

Empowering the Parents of Struggling Readers: An Action Research in Developing Reading Comprehension Sikap Elementary School Learners through Parent Tutoring.

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ABSTRACT: Reading comprehension functions as an essential ability which forms the essential base needed for academic achievements alongside continuous educational development, enabling individuals to construct meaning, analyze texts, and engage with diverse perspectives. This action research aimed to enhance the reading comprehension skills of struggling primary school students at Sikap Elementary School through a parent tutoring program. The study addressed gaps in parental involvement by equipping parents with skills and tools to support their children's literacy development. Key objectives included evaluating students' perceptions of parental involvement, assessing reading comprehension levels pre- and post-intervention, and identifying the effectiveness of the tutoring program. A pre-test-post-test quasi-experimental design was utilized. The intervention involved 11 students identified as struggling readers based on the Comprehensive Rapid Literacy Assessment (CRLA). Their parents attended 10 structured sessions focused on phonics, decoding, vocabulary, and comprehension strategies using a tailored module. Data collection methods included surveys, pre-tests, post-tests, and feedback on the module. Findings revealed significant improvements in students' reading comprehension. Pre-intervention, none of the students were grade-level ready, with 27.27% at the "Full Refresher" level and 54.55% at the "Light Refresher" level. Post-intervention, 81.82% achieved "Grade Ready" proficiency, highlighting the program's effectiveness. Statistical analysis demonstrated a significant difference in pre- and post-test scores. The results emphasize the critical role of parental involvement in literacy development. The program not only improved students' reading skills but also strengthened parent-child relationships and fostered a culture of collaborative learning. Schools can adopt similar models to bridge gaps in home-school collaboration, ensuring sustainable literacy gains and holistic student development. Recommendations include scaling the program for broader application and refining modules based on participant feedback to maximize impact.

KEYWORDS: reading, parent, children, reading comprehension, literacy

I. INTRODUCTION

Reading comprehension functions as an essential ability which forms the essential base needed for academic achievements alongside continuous educational development, enabling individuals to construct meaning, analyze texts, and engage with diverse perspectives. Proficiency in this area is essential for accessing information across all subjects, as students who struggle with reading comprehension often face significant challenges in their overall academic performance. Parental involvement plays a crucial role in enhancing reading comprehension, as parents are a child's first teachers and can create a supportive learning environment at home. The needs to take an active role in their child's literacy growth, parents can provide tailored support and foster a love of reading, thereby maximizing their child's potential and ensuring a cohesive learning experience that extends beyond the classroom. It is widely accepted that parents have a significant role in their children's education and influence their learning and development (Froiland and Davison, 2014). Many studies have shown that parent involvement is related to children's academic success (McNeal, 2015), their attitudes and motivation towards school or lessons (Lipnevich, et al., 2016), and their desire for education (Jung and Zhang, 2016). Considering that reading comprehension skills acquired in primary school years affect all learning experiences of individuals throughout their lives (Bradley, 2016), it can be argued that family involvement plays an important role in the development of primary school students' reading comprehension skills.

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Ribeiro et al. (2021) pointed out that parental involvement is focused on involvement at home or considered as home-based involvement, meaning parents' behavior towards school life and practicing activities related to school learning with their children at home, such as parents helping their children with homework, parents discussing schooling with their children, parental monitoring of school tasks and rule setting, involvement with the school or considered as school-based involvement related to parents' various forms of participation in the schools' activities, or acknowledge both places for the analysis of involvement behaviours and activities such as home-school communication, like parents interacting with teachers.

Moreover, parents' involvement with reading at home was again identified by Boonk et al. (2018) as a promising form of involvement during early elementary school and reading acquisition, positively associated with later achievement, particularly in oral language and literacy. Thus, Parents must get personally involved in their children's reading activities. Parents need awareness of reading involvement significance which affects their children's reading abilities. By reading aloud to their children parents create essential groundwork leading to reading achievement and literacy development in school. Maintaining these important high-quality reading interactions with parents may be beneficial for the parent-child relationship (Canfeld et al., 2020) as well as children's engagement with reading more broadly (Reese, et al. 2022). Hence this action research aims to develop and evaluate a tutoring program that equips parents with the skills to enhance their children's literacy at Sikap Elementary School. The following questions are the focus of the study: 1. What are the perceptions of students towards parental involvement in terms of parenting, communication, and learning at home? 2. What are the Sikap primary graders' levels of reading comprehension, before and after the intervention? 3. Is there a significant difference between pre-test scores and post-test scores of the students' reading comprehension? 4. What are the enhancements made from the module used in the implementation of parents' involvement tutoring in the program?

