



DEVELOPING LEARNERS' READING HABITS: THE JOURNEY OF PARENTS AS READING FACILITATORS

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Abstract

The major concern of the parents in this study centered on the challenges their children faced following the sudden closure of schools, along with the associated loss of learning and its impact on reading habits. Using a qualitative study with a phenomenological approach, data were collected from ten parents through in-depth interviews. Findings for the first research question — the experiences of parents in facilitating their children's reading habit — revealed four major themes: striving to balance parental employment demands and learner needs, the strain of assisting more than one child with learning at home, a lack of personal balance, and parent capability. Findings for the second research question — how parents cope with the issues they encounter in facilitating reading — revealed four themes describing their coping strategies: maintaining a strict schedule, engaging in creative reading, keeping in reading, and organizing a daily reading routine. Findings for the third research question — the educational management insight drawn from the study — revealed four themes: tracking academic progress, valuing reading habits, motivation strategy, and parent–teacher collaboration. The results raise awareness of how parents navigate these challenges and provide a basis for school administrators to evaluate the effectiveness of different educational approaches, strengthen parent–teacher connectivity, and design programs and learning methods responsive to the needs identified.

Keywords: *developing learners' reading habits; journey of parents; reading facilitators*



Introduction

In the spring of 2020, schools across the globe closed their doors to slow the spread of the COVID-19 pandemic. This physical closure led to a rapid shift to modular learning, which placed greater responsibility for learning on parents and guardians. The experiences of parents with their children during modular learning — parental cooperation, access to quality materials, and, most importantly, learners' study and reading habits — are worth examining closely, since reading is widely regarded as a foundational step for all other academic activities.

Reading habits have been described as the manner in which a learner plans private reading after classroom instruction so as to attain mastery of a subject; good study habits are considered an asset because they help students achieve mastery in their area of specialization, while poor habits constitute a barrier to learning and achievement (Yahaghi, 2019; Paulson, 2018). A range of factors shape how effectively and efficiently a student develops these habits. Environmental influence is frequently cited as a major factor — an uncondusive home environment has led some parents to prefer boarding schools for their children in order to instill discipline and better reading habits (Asika, 2017) — and children from economically disadvantaged families face additional emotional and academic strain that can depress achievement (Hussain, 2016).

Parental involvement, in particular, has been identified as one of the strongest levers on a child's reading development. When parents are actively engaged in their children's study life, children are more motivated to learn and to remain interested in schooling (Richard & Radcliffe, 2019), although an over-reliance on parental presence can also foster dependency rather than independent study habits (Denga, 2017). Learning style is a related factor: learners are commonly described as visual, auditory, or kinaesthetic, and reading habits form differently depending on which modality a child favors (Akabuike & Asika, 2017; Gordon, 2018). Time management — the ability to set priorities, estimate time needed for tasks, and adjust to the unexpected — has also been linked to the formation of sustainable reading habits (Oyewumi & Ebijuwa, 2019; Wigfield, Guthrie, Tonks, & Perencevich, 2018; Tella & Akande, 2017; Denga, 2017). Teachers, too, play a defining role: as the primary mover of the educational wheel, a teacher's attitude and approach substantially shape whether a student's reading habit develops in a positive direction (Camp, 2017).

Reading literacy in the twenty-first century has expanded beyond simple decoding and comprehension to encompass understanding, using, and reflecting on written information across a range of situations and purposes. PISA defines reading literacy as "understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, develop one's knowledge and potential, and participate in society," a definition that folds motivational and behavioral characteristics into what was once treated as a purely cognitive skill (Thomson, Hillman, & De Bortoli, 2018). Frequent readers tend to become more skillful readers, developing stronger critical thinking and problem-solving abilities and achieving greater academic and, later, social and employment success (Krashen, 2019; Kim & Anderson, 2017; Schutte & Malouff, 2017; OECD, 2018). Despite this documented importance, several studies — largely conducted with university-level populations rather than elementary learners — describe a persistent trend of low engagement with assigned or recreational reading, with students frequently favoring television or internet use over reading for pleasure (Sappington, Kinsey, & Munsey, 2018; Park & Kim, 2017; Berry, Cook, Hill, & Stevens, 2019; Mokhtari, Reichard, & Gardner, 2019; Hatteberg & Steffy, 2013).

