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Parental Involvement in the Reading Performance Among First Grade Learners: A Narrative Study

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ABSTRACT

This narrative inquiry explored parental involvement in the reading performance of first-grade learners in Sinacaban District, Misamis Occidental, during School Year 2025–2026. Parents, primary guardians, and Grade 1 teachers participated in narrative interviews and focus group discussions concerning home-school reading support. Data were analyzed through thematic narrative analysis and Braun and Clarke's thematic procedure. Findings showed that collaboration was characterized by structured home-school reading programs, parent capacity building, consistent communication and feedback, teacher-led intervention, and active parental involvement. Barriers included time and socio-economic constraints, parental literacy and instructional limitations, learner-related behavioral challenges, resource and environmental constraints, and contextual barriers. Active involvement was associated in participants' narratives with improved reading competence, positive learner attitudes, stronger home-school partnerships, consistent home-based support, and expanded collaborative opportunities. The study highlights the importance of instructional alignment, parent-friendly literacy training, contextualized resources, relational trust, and community support in sustaining beginning reading instruction.

Keywords: home-school reading instructions, Marungko Approach, narrative inquiry, parental involvement, reading performance

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Introduction

A child’s early reading development is shaped by an ecosystem connecting the learner, the home, and the school. For first-grade learners, parental involvement extends classroom instruction through shared reading, phonics practice, encouragement, monitoring, and communication with teachers. When home and school use consistent approaches, learners encounter a clearer instructional pathway from phonemic awareness and decoding toward fluency and comprehension. Philippine evidence also emphasizes that parental participation in reading can strengthen early literacy experiences (Caban et al., 2024).

The home literacy environment is especially important because young learners need repeated exposure to language, print, and meaningful interaction. Shared reading, responsive parent-child talk, access to reading materials, and structured routines can support literacy development, while family risk factors, limited resources, and inconsistent opportunities may constrain it (Esmaeeli, 2024; Nan & Tian, 2025). In bilingual and multilingual settings, the quality of the home literacy environment likewise contributes to early literacy and vocabulary development (Kim & Yim, 2024).

In the Philippine context, school-home collaboration is reinforced by Department of Education policies on Parent-Teacher Associations. DepEd Order No. 013, s. 2022 positions the PTA as a mechanism for strengthening relationships between schools and families. In Sinacaban District, this partnership is particularly relevant because parents may simultaneously serve as livelihood providers and home-based literacy assistants. Time poverty, financial limitations, geographic isolation, parental confidence, and differences between school and home authority can affect how consistently parents reinforce reading instruction.

The thesis reported district literacy assessment concerns and described the Marungko Approach as a key beginning-reading strategy reinforced through home reading. The study was anchored in Vygotsky’s Social Development Theory and Bandura’s Social Learning Theory, emphasizing scaffolding, modeling, social interaction, and reinforcement. Within this perspective, parents and teachers function as important social partners who can guide learners within supportive literacy environments.

This study therefore explored parental involvement in the reading performance of first-grade learners in Sinacaban District during School Year 2025–2026. It examined what characterizes parent-teacher collaboration, the internal and external challenges that hinder parental support, and the tangible improvements and collaborative opportunities that arise from active involvement. The findings are intended to inform localized literacy interventions, parent capacity building, teacher support, and school-community partnership mechanisms.

Methods

The study used a qualitative narrative inquiry design in Sinacaban District, Division of Misamis Occidental, during School Year 2025–2026. Participants included parents or primary guardians of Grade 1 learners and Grade 1 teachers selected through criterion-based purposive sampling; the thesis specifies criteria related to current Grade 1 enrollment, parental educational attainment, and teacher experience. Data were gathered using researcher-developed semi-structured interview guides and focus group discussion protocols that underwent expert validation and pilot testing. Interviews were conducted at agreed private locations, audio-recorded with consent, transcribed, and organized for analysis. Braun and Clarke’s six-phase thematic analysis procedure was used for familiarization, coding, theme generation, theme review, naming, and reporting, while the narrative approach preserved participants’ accounts and contextual meanings. Focus group discussions and participant groups were used for triangulation. Ethical safeguards included informed consent, voluntary participation, the right to withdraw, confidentiality, coded identities, secure data storage, and compliance with Republic Act No. 10173 or the Data Privacy Act of 2012.