II. LITERATURE REVIEW

The study utilized a pretest and posttest quasi-experimental design to assess the impact of parental involvement on students' reading comprehension at Sikap Elementary School in Marawi City. A total of 11 primary students identified as struggling readers through the Comprehensive Rapid Literacy Assessment (CRLA) participated in the intervention. Their parents attended 10 structured tutoring sessions covering phonics, decoding, vocabulary, and comprehension strategies. The pre-test served as a baseline measure, while the post-test evaluated improvements after the intervention. A parental involvement survey was also conducted among 120 primary students to gauge perceptions of parental support in terms of parenting, communication, and learning at home. The study followed ethical guidelines, ensuring informed consent, confidentiality, and voluntary participation.

The intervention plans involved training parents in reading instruction techniques, which they then applied with their children at home. Sessions covered foundational literacy skills such as phonemic awareness, letter recognition, reading fluency, and comprehension strategies. To measure the effectiveness of the intervention, statistical tools such as mean, standard deviation, and paired t-tests were used to compare pre-test and post-test results. Findings were analyzed to determine whether structured parent tutoring significantly improved students' reading skills. The study's work plan ensured a systematic approach, with preliminary surveys, parent meetings, intervention sessions, and post-test evaluations conducted within a well-defined timeline.

III. METHODOLOGY

The literature review highlights the critical role of parental involvement in enhancing children's literacy development. Studies by Epstein (2011) and Baker et al. (2014) emphasize that when parents actively engage in reading activities such as reading together, discussing stories, and using evidence-based literacy techniques, children demonstrate improved reading comprehension, vocabulary acquisition, and motivation to learn. Research also shows that structured parent involvement, when supported through targeted training programs, significantly enhances students' literacy outcomes. Additionally, international studies in countries like the U.S., Canada, and Spain highlight the effectiveness of family literacy programs, though most are limited to early-age groups, leaving a gap in interventions for primary school students.

Several studies provide further insights into the relationship between parental involvement and reading comprehension. For example, Ni et al. (2021) found that active parent-child reading activities positively influenced children's reading outcomes in both urban and migrant families. Similarly, Redeja et al. (2024) explored the extent of parental involvement in students' reading comprehension performance, concluding that while parental engagement was beneficial, structured interventions specifically designed to train parents as tutors were lacking. Other studies, such as those by Capotosto et al. (2017) and Smith & Adams (2018), reinforce the idea that parental involvement enhances student motivation and literacy skills, but they do not provide concrete models for training parents to serve as reading tutors.

Despite the well-documented benefits of parental engagement, research on structured, school-led programs that equip parents with tutoring skills remains scarce. Bendanillo (2021) found that while parental support positively correlated with students' reading performance, the study did not examine specific interventions aimed at empowering parents as literacy tutors. Brown and

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Kim (2019) further demonstrated that structured community tutoring programs improve early literacy, but their focus was not solely on parental tutoring. This gap in literature underscores the need for initiatives like the parent tutoring program at Sikap Elementary School, which seeks to directly equip parents with structured strategies to support their children's reading development.

IV. RESULTS AND DISCUSSION

The action research at Sikap Elementary School was conducted to improve the reading comprehension of struggling students through active parental involvement. The main purpose of the study was to develop and evaluate a tutoring program that trained parents to support their children's reading literacy skills. Specifically, it sought to answer four questions: What are the perceptions of students toward parental involvement in terms of parenting, communication, and learning at home? What are the Sikap primary graders' levels of reading comprehension, before and after the intervention? Is there a significant difference between pre-test scores and post-test scores of the student's reading comprehension? What are the enhancements made from the module used in the implementation of parents' involvement tutoring in the program?

I. Perception of Students Towards Parental Involvement in Terms of Parenting, Communication, and Learning at Home.

Table 1. Mean and Standard Deviation of the Perception of Students Towards Parental Involvement in Terms of Parenting

Statements My parents...	Standard Deviation	Mean	Verbal Description	Mean Rank
1. Provide my basic needs (food, clothing, and shelter.)	0.00	3.00	Agree	1
2. Discuss the importance of reading in my daily living.	.51	2.74	Agree	4
3. Make sure that I attend school.	.48	2.84	Agree	2
4. See to it that I follow rules and regulations in school.	.51	2.77	Agree	3
5. Assist me in my assignments, especially in reading and language.	.64	2.42	Disagree	6
6. Supervise me when I read books at home.	.68	2.38	Disagree	7
7. See to it that I have access to reading materials at home.	.80	2.36	Disagree	8
8. Check on my reading practice.	.78	2.33	Disagree	9
9. Spend time working with me on my reading skills.	.69	2.50	Disagree	5
10. Provide me with reading materials like storybooks, charts, flashcards, etc.	.87	2.23	Disagree	10
Average Mean		2.56	Agree	