Theoretical Lens

This study is anchored on Ajzen's (1991) Theory of Planned Behavior (TPB), a widely used socio-psychological model for explaining human behavior across disciplines, including reading. Under TPB, the most proximal determinant of behavior is the individual's intention to perform the behavior, which is, in turn, shaped by three direct determinants—attitudes, subjective norms, and perceived behavioral control. Because this study is concerned with the duration and frequency of an already-established pattern of behavior rather than a projected one, it draws on Neal, Wood, Labrecque, and Lally's (2018) treatment of habits as "psychological dispositions to



repeat past behavior," following the view that reading is an ongoing behavior rather than one situated only in the future (Broader & Stokmans, 2018).

Purpose of the Study

This study sought insight into parents' experiential views on developing learners' reading habits — the journey of parents as reading facilitators. It aimed to gather parents' experiences and the strategies they used to overcome the challenges their children faced with studying and reading habits, to clarify the extent of these experiences amid the pandemic-era crisis in education.

Research Questions

Specifically, this study sought to answer the following questions:

1. What are the experiences of parents facilitating the learners' reading habits?
2. How do parents cope with the issues in facilitating reading?
3. What educational management insights are drawn from the findings of the study?



Methods

Research Design

This study used a qualitative phenomenological approach, which focuses on the commonality of a lived experience within a particular group and aims to describe the nature of that phenomenon (Creswell, 2013). Data were gathered through in-depth interviews (IDI), conducted virtually via Google Meet using a researcher-made interview guide, supplemented by Google Forms for open-ended items.

Philosophical Assumptions

Following Creswell's (2005) four basic assumptions underlying qualitative research — ontology, epistemology, axiology, and rhetoric — the study's ontology centered on parents' perceptions of their children's reading habit as observed within the new learning system; its epistemology concerned how parents interpreted and communicated with their children around reading; its axiology concerned parents' evaluation of their own facilitator role amid new-normal learning modalities; and its rhetoric focused on the relatedness of parents' perceptions to their children's journey within new-normal education.

Research Participants

The study involved ten (10) parent participants from a private elementary school in Davao City, selected through purposive sampling. The appropriate number of participants in qualitative research is expected to provide thematic saturation (Henson, 2016). Inclusion criteria required that participants be parents of private elementary school learners in Davao City who had signed an informed consent form. Identities were obscured throughout, with each informant assigned a code (A–J) to serve as a pseudonym, consistent with the key-informant technique described by Tongco (2017).

Data Collection

The researcher personally conducted in-depth interviews and direct participant observation, recorded on two digital audio devices, held virtually and supplemented by Google Forms for open-ended questions, in accordance with Inter-Agency Task Force (IATF) health protocols. Interviews were transcribed and then translated by the researcher together with an English teacher. Consistent with Creswell (2007) and Gill, Stewart, Treasure, and Chadwick (2008), interviews were conducted in distraction-free settings at times convenient to participants, following an introductory script that explained the study's title, purpose, and the voluntary, confidential nature of participation (Bloor, Frankland, Thomas, & Robson, 2018).

Ethical Considerations

Signed informed consent was obtained from all participants, and endorsement was secured from the private school administrator in Davao City. Participants were never coerced or discriminated against, and confidentiality was maintained throughout by using pseudonyms (Lee & Hume-Pratuch, 2015); the information gathered was used solely for this study. The research conformed to the standards of the Research Ethics Committee of Rizal Memorial Colleges, Inc. (REC-RMC) and the ethical principles of the Declaration of Helsinki and its amendments, with provisions for psychological assistance should participants recall distressing experiences during the discussion.

Role of the Researcher

The researcher personally collected all data and conducted in-depth interviews with the ten participants, recording the sessions on two digital audio devices and adhering to IATF health protocols throughout.



