahapot ko an mga parents kan mga muya ninda isuggest para mas ilove pa kan mga aki ninda an pagbasa, almost gabos man sainda may idea, pigtetenote ko an mga sa hiling ko can help” (During PTA meeting I asked suggestions and ideas of parents with regards to some technique wherein the interest of the learners in reading will be constantly develop)

Students’ attitude towards reading affects their motivation to read (McGeown et. al, 2015). Learners can be motivated in reading with the collaboration of parents and teachers. If the learners notice that they are motivated in school and at home, their love for reading will keep burning. Epstein (2001; 2009) considered it to be significant for each school to choose what factors are believed to be most likely to assist the school in reaching its goals for academic success and to develop the climate of alliance between home and the school. Working and collaboration of parents and teachers is an example. If

they were involved in every program implementation, they will somehow give their support in the attainment of the set goals and objectives that will benefit their kids.

Motivating Learners to Enjoy Reading

Motivating learners to develop a genuine love for reading can be a challenge, especially to the learners at young age, like grade one learners, it is very challenging on the part of the parents and teachers to motivate them to read, and to love what they are reading.

Parents were asked during the FGD about how they are motivating their kids to enjoy what they are reading. Their responses are the following.

a. Giving of rewards

Parent 1- "pigtataw-an ko ki reward pag natapos nya an ipabasa ko saiya tapos pagnaghapot ako nan nasimbag niya" (I gave my child a reward if he reads and answers the questions correctly about what he had read)

b. Use of technology

Parent 2- "Cellphone an gamit niya sa pagbasa ki mga short stories" (I allowed him to use cellphone in reading short stories but with limited time)

c. Being a role model

Parent 3- "Pagnahihiling niya na nagbabas ako, nag-aarog man siya, kaya an gibo ko nagbabasa ako sa hampangan niya" (I read books in front of my child for him to imitate what I am doing.)

Parents can motivate their kids to love reading by means of giving rewards, allow the use of technology but with restrictions, and simply being avid readers too. Children, especially those who are still in Grade one has the capacity to imitate what he saw in his surroundings. So, parents should be a good example to them. Either way, giving rewards can also motivate them to read, but parents must encourage them to love what they are reading, not just read because of the rewards.

Teachers also shared ways on how they motivated their learners to love reading. They are what they shared based on the responses they gave.

a. Recognizing the learners

Teacher 1- "I gave award sa mga very good na magbasa, minsan candies, minsan simple sticker na star, minsan man gamit sa school" (I gave awards to those learners who showed enthusiasm in reading)

b. Providing varieties of reading materials

Teacher 2- "May mga reading materials na nakatambak sa one-corner kan classroom. During their vacant time I told them na dun sinda mag stay sa area na yun and magbasabasa sinda kan muya ninda na materials" (There are varieties of reading materials in our reading corner that were intended for diverse learners.)

c. Reading aloud

Teacher 3- "I made sure that I transpire something to them to love reading. I read the text with them with emotions and varieties of expressions, so that when they read too, they will do what they observe"

"Students who are intrinsically motivated spend 300% more time reading than students who have low intrinsic motivation for reading" (McRae And Guthrie, 2008). Learners should be motivated to love what they are reading and develop the feeling of fun and enjoyment in them while they are reading. They should feel the love for reading so that over and over again, with or without rewards they will read.

Davis (1996) found that many parents suffer from low self-esteem and others did not experience success in school themselves and therefore lack the knowledge and confidence to help and motivate their children. The result of the studies can somehow be attributed to the ideas that this would not be a hindrance in motivating the learners to read and learn. Once the learner feels that they are supported in their endeavor, they will perform, what they need is encouragement from their parents. So, parents are encouraged also to motivate their kids, to also develop that confidence so that they will be imitated by their kids. Motivating learners to enjoy reading is a multi-faceted endeavor. When learners find joy in reading, they unlock a lifelong passion for learning and personal growth.

Providing Feedback on the Learners' Reading Performance

Feedback is given to improve the learners' performance in reading- not to dumper on it. It is essential if the feedback is positive and beneficial to the learners. This would also provide the learners with the information about their strengths and weaknesses and help them identify the areas for improvement. Parents and teachers were encouraged by the school to give timely feedback regarding the reading performance of the learners in school and at home. By doing so, the weaknesses were addressed properly.