Results and Discussions

Parent–Teacher Collaboration in Developing Reading Competence

Table 1. Codes and Themes: Parent–Teacher Collaboration in Developing Reading Competence

Codes	Themes
Major Theme: Lived Experiences of Home-School Synergy	Major Theme: Lived Experiences of Home-School Synergy
Use of Home Reading Logs and Marungko	Structured Home–School Reading Programs

Approach	
Take-Home Reading Materials and Booklets	
Reading Story Programs and Decodables	
Guided Home-Based Reading Activities	
Orientation through PTA Meetings and Demonstrations	Parent Capacity Building and Training
Teaching Letter Sounds and Phonics to Parents	
Video Tutorials and Instructional Guides	
Demonstration of Reading Techniques (e.g., echo reading)	
Regular Communication via Group Chats and Meetings	Consistent Communication and Feedback Mechanisms
Weekly Progress Updates	
Home Visitations	
Daily or Frequent Feedback	
Teacher Monitoring and Reinforcement of Skills	Teacher-Led Support and Intervention
Weekly Monitoring of Progress	
Remedial Reading Sessions	
Alignment of Home and Classroom Instruction	
Parents Assisting in Reading Practice at Home	Active Parental Involvement in Reading Development
Setting Reading Schedules (e.g., after dinner)	
Guided Reading and Immediate Correction	
Use of Additional Materials (books, apps, flashcards)	

Theme 1. Structured Home–School Reading Programs.

This statement shows the value of having a common instructional base. With the same booklet, school to home transition is made easier for the Grade 1 learner. The phrase exactly what the parents follow suggests that the parent is an instrument of the teacher so that the child encounters no contradictions.

In the Sinacaban District, structured home–school reading programs is forming the most important connection in the lived experiences of teachers and parents. With the harmonization of teaching resources, the same phoneme emphasis, and the establishment of equivalent home reading practices, the home becomes a natural extension of the classroom. This practice alleviates the cognitive dissonance of Grade 1 learners in divergent pedagogy, clearing the way to ease the acquisition of literacy and learning self-efficacy.

These results suggest that achieving the desired outcome in literacy for the early grades, the educational experience has to be a single, unified route for the school and the family. This means the widespread implementation of the Marungko Approach in the family sphere, teacher training of parents on the importance of phoneme accuracy, the use of Messenger for real-time teaching, and the alignment of home and school reading targets. The sustained reading progress of the child and the establishment of a sustainable partnership for quality education in the rural community will depend on the enhanced integrative practices.

Theme 2. Parent Capacity Building and Training.

This shows mentorship before independent practice. The statement I have to show them indicates that just giving them a booklet won't do. The teacher minimizes the chances of the parent instilling wrong phonetic habits by requiring the parent to show her understanding of letter sounds before she is allowed to leave the school.

The documented experiences of teachers and parents in the Sinacaban District illustrate the importance of parent capacity building and training in these collaborative relationships. Difficulties that arise when trying to bridge the divide between teaching in the classroom and supervising at home required a lot of patience in terms of demonstration. Ranging from continuous digital coaching to the rewiring of ingrained habits in the teaching profession, the coaching resulted in renewed confidence within the parents, a reinforced sense of community

leadership for the teachers, and an upgraded quality offering of the reading interventions. Stepping into the role, Active pedagogical guidance and instructional modeling are the bare minimums required to ensure that the Marungko Approach is executed beyond the classroom.