Data Analysis

Data were analyzed through three steps — data reduction, data display, and conclusion drawing/verification — with coding, categorization, and organization carried out during data reduction, tabulated presentation of patterns during data display, and constant comparison used to develop and verify emerging patterns (Creswell, 2007). A thematic content analysis was used to interpret participant responses: transcripts were coded in detail, with the focus shifting between participants' key claims and the researcher's interpretation of their meaning. Significant statements were grouped into larger units of meaning, or themes, while the researcher bracketed assumptions to remain true to the phenomenon (Groenewald, 2004).

Framework of Analysis

The analytical framework drew on environmental triangulation, a technique developed by Margaret Schuler for the strategic analysis of an issue along three dimensions — content, structure, and culture — applied here through transcription, member checking, and triangulation to ensure the data were interpreted correctly (as cited in Mazuwelics, 2018).

Trustworthiness

In place of the validity and reliability criteria used in quantitative research, this study relied on the qualitative standard of trustworthiness, comprising dependability, transferability, credibility, and confirmability (Harts, 2016). Dependability was addressed by keeping the research design, data collection, and analysis process explicit and consistent; transferability, by providing sufficient contextual detail for readers to judge applicability to other settings; credibility, by prolonged engagement with participants up to the point of saturation; and confirmability, by acknowledging that complete researcher objectivity is unattainable and remaining reflective about that limitation throughout analysis.



Results and Discussion

Findings are organized around the study's three research questions. Responses of the ten parent participants are referenced using the anonymization codes assigned in the original transcripts (A–J, and, in a few cases, alternate labels such as P5–P10 that appear in the source material); Filipino/Bisaya statements are followed by the researcher's English translation in parentheses.

Experiences of Parents Facilitating the Learners' Reading Habit (RQ1)

Analysis of the interview data yielded four major themes describing parents' experiences in facilitating their children's reading habits: striving to balance parental employment demands and learners' needs, strenuous assistance to more than one child learning at home, lack of personal balance, and parental capability. Across these themes, participants consistently described competing demands on their limited time and energy, echoing the pattern that parents tend to first "survive and then thrive" (Clark et al., 2020), prioritizing their children's safety and basic needs — consistent with Maslow's (1943) hierarchy of needs — before they are able to attend fully to reading facilitation.

Striving to Balance Parental Employment Demands and Learner Needs

For the ten parent participants, the single most commonly reported struggle was balancing job-related tasks with supporting their children's schoolwork and serving as a reading facilitator during the pandemic school closures.

Malisdan ug nagduhaduha gyud ko kung makaya nako na magtudlo pa sa akong tulo ka anak sa ilahang pagbasa, lisod gyud kayo, kapoy na kayo gikan sa trabaho. (I felt it was difficult and I hesitated whether I could still teach my three children their reading, since it is really hard and I am already tired coming home from work.) (A)

Nalisdan gyud ko sa modular learning modality, pero nalipay pud ko atleast dili nagastos pamasahi sa akong mga anak, pero lisod gihapon kay nagtrabaho bya sab ko para sa ilahang adlaw-adlaw na panginahanglan. (I found the modular learning modality difficult, though I was glad we saved on fare — still, it remains hard because I also need to work for their daily needs.) (B)

Dili lalim ang pagka-parents, kay need namo manginabuhì gyud human magmonitor pa sa among anak sa ilahang learning. (Being a parent is not easy; we need to earn a living and also monitor our children's learning.) (C)

Naguol ko para sa learning sa akong duha ka anak, kay kung dili ko motrabaho wala me kaunon; unya akong trabaho bug-at ug kapoy, unsaon nako sila pagtudlo sa ilahang reading class. (I am saddened thinking of my two children's learning — if I don't work we have nothing to eat, yet my job is heavy and exhausting, so I struggle with how to teach them their reading class.) (D)

One participant, who had no spouse, described carrying the full weight of both provider and facilitator roles alone:

Sad to mention po, wala akong asawa, mao na need nako ma-sustain tanan need nila ug usab need nako panindigan tanan responsibilidad bilang ama't ina sa tatlo ko pong anak. (Sad to mention, I have no wife, so I need to provide for all their needs and also carry all the responsibilities as both father and mother to my three children.) (A)

As the analysis suggests, these narrations describe a genuine tension between the desire to be present as a facilitator and the practical demands of breadwinning — a tension participants navigated by carving out whatever attention and structure they could manage alongside paid work.