Scaling: 3.26-4.00-Strongly Agree; 2.51-3.25-Agree; 1.76-2.50-Disagree; 1.00-1.75 Strongly Disagree

Table 1 presents the mean and standard deviation of students' perceptions of parental involvement in terms of parenting, particularly focusing on support related to basic needs, school attendance, and reading activities. The average mean of 2.56 indicates that, on the whole, students agree with the statement that their parents provide significant support in these areas. The lowest scores were found in items such as "Provide me with reading materials like storybooks, charts, flashcards, etc." (mean of 2.23), "Check on my reading practice" (mean of 2.33), "See to it that I have access to reading materials at home" (mean of 2.36), "Supervise me when I read books at home" (mean of 2.38), "Assist me in my assignments, especially in reading and language" (mean of 2.42), and "Spend time working with me on my reading skills" (mean of 2.50), which all received the "disagree" verbal description, suggesting limited parental involvement in these aspects. On the other hand, students perceived their parents more positively in areas like the items, "Provide my basic needs (food, clothing, and shelter.)" (mean of 3.00), "Make sure that I attend school" (mean of 2.84), "See to it that I follow rules and regulations in school" (mean of 2.77), and "Discuss the importance of reading in my daily living" (mean of 2.74), which all received the "agree" verbal description. Overall, the feedback suggests that students feel their parents' support in education is somewhat sufficient, as reflected by the average mean of "agree."

Thus, it highlights the role of parental involvement in supporting children's basic needs and school attendance, with the highest mean scores indicating agreement on these aspects. However, lower mean scores reflect a lack of engagement in reading-related activities at home, such as providing reading materials and assisting with homework. This aligns with Vygotsky's Zone of Proximal Development (ZPD), which emphasizes support from more knowledgeable others such as parents or teachers to help children reach their potential. Therefore, the result shows that the children have sufficient parental involvement in terms of parenting, thus the theory of Vygotsky says that the parent's support is crucial for the development of the child.

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Table 2 Mean and Standard Deviation of the Perception of Students Towards Parental Involvement in Terms of Communication

Statements	Standard Deviation	Mean	Verbal Description	Mean Rank
My parents...				
1. Meet my teacher in school during a parent-teacher conference.	.61	2.62	Agree	1
2. Read the letter given by the teacher about my progress report.	.76	2.36	Disagree	2
3. Communicate with my teacher about my reading performance.	.71	2.27	Disagree	4
4. Receive information regarding my reading performance through cards and texts.	.80	2.06	Disagree	7
5. Talk to my teacher about my reading progress.	.84	1.93	Disagree	9
6. Know my class schedule.	.80	2.28	Disagree	3
7. Talk to my teacher about daily routine or practice.	.79	2.03	Disagree	8
8. Participate in parent and family activities in the classroom like reading sessions and all other activities.	.82	2.17	Disagree	5
9. Cooperate in planning school activities related to reading.	.75	2.10	Disagree	6
10. Spend time reading updates on the school’s official Facebook page.	.83	1.91	Disagree	10
Average Mean		2.17	Disagree	

Scaling: 3.26-4.00-Strongly Agree; 2.51-3.25-Agree; 1.76-2.50-Disagree; 1.00-1.75 Strongly Disagree

Table 2 presents the mean and standard deviation of students' perceptions regarding their parents' communication with teachers and involvement in school-related activities. The average mean of 2.17 indicates that, overall, students disagree that their parents engage in various forms of communication about their education, particularly regarding reading performance and school activities. The findings show that the perception of students toward parental involvement in terms of communication that have the lowest scores with a verbal description of “disagree” were the items statement such as “Spend time reading updates on the school’s official Facebook page” with mean of 1.19, “Talk to my teacher about my reading progress” with mean of 1.93, “Talk to my teacher about daily routine or practice” with mean of 2.03, “Receive information regarding my reading performance through cards and texts” with mean of 2.06, “Cooperate in planning school activities related to reading” with mean of 2.10, “Participate in parent and family activities in the classroom like reading sessions and all other activities” with mean of 2.17, “Communicate with my teacher about my reading performance” with mean of 2.27, “Know my class schedule” with mean of 2.28, and “Read the letter given by the teacher about my reading progress report” with mean of 2.36. While only one item statement that has a verbal description of “Agree”, which is the statement “Meet my teacher in school during a parent-teacher conference” with a mean of 2.62.

Thus, it highlights the communication between parents and schools, showing that children generally disagree that their parents were less engaged in regular communication regarding child progress and school activities. This indicates limited collaboration and feedback between families and teachers. This aligns with Epstein’s Model of parental involvement, specifically the “family-school partnership” type. Epstein emphasizes that strong communication between families and schools is essential for supporting students learning and development.