Parents were asked how they provide feedback to the learners reading performance and how it helps in the reading progress of their child. The following are their responses.

a. Monitoring learners' progress

Parent 1- "nagpoprovide si ma'am ki monitoring sheet daa ito, pigpapafill-upan ito samuya weekly kun sain na duman an aki antos" (The teacher provided monitoring sheet for us parents to be filled up to track the reading progress of the learners.)

b. Assessment

Parent 2- "May one on one na usapan sa maestra, naghahapot kun nagbabasa ba sa balay an aki nan kun nakabasa man pag ipabasa mi sa balay" (We had a dialogue with the teacher for us to be updated about the reading progress of the learners and for him to assess also.)

c. Observation and giving of feedback

Parents 3- "Pag may meeting pigsasabi mi sa maestra an mga namamasdan sa aki manungod sa pagbasa, kun may pagkukusa na ba o kaipuhan pa pirmi sabihan" (During meeting we shared about what we have observed to our kids.)

Parents as one of the motivators of the learners with regards to reading should also give feedback, timely feedback, in order for the reading performance of the learner to be improved and this can be done through monitoring learners' progress, assessment and observation and giving the feedback.

On the other hand, teachers as the motivator of the learners to love reading especially inside the classroom should also give timely feedback to the learners and parents should be aware also of the feedback given so that they can also help in improving the reading ability of the learners.

Teachers were also asked the same questions: how do they provide feedback to the learners reading performance and how does it help in the reading progress of the child. The following are their responses.

a. Dialogue with the parents

Teacher 1- "I gave feedback during the card-giving day, I talked to the parents of those learners that need further reading remediation, this helped me in a way that when parents know the reading progress of their child, they also helped them to keep on reading at home."

b. Building communication

Teacher 2- "Pigmmessage ko an parent kan studyante na kaipuhan talaga ki dobleng pagtutok para maimprove pa an reading skill niya" (I sent a personal message to the parent of the concerned learner that needs more time to improve his reading skill)

c. On-time submission of reports

Teacher 3- "I religiously submitted the reading progress of my learners to the reading coordinator so that she is also aware of the status of my learners in terms of reading."

Good feedback practice cannot only provide useful information to the students but also can offer decent information to teachers which will eventually improve the learning experience for the learners", Yorke (2003). This is needed in order for the teachers to be directed what kind of intervention or enrichment activities must be provided to the learners especially in reading. Timely feedback helps learners efficiently direct their attention and energies, helps them avoid errors and help them from learning different things every day, not doing the unnecessary practice but improve their reading performance. Feedback, both from parents and teachers will improve the reading ability of the learners because they can address the needs for improvement. When the feedback is timely, specific and actionable, it can help learners to make significant gains in their reading skills and constantly love what they are doing.

Providing Home-School Connection

The home-school connection is a vital component of the child's development especially in developing love for reading. When parents and teachers work together, learners benefit from a more supportive and enriching learning environment not just in school but also at home. Providing home-school connections is also one way to establish partnerships between parents and teachers to foster a love for reading among Grade one learners. During the focused group discussion parents and teachers were asked how schools provide a home-school connection. The following are the responses of both the parents and the teachers.

a. Home visitation

Parent 1- "Nghohomevisit sira ma'am pag awat na dae naglaog an estudyante lalo na so mga aki na dae pa nakabasa ki maray" (they conducted home visitation especially to the struggling learners)

b. Encouraging Parents participation

Parent – “Pirmi ninda pig eencourage an 100%na attendance pag PTA meeting, minsan may pa raffle pa para mas mamotivate an mga parents na mag attend” (They encouraged 100% attendance during PTA meetings)

c. Being a parent-volunteer

Parent 3- “pigeencourage kami na mag volunteer sa mga brigade pagbasa, minsan sa aki mi mismo, misan man sa ibang aki na harani sana sa balay mi, tapos nagbibisita sinda para magmonitor” (They encouraged us to volunteer especially during brigada pagbasa, they monitored us through home visitation)

Home visitation, encouraging parents’ participation and being a parent volunteer are contributory factors on how to build a home-school connection. These allow both the parents and the teachers to have a strong relationship with one common goal to be achieved.

The following are the responses of the teachers on how school provide home-school connections that help the learners develop a love for reading.

a. Using Social Media in information dissemination

Teacher 1- “The school uses the online platforms to keep connected with the parents, they entertain chats and personal messages especially with regards to the learners’ development.

b. Regular PTA meetings

Teacher 2- “Regular PTA meetings were conducted, in order for both parents and teachers to be updated on the child's progress.

c. Being a partner in innovation

Teacher 3- “School encourages parent-teacher partnership, especially in crafting reading proposals”

According to Henderson and Beka (1994), parents also gain more positive attitudes towards school and its staff, and gain more confidence in assisting their children by being involved in their education. For teachers, the benefits may be presumed to be better communication

with parents, a deeper understanding of the family of their learners and their situation and more effective communication with both the home and school.