Strenuous Assisting of More Than One Child Learning at Home

A second theme centered on the particular strain of supporting multiple children at different learning levels simultaneously. "Try to help two kids at once with different subjects" was how one participant described the difficulty; others cited managing children with different skill levels, motivation, and ability to focus.

Naglisod gyud ko ug balance sa akong situation isip parents sa tulo ka anak na elementary ug senior high school, unya nagtrabaho pa ko kay dili man sab gud pwede dili ko motrabaho, wala me kaonon. (Finding balance has been my biggest struggle as a parent to three children, elementary and senior high school, while still needing to work — because if I don't work, we have nothing to eat.) (C)

This result indicates that parents were aware of the importance of dedicating time to their children's reading, and several noted that the quality of time devoted mattered more to them than the sheer quantity — a recurring tension between two simultaneous daily roles: primary reading facilitator, and provider of the family's basic needs.

Lack of Personal Balance

Five participants described having insufficient time to meet all their responsibilities — facilitating their children's reading while also maintaining any personal time for self-care. "Not a lot of 'me' time," as one participant put it.

Bilang isang magulang, hindi ko na nabibigyan ng oras na turuan ang aking anak dahil sa aking trabaho. (As a parent, I no longer have the time to educate my child because of my job.) (C)

Bilang isang magulang na nagtataguyod sa aming pamilya sa buong araw, ay wala na akong maibigay na oras para turuan ang aking anak. (As a parent who supports our family all day, I have no time left to teach my child.) (E)

Bilang isang magulang, nahihirapan akong bigyan ng oras na turuan ang aking anak dahil sa aking trabaho na gabi na ako nakakauwi at sila ay tulog na sa oras na iyon. (As a parent I find it difficult to give time to teach my child, because by the time I get home from work at night, they are already asleep.) (H)

Bilang isang magulang, kaunti lang ang naibibigay kong atensyon sa pagtuturo sa aking anak dahil mas nakatuon ako sa aming negosyo. (As a parent, I give very little attention to teaching my child because I am more focused on our business.) (J)

Against these accounts of scarcity, other parents described actively protecting time for teaching, even at the cost of their own rest:

Bilang isang magulang, responsibilidad ko na gabayan ang aking anak kaya't nagbibigay ako ng oras talaga para sa kanya kahit na nagtatrabaho na ako. (As a parent, it is my responsibility to guide my child, so I really make time for him even though I am already working.) (G)

Bilang isang magulang, nilalaan ko ang aking rest day sa pagtuturo sa aking anak ng sa gayon ay magabayan ko ito. (As a parent, I devote my rest day to teaching my child so that I can guide him.) (F)

Parent Capability

The fourth theme captured parents' sense of their capacity — or lack thereof — to serve as reading facilitators, particularly among those with limited formal education or English proficiency.

Bilang isang magulang na elementary lang ang natapos, ay medyo nahihirapan ako sa pagtuturo sa aking anak dahil kaunti lang ang aking alam. (As a parent who only finished elementary school, I have some difficulty teaching my child because I know so little.) (A)

Bilang isang magulang, nahihirapan akong magturo ng English books sa kanya dahil hindi ako masyadong magaling sa English. (As a parent, I find it difficult to teach English books to him because I am not very good at English.) (B)

Bilang isang magulang, hangad ko na maging bihasa ito sa pagbabasa ngunit hindi sapat ang aking kaalaman para turuan ito. (As a parent, I want my child to become proficient in reading, but I don't have enough knowledge to teach it.) (F)

Some participants, however, framed the same limitation as motivation rather than defeat — describing themselves as a "tutor teacher" parent who took pride in teaching their child despite the gap in their own preparation:

Bilang isang tutor teacher na magulang, masaya ako na natuturuan ko ang aking anak ng iba't ibang libro. (As a tutor-teacher parent, I am happy that I am teaching my child a variety of books.) (C)

Taken together, this cluster of themes is consistent with Erikson's account of parents as the foundational source of trust in a child's environment and with the broader literature linking parental involvement to more successful family environments and students. Parental monitoring communicates to the child that their studies are valued and, in turn, supports the student's own motivation to do their best.