Table 3 Mean and Standard Deviation of the Perception of Students Towards Parental Involvement in Terms of Learning at Home

Statements	Standard Deviation	Mean	Verbal Description	Mean Rank
My parents:				
1. Join me while reading short stories in textbooks.	.77	1.95	Disagree	4.5
2. Talk with me about the reading activities I did inside the classroom.	.74	2.19	Disagree	1
3. Read stories aloud to me and then ask me questions.	.82	1.95	Disagree	4.5
4. Help me how to read and understand what I am reading.	.76	2.07	Disagree	2
5. Read books and hold a discussion about the text we are reading.	.77	1.92	Disagree	6
6. Encourage me to read at least one story every night.	.77	1.83	Disagree	9

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7. Prepare my reading materials for our home reading session.	.76	1.88	Disagree	7.5
8. Practice using at least a word from a book and use it in a simple sentence.	.76	1.96	Disagree	3
9. Motivate me to retell the story I have read every night.	.74	1.64	Strongly Disagree	10
10. Spend time to read beside me.	.76	1.88	Disagree	7.5
Average Mean		1.93	Disagree	

Scaling: 3.26-4.00-Strongly Agree; 2.51-3.25-Agree; 1.76-2.50-Disagree; 1.00-1.75 Strongly Disagree

Table 3 presents the mean and standard deviation of students' perceptions regarding their parents' involvement in learning at home, particularly related to reading activities. The average mean of 1.93 indicates that, overall, students disagree that their parents are actively involved in supporting their learning at home. The lowest items that received verbal description of "strongly agree" was the statement "Motivate me to retell the story I have read every night" with mean of 1.64. Followed with verbal description of "disagree", which are the items statement "Encourage me to read at least one story every night" with mean of 1.83, "Prepare my reading materials for our home reading session" and "Spend time to read beside me" with mean of 1.88, "Read books and hold a discussion about the text we are reading" with mean of 1.92, "Read aloud to me stories and then ask me questions" and "Join me while reading short stories in textbooks" with mean of 1.95, "Practice me to use at least a word from a book and use it in a simple sentence" with mean of 1.96, "Help me how to read and understand what I am reading" with mean of 2.07, and "Talk with me about the reading activities I did inside the classroom" with mean of 2.19.

The results show that students generally perceive their parents as not being highly supportive in terms of learning at home, especially in activities that involve reading. Thus, this shows that there is no learning at home according to the perceptions of the students. In the theory of Bronfenbrenner's Ecological Systems, it suggests that a child's development is influenced by different environment systems including the microsystem such as the family in which they play a critical role in shaping early learning experiences. When parents are less engaged in home learning activities, the microsystem's influence weakens, potentially limiting the child's cognitive and emotional development.

The three tables highlight that students perceive their parents as generally insufficiently supportive in terms of home learning and communication, especially in areas like providing reading materials, helping with homework, and engaging in activities such as storytelling. These findings suggest that while parental involvement in home learning is strong, there is room for improvement in fostering better communication with teachers and ensuring regular attendance. Schools could address these gaps by offering resources or programs that encourage more comprehensive parental engagement, ultimately enhancing student academic outcomes.

II. Sikap primary graders' levels of reading comprehension, before and after the intervention

Comprehensive Rapid Literacy Assessment (CRLA) was also utilized in the Pre-test and Post-test as an instrument to identify the reading comprehension level of the participants. There are a total of eleven (11) participants involved in the action research. From the data gathered, the following are the findings:

Table 4. Frequency and Percentage Distribution of the Respondents' Pre-test for Proficiency level for Reading literacy

Proficiency Level	Frequency	Percentage
Full Refresher	3	27.27%
Moderate Refresher	2	18.18%
Light Refresher	6	54.55%
Grade Ready	0	0%
Total	11	100%

The pre-test results in Table 8.1 show that none of the 11 students at Sikap Elementary School were "Grade Ready," meaning they couldn't read fluently or understand grade-level texts. Instead, 27.27% (3 students) were in the "Full Refresher" level, unable to recognize letters and needing help from the basics. Another 18.18% (2 students) were in the "Moderate Refresher" level, knowing some letters but struggling with reading words. Most students, 54.55% (6 students), were in the "Light Refresher" level. They could read some words but couldn't read fluently or understand well. These results show that all students need help with reading. The parent tutoring program is important to improve their skills and help them reach grade-level reading.

This was supported by Epstein's parental involvement model which emphasizes the importance of parents actively participating in their children's education, and parent tutoring aligns perfectly with this idea. It directly involves parents in the learning process, giving them a hands-on role in helping their children improve their reading skills.