The findings also show that success for the Grade 1 learners is not only dependent on the teaching strategies employed at school but also on the intentional and systematic transferring of teaching competencies to be utilized at home. This calls for the formulation of strategies that will provide the necessary institutional framework to support parent-teacher training, the modeling of teaching strategies via easily accessible digital means, and most importantly the shifting of the focus from viewing parents as mere facilitators of the schoolwork to viewing them as active instructional partners needing professional support or mentorship. Strengthening these systems will provide the immediate literacy outcomes for the child coupled with the sustainability of the elaborate and resilient community that is self-empowered to participate in the educational process.

Theme 3. Consistent Communication and Feedback Mechanisms.

The primary use of digital bridging is to offer parents of learners a visual and auditory 'blueprint' of how to teach phonics. The teachers explained that the use of digital files sent via mobile applications guarantees that the Marungko Approach is done correctly at home. One participant recounts:

Consistent communication and feedback mechanisms stands out as both a need and a challenge in the collaborative reading initiatives in the Sinacaban district. Mobile instructional platforms and asynchronous messaging are essential to keeping instructional flow. However, they also demand constant and customizable technical availability from both teachers and parents. When digitalizing the Marungko Approach, teachers are expected to be creators, disseminators, explainer, and stream content. Poor and unstable connection can make that very demanding without institutional scaffolding. Explaining the phonetic modeling via the screen increases demand for teacher's techno-pedagogical and parents' technology lesson facilitation.

The results indicate a demand for more sophisticated digital support systems with more features than just messaging. Schools should focus on the creation of digital reading banks that can be accessed offline, parent training on basic ICT for education, and clearer digital office hour's guidelines to address teachers' time constraints. Furthermore, giving teachers instructional tablets that are already loaded with educational content or subsidized data for educational apps could support the expectations of this virtual partnership. Unless these systemic supports are in place, digital bridges will be unable to provide the interactions that are essential for Grade 1 learners to develop their emergent literacy skills.

Theme 4. Teacher-Led Support and Intervention.

One of the outstanding features of this system is the use of video recordings to facilitate real-time instructional adjustments. Within the mechanism, teachers mentioned that the ability to see and hear the child on the recording will enable them to act before the child develops a habit of error. A participant opined:

The continuous feedback mechanism is gaining a foothold in the Sinacaban District educational system. Findings show that school reporting is no longer a one way, passive activity, but has become an active two way reporting system with parents collecting and reporting student data in real time and in digital and hard copy formats. This instruction system reaffirms the need for a continuous feedback loop with teachers adjusting instructional techniques based on the feedback provided by parents to maintain the sanctity of the Marungko Approach. Feedback that is immediate and consistent has been shown to lower parental concerns about the progression of student reading and increasing the reading mistakes that the student has, thus creating a more effective learning environment for the student

The reports suggest that if literacy programs in rural areas are to be effective, schools must not wait for scheduled parent teacher meetings to implement change. Rather, more active systems of accountability need to be developed. This should include mobile feedback systems, student data reporting systems, parent access to teacher coaching systems, and feedback from home to the teacher systems. These systems are essential for accurate assessment of student learning, keeping parents motivated, and extending the classroom environment to the home.

Theme 5. Active Parental Involvement in Reading Development.

One of the most significant aspects of this theme is the parents' acceptance of their role as the child's primary teacher at home. This shift indicates that they no longer view education as a task exclusive to the school. One participant shared:

There is no doubt that the main motivator of the Marungko approach is the group of committed parents. This motivation is not spontaneous. Parents' motivation is fostered by an environment that views them as equal partners in the teaching-learning process. To sustain this, schools need to provide systemic support by training parents to create instructional materials that are designed to be used at home, and by providing formal recognition of parental contribution through community awards. When the separation of the classroom and the home is not visible, parents and teachers share the responsibility, and the need for self-regulation extends to the parents too. The more the parents feel empowered to take up the role of a co-teacher, the more the student flourishes, and this reinforces the cycle of success, the longer it is sustained.