Parents' Coping Mechanisms in Facilitating Reading (RQ2)

The second research question centered on how parents coped with the struggles, hardships, and challenges described above. Four themes emerged: maintaining a strict schedule, engaging in creative reading, keeping in reading, and organizing daily routine reading.

Maintaining a Strict Schedule

Parents concerned about the disruption to their children's routines described designing homemade timetables to provide structured activities and a normal sleep-wake cycle — an approach intended to reduce restlessness, increase productivity, and limit unstructured screen time.

Bilang isang magulang, nahihirapan ako na turuan sila ng pagbabasa dahil mas gusto nila ang maglaro ng mga laruang robot. (As a parent, I have a hard time teaching them to read because they prefer playing with toy robots.) (D)

Bilang isang magulang, gumagawa ako ng mga palarong may kinalaman sa pagbabasa ng sa gayon ay mag-enjoy sila. (As a parent, I create reading-related games so that they can enjoy the activity.) (E)

Consistent with Vygotsky's (1978) emphasis on social interaction in learning, several parents described weaving reading into shared, playful routines rather than treating it as an isolated task.

Engaging in Creative Reading

A second coping strategy involved actively cultivating enthusiasm for reading, regardless of the parent's own educational background:

Bilang isang magulang, sa tuwing tinuturuan ko siya, palagi kong ipinapaalala sa kanya na malaking bagay para sa isang tao na siya ay marunong magbasa. (As a parent, every time I teach him, I always remind him that being able to read is a big thing for a person.) (A)

Bilang isang magulang na elementarya lang ang natapos, sinisigurado ko na marunong itong magbasa. (As a parent who only finished elementary school, I make sure that he learns how to read.) (B)



Bilang isang magulang na walang natapos, sinasabi ko sa aking anak na magiging katulad siya sa akin kung hindi siya magpupursige sa pagbabasa. (As a parent who did not finish schooling, I tell my child he will end up like me if he does not persevere in reading.) (C)

Bilang isang magulang, tinutulungan ko ang aking anak sa pagbabasa ng sa gayon ay maramdaman niya na karamay ko siya sa lahat. (As a parent, I help my child with reading so that he feels I am with him in everything.) (D)

Bilang isang magulang, binibigyan ko siya ng award sa tuwing binabasahan niya ako ng iba't ibang kuwento, ng sa gayon ay maramdaman niya ang aking suporta. (As a parent, I give her an award every time she reads me different stories, so she can feel my support.) (G)

For some parents, however, the more sustainable strategy was outsourcing the teaching role itself to someone with greater confidence or skill, while still remaining present as a support:

Bilang isang magulang, masaya ako't tinuturuan ng guro ang aking anak habang ako'y nagtatrabaho. (As a parent, I am happy that the teacher teaches my child while I am at work.) (H)

Bilang isang magulang, sinisigurado ko na makapagtapos ng pag-aaral ang aking anak, kaya't kahit hindi kami mayaman ay pinapapasok ko ito sa paaralan ng sa gayon ay may matutunan ito sa kanyang guro. (As a parent, I make sure my child finishes school — even though we are not wealthy, I send him to school so he can learn from his teacher.) (J)

Keeping in Reading

A third coping strategy involved parents consciously protecting whatever windows of time they had — often no more than a single day off — to sustain their children's reading habit.

Bilang isang magulang, nabibigyan ko ng sapat na oras na turuan ang aking anak sa oras ng aking day off. (As a parent, I am given enough time to educate my child during my day off.) (P5)

Bilang isang magulang, isa sa kaligayahan ko ay maturuan ang aking anak, kaya't araw-araw kaming nagbabasa. (As a parent, one of my joys is teaching my child, so we read together every day.) (P6)

Bilang isang magulang, isa sa aming bonding time ay ang pagbabasa. (As a parent, reading is one of our bonding times.) (P7)

Bilang isang magulang, sinasabay ko ang pagtuturo at pagtatrabaho ng sa gayon ay matutukan ko ito parehong maayos. (As a parent, I combine teaching and working so that I can attend to both properly.) (P9)

One participant was candid that this consistency was not always possible:

Bilang isang magulang, may mga panahon na hindi ko siya nabibigyan ng atensyon dahil mas nakatutok ako sa mga problema naming mag-asawa. (As a parent, there are times I don't give him attention because I'm more focused on problems in my marriage.) (P10)

Organizing Daily Routine Reading

The fourth coping theme concerned structuring reading into a fixed daily routine, with some parents choosing to hire additional support rather than rely solely on their own capability:

Bilang isang magulang, hangad ko na may matutunan ang aking anak kaya't nag-hire ako ng isang tutor para siya ay turuan ng tama. (As a parent, I want my child to learn something, so I hired a tutor to teach him properly.) (C)



Bilang isang magulang, importante sa akin na may matutunan ang aking anak kaya't itinuturo ko sa kanya ang mga nilalaman ko. (As a parent, it is important to me that my child learns something, so I teach him what I know.) (D)

Bilang isang magulang, unang-una kong itinuturo sa aking anak ay ang mga basic learning. (As a parent, the first thing I teach my child is basic learning.) (E)

Bilang isang magulang, tinuturuan ko ang aking anak na intindihin ang kanyang mga takdang-aralin. (As a parent, I teach my child to understand her assignments.) (F)

Bilang isang magulang, mas mainam na bigyan natin ng atensyon ang ating anak sa mga bagay na kailangan nila ng gabay. (As a parent, it is better that we give our child attention on the things they need guidance with.) (J)

Across all four coping themes, the underlying pattern was one of active adaptation: parents drew on whatever combination of schedule, creativity, protected time, and routine was available to them, often improvising around — rather than resolving — the structural time pressure documented under RQ1.

Educational Insight Drawn from the Study (RQ3)

The third research question examined the educational management insight parents drew from their experience. Four themes emerged: tracking academic progress, valuing reading habits, motivation strategy, and parents-and-teachers collaboration.

Tracking Academic Progress

Several parents expressed uncertainty about whether their children were making adequate academic progress under modular or home-based learning, alongside concern for their children's social and emotional development given reduced peer interaction (Saeed, 2020).

I don't feel that they are getting enough or everything they should be. Not everything is at their level, so it is not challenging enough. They aren't getting enough in one day. I am worried about making a year's progress or any at all. (as stated in the original interview transcript) (A)

Akong mga anak are very active and are not getting enough physical activity. I also don't believe all the screen time is helping basic skills like writing and communication. (Both of my children are very active and are not getting enough physical activity; I also don't believe screen time is helping build basic skills like writing and communication.) (B)

Ang masasabi ko po na hindi po madali palang palitan ang social development na nakukuha sa peer interaction sa aktwal na klase, dahil iba ang environment ng mga learners sa physical classroom setup. (I can say it is not easy to replace the social development gained from peer interaction in an actual classroom, because the learning environment differs from a physical classroom setup.) (P.5-M)

One participant described a more personal fear about a previously high-achieving child falling behind:

Dili nako gusto makita akong pinakamatanda na anak na mas achiever sa una unya karun wala nay nakatunan, that I have nothing can do as of the moment facing new normal education system like learning at home. (I don't want to see my oldest child — who used to be a high achiever — now learning nothing, and I feel I cannot do anything about it while facing this new normal system of learning at home.) (C)

Valuing Reading Habits

This theme captured parents' emotional investment in reading itself as a value to instill, not merely a school requirement to satisfy.

Bilang isang magulang, mahalaga na matutunan ng aking anak ang pagbabasa. (As a parent, it is important that my child learns to read.) (A)

Bilang isang magulang, sinusupportahan ko ang aking anak sa kanyang hilig sa pagbabasa kaya't binibilhan ko siya ng iba't ibang aklat. (As a parent, I support my child's love of reading by buying him different books.) (B)

Bilang isang magulang, naging mahirap sa akin na gabayan ang aking anak sa pagbabasa dahil elementarya lang ang aking natapos at kaunti lang din ang alam ko sa pagbabasa, pero gusto ko na mahabituwan ang aking anak sa pagbasa. (As a parent, it has been difficult for me to guide my child in reading because I only finished elementary school and know little about reading myself, but I still want my child to develop reading as a habit.) (B10)