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Table 5 Frequency and Percentage Distribution of the Respondents' Post-test for Proficiency level for Reading literacy

Proficiency Level	Frequency	Percentage
Full Refresher	0	0%
Moderate Refresher	0	0%
Light Refresher	2	18.18%
Grade Ready	9	81.82%
Total	11	100%

The post-test results in Table 5 show significant improvements in the reading skills of the 11 students from Sikap Elementary School after the parent tutoring program. Most of the students, 81.82% (9 students), reached the "Grade Ready" level, meaning they can now read fluently and understand grade-level texts. Only 18.18% (2 students) were in the "Light Refresher" level. No students were left in the "Full Refresher" and "Moderate refresher" level. These results show that the parent tutoring program at Sikap Elementary School was highly effective in helping most students improve their reading skills and reach grade-level proficiency.

The Epstein's Parental Involvement Model is the most fitting to explain the success of the parent tutoring program, Epstein's model focuses on the direct involvement of parents in their children's education. The parent tutoring program directly implements this by having parents act as tutors, actively engaging in the learning process.

I. Significant difference between Pre-test scores and Post-test scores of the student's reading comprehension

Table 6. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Score Total Pre-Test Score	14.27	11	2.832	.854
Total Post-Test Score	18.36	11	1.433	.432

The paired samples statistics show a comparison between the total pre-test and post-test scores of 11 participants. The pre-test score has a mean of 14.27 with a standard deviation of 2.832, while the post-test score has a higher mean of 18.36 with a standard deviation of 1.433. The standard error mean for the pre-test is 0.854, and for the post-test, it is 0.432. This indicates that, on average, the participants performed better on the post-test, with a smaller variation in scores compared to the pre-test. The difference in means suggests an improvement in performance after the intervention or learning period. This change indicates that the students performed better after the tutoring, with less variation in their scores as well.

Overall, the results suggest that the tutoring program was effective in helping the participants enhance their reading abilities. Epstein's Parental Involvement Model fits best. This model highlights how important it is for parents to take an active role in their children's education. The improvement in the participants' scores shows that when parents get involved, such as through tutoring, children can achieve better results. Statistics clearly reflect the positive impact of parental support on students' learning outcomes.

Table 7. Paired Samples Correlations

	N	Correlation	Sig.	Remark
Pair 1 Total Pre-Test Score & Total Post-Test Score	11	.786	.004	Significant

The paired samples correlation shows a strong positive relationship between the total pre-test and post-test scores, with a correlation coefficient of 0.786. This indicates a moderate to strong positive association between the scores before and after the intervention. The significance value (Sig.) of 0.004 is less than 0.05, suggesting that the correlation is statistically significant. This implies that there is a reliable and positive relationship between the participants' pre-test and post-test performances, supporting the notion that the intervention or learning process had an effect.

Thus, this statistically significant finding indicates that students who performed well on the pre-test also tended to perform well on the post-test, and vice-versa. This positive correlation supports the idea that the intervention had a consistent effect across all students, boosting their scores proportionally to their initial abilities. The results demonstrate a reliable link between initial performance and improvement after the intervention. This is supported by Epstein's Parental Involvement Model for this shows the strong positive correlation shows that the parent tutoring program effectively built upon students' existing knowledge and skills. This consistent improvement across students, regardless of their starting point, strongly supports the idea that active parental involvement, as demonstrated by the tutoring program, is a highly effective educational strategy.

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		Paired Differences					t	df	Sig. (2-tailed)	Remark
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Score	Total Pre-Test Score - Total Post-Test Score	-4.091	1.921	0.579	-5.382	-2.8	-7.062	10	0.000	Significant

The paired samples test shows a significant difference between the total pre-test and post-test scores. The mean difference is -4.091, indicating that the post-test scores are higher than the pre-test scores by an average of 4.091 points. The standard deviation of the differences is 1.921, and the standard error mean is 0.579. The 95% confidence interval of the difference ranges from -5.382 to -2.8, meaning that we are 95% confident that the true mean difference lies within this range. The t-value of -7.062 and the p-value of 0 (Sig. = 0) indicate that the difference is statistically significant at the 0.05 level. This suggests that the intervention or activity has had a meaningful and positive impact on participants' scores.

Again, Epstein's Parental Involvement Model best explains these results. The significant improvement demonstrated by the t-test directly supports the model's central premise: active parental involvement in education leads to improved student outcomes. The statistically significant difference between pre- and post-test scores provides strong evidence for the effectiveness of the parent tutoring program in enhancing students' reading abilities.