Providing home-school connections help parents to be more involved in their child’s education. It is essential because they know how the child learns and how the child progresses. This provides \ support to the learners to do more. This is also essential to teachers because it helps the teacher to better understand the learners, teachers become more responsive to the needs of the learners if they know learners' home-life. This creates a positive and productive learning environment. This also helps build a sense of community. When parents and teachers work together it creates a supportive environment that helps the learners develop his potential in every aspect.

Challenges Encountered to Foster Love for Reading

In every action there is always a corresponding challenge that was encountered in pursuing the goal of fostering love for reading among learners.

Based on the data gathered from the respondents that involve 21 grade 1teachers in Bacon East District, the following are the common challenges that they encountered in fostering a love for reading among their learners.

Table 4.1 shows the challenges encountered by the teachers in fostering a love for reading in their grade-one learners. Lack of training of parents in teaching reading and lack of commitment are the first two challenges that were cited by 20 teachers. The mentioned challenges were ranked as 1.5. This is followed by the busy schedule of parents and the different parenting style and expectations between parents specified also by 18 teachers, which is ranked as 3.5. Passive parents and non- possession of reading concepts among parents were also a hindering factor according to 17 teachers and were rank as 5.5, lack of involvement in their child’s education was identified by 15 teachers and was rank 7, communication gap was identified as rank 8 with 14 teachers, and lastly socio-economic and cultural differences as rank 9 with 11 teachers answered.

Table 4.1 Challenges Encountered by the Teachers

Challenges	Frequency	Rank
Lack of training of parents in teaching reading	20	1.5
Lack of commitment	20	1.5
The busy schedule of parents	18	3.5
Different parenting styles and expectations between parents	18	3.5

Passive parents	17	5.5
Non-possession of reading concepts among parents	17	5.5
Lack of involvement in their child's education	15	7
Communication gap	14	8
Socio-economic and cultural differences	11	9

Williams and Sanchez (2011) identified four areas that are barriers to involvement of parents: time poverty, lack of access, lack of financial resources and lack of awareness. The result showed that lack of training of parents in teaching reading and their commitment in developing reading to their child is the most important on how to foster love for reading among learners. If parents experience any of these four areas of barriers mentioned this may hinder in promoting love for reading to children. To address this problem, schools must orient the parents on how, even in their own simple way, they can help the learners in their reading journey. Teach them the “what and how” to encourage learners to read at home. As a learner at an early age, they must be properly guided at home in order for them to do the task given by the teacher related to improving his reading skill. But because most of the parents are busy working and have different priorities, they neglected the time that their child needs in order for them to develop and improve their reading skill. Different parenting styles and expectations between parents is also one of the challenges that most teachers encounter. Some of the parents thought that it is only the task of the teachers to teach reading to the pupils, other parents thought that send their children to school for them to learn how to read and write and it is not their obligation to teach them, with this mind-set it is difficult for the teachers to make partnership to parents especially in fostering love for reading.

Passive parents and non-possession of reading concepts among them are also the challenges encountered by the teachers. Parents should be equipped with the correct reading concepts for them to transpire them to their children. They should be properly oriented so that teaching reading is easy only if you know when and where to start. Encouraging passive parents to be more active and cooperative is quite difficult if they are not open to the suggestions given by the teachers.

It is also a common problem for teachers if the parents are not involving themselves in their child's education. The word “bahala kana ma'am” are the words that most teachers did not want to hear because this simply means that they do not have the time to involve themselves in nurturing their children not just inside the classroom but

also at home. This may somehow mean that they trusted the teachers, but involving themselves is more important also for the betterment of the child.

According to Flynn (2007), Parents may be intimidated by the language, the curriculum, and the staff, and consequently will avoid communication with the school. Communication gaps should be addressed in order to work efficiently for the benefit of the learners. Oftentimes, teachers believe parents do not support the school and do not discipline children when there has been a problem at school. When teachers do not feel parental support, they often believe it is a waste of time to contact parents (Flynn, 2007). This can be addressed by being more considerate and open to the parents by asking them the reasons why they are not cooperating, with these problems may be addressed. Teachers should reach out to the parents if the parents are not reaching out to them. Working hand in hand is very important to achieve a common goal, and that is to develop and nurture the learners, especially in their reading skills. If the child knows how to read and comprehend what he read, everything else follows. Socio-economic and cultural differences got the lowest weighted mean, but teachers also identified this as one of the challenges that they encountered in building partnerships with parents. Hill and Taylor (2004) assert that parents from lower socioeconomic backgrounds face many barriers to involvement, including non-flexible work schedules, lack of resources, etc. This may be because although they want to cooperate, they feel low self-esteem because they were somehow intimidated that they do not have the resources, without them knowing that their moral support to the learners is what teachers really need.