Motivation Strategy

Parents also described the messages and incentives they used to keep their children motivated to read, often connecting reading to future opportunity:

Bilang isang magulang, sinasabi ko sa aking anak na mahalaga na marunong kang magbasa ng sa gayon ay makakuha ka ng matinong trabaho. (As a parent, I tell my son that it is important to know how to read so he can get a good job.) (B)

Bilang isang magulang, importante na marunong kang magbasa dahil parte na ito sa ating buhay. (As a parent, it is important to know how to read because it is part of our life.) (C)

Bilang isang magulang, binibigay ko lahat ng kailangan niya para sa pagbabasa. (As a parent, I provide everything he needs for reading.) (I)

Consistent with the literature on motivation and learning style (Akaike & Asika, 2017), parents who framed reading as valuable in itself, rather than as an obligation, reported more willing engagement from their children.

Parents and Teachers Collaboration

The final theme captured parents' reliance on — and appreciation for — collaboration with teachers, particularly where their own capacity to facilitate reading was limited.

Bilang isang magulang, ikinagagalak ko na naging parang pangalawang ina ng aking anak ang kanyang guro, at siya ang nagtuturo sa kanya. (As a parent, I am glad that my child's teacher has become like a second mother to him, since it is she who teaches him.) (B)

Bilang isang magulang na walang oras dahil busy sa trabaho, ay masaya ako't may tutor ang aking anak ng sa gayon ay may gumagabay sa kanya. (As a parent who has no time because I am busy with work, I am happy that my child has a tutor so that someone can guide him.) (F)

Bilang isang magulang, nakikita ko ang aking anak na mas naging mahusay sa pagbabasa dahil nasa tabi niya ako na gumagabay habang nagtuturo ang kanyang guro. (As a parent, I see my child becoming better at reading because I am by his side guiding him while his teacher teaches.) (G)



As I analyzed these narratives, participants described a genuine partnership: even parents who could not personally teach reading well remained engaged as supportive presences alongside the teacher, suggesting that facilitation does not require parents to replace the teacher's role but to reinforce it.



Conclusion and Implications

The findings revealed that parents' central concern was the difficulty their children faced following the sudden closure of schools and the associated loss of learning momentum. For the first research question, parents' experiences facilitating reading were shaped by the competing demands of employment and childcare, the added strain of supporting more than one child, a felt lack of personal balance, and uncertainty about their own capability as facilitators. For the second research question, parents responded to these pressures through a mix of strict scheduling, creative and game-based reading activities, protecting whatever time was available, and building reading into a daily routine. For the third research question, the educational management insight parents drew from the experience centered on tracking their children's academic progress, valuing reading as a habit in its own right, sustaining motivation through encouragement and incentives, and relying on collaboration with teachers to compensate for gaps in their own capacity.

Taken together, these findings depict the journey of parents as reading facilitators as one shaped less by a single decisive strategy than by continuous, situational adaptation — parents drawing on whatever combination of time, creativity, and outside support was available to sustain their children's reading development under new-normal learning conditions.

Implications

Principal. The results may offer school administration reliable grounds for strengthening supervisory and support services directed at parents in their facilitator role.

Rizal Memorial Colleges, Inc. The findings can serve as a basis for enhancing institutional approaches to new-normal learning modalities and for developing programs that build parents' capability as reading facilitators.

Teachers. The findings highlight both the strengths and the constraints parents bring to facilitating reading at home, pointing to opportunities for teachers to offer more targeted guidance, communication, and shared decision-making with parents — particularly for families managing multiple children or limited personal capability.

Parents. The study may help parents recognize their own coping strategies as legitimate and effective, and may motivate continued effort even where formal educational background is limited, including parents in remote areas with limited connectivity who rely on alternative options such as modular learning.

Learners. The findings serve as a reminder that a parent's role now extends beyond provision of basic needs to include communicating knowledge clearly, explaining and facilitating solutions, and sustaining a calm, supportive environment for study.

Future Researchers. This study may serve as a reference for future research extending this line of inquiry — for example, to larger or more varied samples, to public-school populations, or to a comparative design across income levels or family structures, given that the present findings are drawn from a purposive sample of ten parents at a single private school and are not intended to generalize beyond that context.



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