IV. Enhancements Made from the Module Used in the Implementation of Parents' Involvement Tutoring in the Program

A. Objectives			
Comments	Enhancement	Chapter-Lesson	Page
Instead of the verb "execute", "perform" can be used.	Change it into; "perform how to read and write nonsense words".	Chapter 1: Lesson 3	Pg. 73
Try to make the third learning objective more specific by adding conditions.	The third learning objective will be rephrased to be more specific: "Increase reading fluency and comprehension by participating in the reading activities".	Chapter 1: Lesson 10	Pg.142
Use three domains of knowledge in lesson outcomes.	Action verbs will be used in the lesson outcomes to make it SMART.	Chapter 2: Lesson 2	Pg. 110
Use lesson outcomes instead of learning objectives.	'Learning objectives' will be changed into 'lesson outcomes.'	Chapter 2: Lesson 2	Pg.110
Lesson outcomes are not associated with an 'action verb' for every level of learning.	Use 'distinguish' instead of 'identify'.	Chapter 3: Lesson 1	Pg.92
Avoid using "know" in lesson outcomes.	Use demonstrates in the second part of the lesson outcomes.	Chapter 3: Lesson 1	Pg. 92
It has two objectives, and the minimum should be 3.	Add in the learning objectives: "Appreciate the value of reading comprehension through real-life scenarios"	Chapter 3: Lesson 2	Pg. 214

B. Unit Content			
Comments	Enhancement	Chapter-Lesson	Page

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Double-check the grammar, especially in phonetic skill 1, which states, " When one consonant and nothing more follows the vowel, the vowel will be short."	It would be better if it were changed to "when a vowel is followed by a single consonant in a one-syllable word, the vowel sound is short."	Chapter 1: lesson 4	Pg.84
Ensure all pictures are clear and age appropriate.	Use a picture that is age-appropriate and not confusing for earners.	Chapter 1: Lesson 5	Pg.87
The introduction's statement that "... we will focus and identify when we will read vowels with long sounds and when we will read them in short sounds when they are not followed by consonants " is a bit confusing.	Change into this lesson focuses on identifying when vowels are pronounced with long sounds and when they are pronounced with short sounds. It will explore how vowels behave when they are not followed by consonants.	Chapter 1: Lesson 6	Pg. 96
Covering multiple vowel combinations such as ai, ay, ea, ee, oa, oe, ui, ue, ie. In one lesson it might overwhelm the learners.	Break the lesson into smaller chunks focusing on three vowel combinations at a time, ensuring deeper understanding. The first lesson should focus only on ai, ay, and ea. The second lesson should focus on ee, oa, and oe, and lastly should focus on ui,ue, and ie.	Chapter 1 Lesson 8	Pg. 114
In the lesson title, what decoding skill is being referred to is not specified.	The title is: "Decoding Skill 2: sight word decoding"	Chapter 1: Lesson 10	Pg. 142

C. Unit			
Comments	Enhancement	Chapter-Lesson	Page
Double-check the grammar, especially in phonetic skill 1, which states, " When one consonant and nothing more follows the vowel, the vowel will be short."	It would be better if it were changed to "when a vowel is followed by a single consonant in a one-syllable word, the vowel sound is short."	Chapter 1: lesson 4	Pg.84
Ensure all pictures are clear and age appropriate.	Use a picture that is age-appropriate and not confusing for earners.	Chapter 1: Lesson 5	Pg.87
The introduction's statement that "... we will focus and identify when we will read vowels with long sounds and when we will read them in short sounds when they are not followed by consonants " is a bit confusing.	Change into this lesson focuses on identifying when vowels are pronounced with long sounds and when they are pronounced with short sounds. It will explore how vowels behave when they are not followed by consonants.	Chapter 1: Lesson 6	Pg. 96
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In the lesson title, what decoding skill is being referred to is not specified.	The title is: "Decoding Skill 2: sight word decoding"	Chapter 1: Lesson 10	Pg. 142