The challenges mentioned above were the common challenges encountered by the teachers in fostering love for reading among grade one learners. According to them these challenges, when properly addressed can greatly help and will surely make a difference in the child's reading skills. The connection between parents and the teachers for example is one way to lessen if not eradicate all the challenges, these would greatly help the attainment of the goals and objective which is to foster love for reading among grade one learners.

Meanwhile, table 4.2 also shows challenges encountered by the parents in fostering love for reading to their children. Respondents were 20 parents of grade one learners. These include the following challenges based on the gathered data. Communication gap was identified

as rank 1, Time constraints, rank 2, too much expectation of teachers, rank 3, Different teaching styles and approaches that are sometimes not appropriate to the learners' reading ability, rank 4, reading materials were not provided by the teachers, rank 5.

Table 4.2 Challenges Encountered by the Parents

Challenges	Frequency	Rank
Communication gap	13	1
Time constraints	10	2
Too much expectation of teachers	6	3
Different teaching styles and approaches that are sometimes not appropriate to the learners' reading ability	4	4
Reading materials were not provided by the teachers	1	5

Thirteen (13) parents identified the communication gap as one of the challenges they encountered with the teachers involving teaching their kids' reading and ranked as 1st this is supported by the second challenge encountered that was specified by 10 parents, which is the time constraint. Six (6) parents cited that too much expectation of teachers is also a problem, ranked 3rd. Teachers expect a lot from parents, that they should follow up with their child now and then for them to improve their reading ability, but parents especially those that have more than one child find it difficult because they do not have enough time to help their child, especially in reading. Different teaching styles and approaches that are sometimes not appropriate to the learner's reading ability were identified by 4 parents as one of the challenges that they encountered and ranked 4th. One (1) parent also specified that reading materials were not provided by the teachers. That is why they found it difficult to help their child in reading, and this is in the 5th rank.

As shown in the result, same with teachers, parents also encountered several challenges in communicating with teachers, these challenges can be addressed if a strong partnership is built between them.

Teachers see themselves as the primary source of expertise for children but recognize the benefits of using parents as a resource (Swap, 1993). Teachers remain in control and decide on the intervention but do accept that parents can play an important role in facilitating children's progress. That is why healthy and strong communication between them was encouraged. These challenges that were encountered by the parents with the teachers of their children can also be addressed using strong connections between them.

To overcome the barriers preventing parental involvement, schools need to provide a welcoming climate where the school staff is respectful and responsive to parents (Wherry, 2009). Parents and teachers must consider themselves as partners in achieving one common goal for the benefit of the learners.

As cited by Bouie in Wherry, 2009 p.7 'The answer is to stop treating parents like clients, and start treating them like partners in helping the children learn. If both parents and teachers have a strong partnership, it is not impossible to achieve what they want the learners to achieve.

To create a positive reading environment and foster a love for reading among learners there is a proposed parents and teachers' partnership activities.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that teachers nurture a love for reading in the classroom by making reading fun and interactive, serving as role models along with reading, exposing students to various reading genres, providing positive reinforcement, and creating a positive reading environment. Parents engage their children to promote love for reading by being role models along with reading, creating a positive reading environment, providing positive reinforcement, making reading fun and interactive, and exposing learners to different reading genres. Schools established a strong partnership between parents and teachers to support a love for reading by involving the parents and teachers in planning school-based reading activities, implementing reading activities through the collaboration of parents

and teachers, motivating learners to enjoy reading, providing feedback in the learners reading performance and providing the home-school connection. The challenges encountered by the school in promoting partnership between parents and teachers include, lack of training of parents in teaching reading, lack of commitment of parents involving reading tasks, communication gap, the busy schedule of parents, different parenting styles, and expectations of parents, time constraints, and too much expectations of teachers. Parents and teachers' partnership activities to create a positive reading environment and foster a love for reading among learners can improve the reading performance of the learners.

The researcher offers the following recommendations based on the findings and conclusions made: (1) Providing a positive reading environment to nurture the love for reading through the integration of reading into all learning areas be intensified. (2) Parents continue their reading engagement with their children at home by promoting the culture of reading as part of household engagement. (3) Regular giving of feedback on the reading progress of learners is done by parents and teachers as a form of technical assistance to their learners and to emphasize their partnership. (4) Capacitating parents to be reading facilitators to their learners with the help and support of the teachers be part of school assistance to the parents. (5) The proposed parents and teachers' partnership activities on reading be implemented. (6) Researchers be encouraged to conduct a study on the following topics: Best practices of parents and teachers in discharging their literacy roles; Fostering a love of reading through stakeholders' convergence; The role of ICT tools in learners' literacy.

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