The results suggest that the child's reading development is an outcome of the instructional front that the adults in the child's life have created. Therefore, schools need to develop involvement strategies that are more than just administrative duties, but are aimed more at developing the 'how-to' skills. When parents are made to carry the same burden as the teachers regarding the reading results, the educational system operates in a self-sustaining mode. For every Grade 1 learner in the Sinacaban district, the goal of moving him/her from a frustration reader to an assured, competent reader is achievable with this purposeful goal and effort.

Challenges Hindering Parents from Supporting Reading Development

Table 2. Codes and Themes: Challenges Hindering Parents from Supporting Reading Development

Codes	Themes
Major Theme: Lived Experiences of Barriers to Involvement	Major Theme: Lived Experiences of Barriers to Involvement
Busy Work Schedules and Household Responsibilities	Time and Socio-Economic Constraints
Prioritization of Livelihood over Academic Support	
Limited Time for Reading Practice	
Fatigue and Lack of Energy	
Lack of Confidence in Teaching Reading	Parental Literacy and Instructional Limitations
Difficulty Understanding Lessons	
Unfamiliarity with Teaching Techniques	
Anxiety in Assisting Children	
Child's Lack of Focus and Motivation	Learner-Related Behavioral Challenges
Resistance to Reading Practice	
Short Attention Span	
Preference for Play or Gadgets	
Lack of Reading Materials at Home	Resource and Environmental Constraints
Limited Access to Books and Learning Materials	
Financial Limitations	
Insufficient Learning Resources	
Noisy or Distracting Home Environment	Environmental and Contextual Barriers
Lack of Quiet Study Space	
Household Distractions	
Community Noise and Interruptions	

Theme 1. Time and Socio-Economic Constraints.

There is learning that is disrupted due to the sheer physical fatigue. The annotation *kapoy na kaayo ang lawas* literally translates to the body is too tired." In subsistence economies, the biological necessity of resting after farm work takes precedence over educational obligations, and in the case of the Marungko Approach, it is hardest to sustain the required periodicity.

Across families living in the Sinacaban district, time and socio-economic constraints as a consequence of a family's lived experience are evident. Parents have to deal with the physical strain of doing manual work, the unpredictability of receiving pay and the agonizing dilemma of surviving financially vs. supporting a child's education. Such parents are contractually obligated to provide educational support to children in the home, but the varying levels of econo-socio challenges further complicate the scenario and provide the impetus to hold the child back from fully participating in educational support activities. Home-reading pedagogies, are among the activities that children will be confined to.

Given the scenario, it will be a challenge to create educational services for the community. Nonetheless, the educational needs of children will have to be considered. An educational gap in the community will have to be managed, as will the parents' capacity to participate in community educational services. It is imperative that as the community services develop, educational services are integrated into the community services available to the community. Support for schools and the provision of educational services integrated into community services will be the basis for developing education pathways in rural areas. Educational service will be available as the community activities are integrated. Educational services will be integrated with economic community services. This triad will be expanded layer by layer. This will be stratified.

Theme 2. Parental Literacy and Instructional Limitations.

The primary cause of parental instructional insecurity stems from the inadequate schooling of the parents and absence of training in instruction. Parents repeatedly narrated their own literacy issues and how the Marungko Approach and their unfamiliarity with it, posed constraints on their ability to assist, and this, in turn, created anxiety, prompted hesitancy, and created an over-reliance on teachers.

Empirical evidence shows that Districts as Sinacaban have experienced family educational parental literacy and instructional limitations phenomenon where parents out of necessity due to their uneducated background, rely heavily on teacher-directed teaching, peer teaching, and school administrator consultations. Teaching leads to the development of an innovative and supporting community, however, the phenomenon of co-educator gaps with the Marungko Approach is evidenced.

The phenomenon of developing the parental literacy and instructional limitations of rural families in the construction of the basic elements of educational pedagogy, that is, educational structure of rural families, and the pedagogy of the rural families. Providing parents with the educational pedagogy that unshackles the families of rural communities from their dependency on peer teaching and developing an educational pedagogy of rural families in the construction of the basic elements of the educational pedagogy. Teaching parents to teach is no longer the practice of teaching parents to teach in isolation. Providing parents with the educational pedagogy of the rural community.