D. Learning Activities

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Comment	Enhancement	Chapter	Page
In the engagement part, the instruction of the activity can still be improved. It stated that "...circle the pictures if the rhyming words", there is no shape distinction/variation in which pictures/words rhyme with one another.	To improve clarity in instruction, the improved version now uses: "...draw different shapes on the words/pictures that rhyme. For instance, draw a heart shape on the two words that rhyme, and an oblong shape on the other words".	Chapter 1: Lesson 1	Pg. 2
In the second part of the activity in the Evaluating part, taking into consideration young learners, instead of using "R" and N", a check and cross mark can be used to also avoid confusion.	To avoid confusion among the learners, the improved instruction will now use a check mark (/) if the words rhyme and a cross mark (X) if not.	Chapter 1: Lesson 1	Pg. 8
In the Explore part, the activity instruction can still be made clearer and more detailed.	To address this comment, and to improve the clarity of instruction, the enhanced version is now: "Help the ghost to reach the finish line by following the right passage of the letter. As you go along the way, use yellow color in connecting the letters until you arrive at the finish line, and use any color you like to color the creatures you pass by."	Chapter 1: Lesson 2	Pg 11
The activity in the Elaborate part lacks clarity.	To maintain clarity, the instructions for the activity have been reconstructed. The mechanics of the activity have been explained in a more detailed manner. This is to avoid confusion among the students. The improved version is now: "In this activity, there is a dice and a train rail with corresponding words. The player will roll the dice and the number it lands on will be the number of steps he/she will take on the rails. The player will read the word written on where he/she stopped. The game will go on until each of the words gets chosen".	Chapter 1: Lesson 3	Pg. 35
The activity in the Elaborate part is confusing,	The improved version is now: "There are three columns below. First, read the word in the first column. Second, proceed to color the pictures that portray the meaning of the said word. Lastly, re-write the word into the third column".	Chapter 1: Lesson 3.4	Pg.43
In the Engage activity, it is stated that "Encircle the word that is a nonsense word.", which assumes that the learners already have an idea of what nonsense words are, which should not be the case.	The instruction will be rephrased into: "Encircle the words you think have no meaning or make no sense.	Chapter 1: Lesson 4	Pg. 52

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The activity in the Elaborate part lacks clarity.	To maintain clarity, the instructions for the activity have been reconstructed. The mechanics of the activity have been explained in a more detailed manner. This is to avoid confusion among the students. The improved version is now: “In this activity, there is a dice and a train rail with corresponding words. The player will roll the dice and the number it lands on will be the number of steps he/she will take on the rails. The player will read the word written on where he/she stopped. The game will go on until each of the words gets chosen”.	Chapter 1: Lesson 4	Pg. 49
The activity in the Elaborate part is confusing.	The improved version is now: “There are three columns below. First, read the word in the first column. Second, proceed to color the pictures that portray the meaning of the said word. Lastly, re-write the word into the third column”.	Chapter 1: Lesson 5	
In the engagement activity, the learners do not directly tell the students to answer what is CVCC in the story since they don’t have an idea what is it.	Give the learners a hint on what to identify in the activity (e.g., “ring”) this will give them an idea of what to find or identify in the story.	Chapter 1: lesson 6	Pg. 60
In the elaborate part, too many choices of letters that could confuse the learners.	Limit the choice of letters from 8 to 4, like scrambled words.	Chapter 1: lesson 6	Pg. 63
The activity in which students have to guess what’s on the picture (yacht) seems to be not engaging.	Change the activity to “guess the picture” with three to five pictures.	Chapter 1: lesson 8.2	Pg. 81

E. Unit format and language

Comment	Enhancement	Chapter	Page
The lesson follows a clear format: introduction, engage, explore, explain, elaborate, evaluate, and summary.	None	All chapter	
There are instances of grammatical error, awkward phrasing, and inconsistencies in formatting. On page 39 “appreciate the sound and word of a short a.”	Should be revised for clarity to “appreciate the sound and usage of the short ‘a’.	All chapter	
The lesson follows a clear format: introduction, engage, explore, explain, elaborate, evaluate, and summary.	None	All chapter	
The lesson follows a clear format: introduction, engage, explore, explain, elaborate, evaluate, and summary.	None	All chapter	
There are instances of grammatical error, awkward phrasing, and inconsistencies in formatting. On page 39 “appreciate the sound and word of a short a.”	Addressed the grammatical errors, awkward phrasing, and formatting inconsistencies, including correcting the phrase on page 39 to: "appreciate the sound and word of the short 'a.'" This ensures clarity and consistency in the text.	All chapter	

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On page 56 the introduction, refers to “Ee” instead of “O”.	Change into ‘O’		pg 56
On page 98 there’s a formatting inconsistency where “U M” is placed abruptly.	The formatting inconsistency on page 98 has been corrected by ensuring that “U M” is properly spaced and aligned with the surrounding text for consistency.		Pg 98
The language use is easy to understand but some are grammatical errors.	The language used is easy to understand, the module made corrections to address the grammatical errors for clarity and accuracy.	All chapter	
Ensure uniform formatting for headings, subheadings, and instructions across all lessons.	Ensured uniform formatting for headings, subheadings, and instructions across all lessons to maintain consistency and clarity throughout the document.	All chapter	

F. Unit presentation			
Comment	Enhancement	Chapter	Page
Lesson 8 covers multiple vowel combinations that might overwhelm the learners.	Break the lesson into smaller chunks focusing on three vowel combinations at a time.	All chapter	All pages
In some places, the language can be simplified further to ensure accessibility, particularly for young learners or non-native English speakers.	The instructions and elaborations are simplified.	All chapter	All pages
Some titles or headings is not highlighted.	Highlight the lesson title prominently.	All chapter	All pages
Highlight key concepts.	In highlighting key concepts, use bold, color, or callout boxes.	All chapter	All pages

V. SUMMARY OF FINDINGS

The study at Sikap Elementary School aimed to help students who struggle with reading by involving their parents in a tutoring program. It focused on how much parents can support their children’s reading and whether this involvement could improve the students’ reading skills. The results showed that the program worked well in improving students’ reading, but it also revealed areas where parents and the program itself can do better.

Before the program, many students felt their parents were not very involved in helping them read at home. While parents made sure their children went to school and provided for their basic needs, they didn’t spend much time on reading-related activities like helping with assignments, checking reading progress, or providing books at home. This lack of support in reading might have been because parents didn’t know how to help or weren’t given the right tools.

The program’s effectiveness was seen in the results of the pre-test and post-test. In the pre-test, none of the 11 students were “Grade Ready,” which means they couldn’t read fluently or understand grade-level texts. Instead, 27.27% were at the “Full Refresher” level, meaning they couldn’t recognize letters, and 18.18% were at the “Moderate Refresher” level, able to recognize some letters but struggling with reading words. Most of the students (54.55%) were at the “Light Refresher” level, where they could read some words but couldn’t do so fluently. After the program, there was a significant improvement. The post-test showed that 81.82% of the students were “Grade Ready,” meaning they could now read fluently and understand texts at their level. Only 18.18% remained in the “Light Refresher” category, and no students were left in the “Full Refresher” or “Moderate Refresher” levels.

These results demonstrate that when parents are given proper guidance and materials, they can play a big role in helping their children improve their reading skills. However, the program also revealed that the materials used for tutoring needed improvement. Some parents found the instructions unclear and struggled to help their children because of this. Improving these materials will make it easier for parents to teach their kids and will make the program more effective.

Based on these findings, several recommendations can help improve the program. First, parents should receive more training on how to help their children with reading. Schools can hold workshops to teach parents simple ways to support learning at home. Second, schools and teachers should improve communication with parents. Teachers can give regular updates about the students’ progress and offer tips on how parents can help at home. The program materials should also be improved. Clearer instructions and more engaging activities will make it easier for parents to use the materials and help their children. Schools can

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also encourage parents to make reading a part of their daily routines. Simple activities like reading stories together or talking about books can help children develop a love for reading. Lastly, the program should include more students and even other grade levels. Working with community groups to provide extra resources, like books and training for parents, can make the program even better. Schools should also continue to check how well the program is working and make changes as needed.

VI. CONCLUSION

In conclusion, the parent tutoring program showed that parents can make a big difference in improving their children's reading skills when they are given the right tools and support. The improvement in the pre-test and post-test results shows the program's effectiveness. By making small improvements to the program and encouraging more involvement, schools and families can work together to help students succeed in reading and beyond.

VII. RECOMMENDATIONS

In this study, based on the findings, the research recommends the following;

1. Curriculum Maker

- 1.1 Integrate parental involvement strategies into reading and literacy programs.
- 1.2 Develop teacher training modules that include techniques for guiding parents in home-based literacy instruction.
- 1.3 Design simplified instructional materials that parents can easily use at home to support struggling readers.

2. School Administration

- 2.1 Support the Parent Tutoring Program by allocating time and resources for teacher-led parent training sessions.
- 2.2 Encourage home-school collaboration by implementing policies that strengthen communication between parents and teachers.
- 2.3 Provide reading materials such as books, worksheets, and flashcards to assist both parents and learners.
- 2.4 Monitor and assess program effectiveness by conducting periodic evaluations of students' reading progress.

3. Teachers

- 3.1 Recommend simple reading exercises that parents can do with their children at home.
- 3.2 Facilitate parent training sessions to equip them with effective reading instruction techniques.
- 3.3 Monitor students' reading progress and provide feedback to both learners and parents.

4. Parents

- 4.1 Use recommended techniques from teachers to help children improve reading fluency and comprehension.
- 4.2 Communicate with teachers regularly to track their child's reading progress.
- 4.3 Create a supportive home reading environment by setting aside time for daily reading.

5. Further Research

- 5.1 Explore the effectiveness of different literacy strategies tailored to the needs of struggling readers.
- 5.2 Assess how technology-based interventions (e.g., educational apps, online reading programs) can support home literacy development.
- 5.3. Investigate long-term impacts of parent tutoring on reading comprehension.

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