Theme 3. Learner-Related Behavioral Challenges.

Boundary-related constraints stem from children's perception of the home as a place for play, not for study. Parents noted how learner tend to push back against instruction because they don't see their parents as authoritative figures in the educational context.

In the lived experiences of families in the Sinacaban district, the greatest structural gap is the learner-related behavioral challenges. The child's disinclination to see the parent as a bona fide teacher, the difficulty in shifting from a playful to a studious demeanor, and the pervasive need for a teacher to step in and 'author' the home instruction, burdens the parent more. These issues point to the pervasive gap in the instance of the Marungko Approach being 'psychologically' effective, in that the child is psychologically opposed to home academic authority.

The results suggest that in order to address the gap, schools need to start authority-transfer techniques. This means that during class, teachers who have control of the children's classes must instruct them that their parents are to be considered home teachers and must be followed, as well as giving parents teacher objects, like stamps or stickers, to create a formal teacher persona. Without addressing this learner-related behavioral challenges, it is virtually impossible to expect that the home will be a place of learning, as the child will not see a need to comply with their parent in the same way that they would with their teacher.

Theme 4. Resource and Environmental Constraints.

This statement suggests that any budgeting for teaching materials is extreme. The use of the phrase nanigkamut jud (really striving/saving) suggests that even minor school related expenses are paid with considerable financial sacrifice as the money may otherwise be allocated to more important items needed in the household.

In the case of families in the Sinacaban district, a resource and environmental constraints is resource and financial scarcity. Given the unreliability of rural income and the need to purchase educational materials, parents have to take measures such as extreme budgeting, resourceful material construction, and prioritizing educational needs over other household needs. These measures, although reflecting resilience are also a constant reminder of the inequitable distribution of educational materials.

In order to achieve truly inclusive home-school partnerships, the school must practice structurally resource-neutral strategies. These include the provision of free, easy-to-destroy Marungko kits to all families, workshops for parents on the use of local and recycled materials for teaching, and the creation of fully funded spaces in remediation classes. For children to be able to exercise their right to be a good reader, the issue of financial scarcity must be resolved.

Theme 5. Environmental and Contextual Barriers.

Parents highlighted finding places for instruction that are quiet and dedicated, and most homes are multi-purpose. Because of their limited housing space and household noise, parents have to negotiate temporary learning space areas with other family members.

Most notably in the Sinacaban district, families' lived experiences encounter a most significant structural barrier in environmental learning hurdles. Because of the absence of quiet study areas, poor illumination, and the numerous distractions at home, parents are forced to develop adaptive methods, such as conducting lessons outside, repositioning family members, and exerting strict control over the ambient physical surroundings. While these methods show admirable spirit, they reflect so-called spatial poverty and these home-based literacy programs are far easier to undertake for urban-based families than for the rural-based ones.

These findings suggest that in order for the Marungko Approach to be successful, the school must be able to offer ecologically attuned assistance. Primary among these is the provision of portable, high-visibility reading lights, large print instructional materials that are designed for low light environments, and training for parents on basic classroom-zoning techniques in small homes. It is imperative that these physical barriers are removed so that no other walls other than those that form the home can restrict the progress of a child's learning.

Improvements and Collaborative Opportunities from Active Parental Involvement

Table 3. Codes and Themes: Improvements and Collaborative Opportunities from Active Parental Involvement

Codes	Themes
Major Theme: Lived Experiences of Growth and Future Potential	Major Theme: Lived Experiences of Growth and Future Potential
Improved Reading Fluency and Accuracy	Enhanced Reading Competence and Academic Performance
Better Comprehension Skills	
Faster Vocabulary Development	
Increased Reading Confidence	
Increased Learner Motivation and Engagement	Positive Learner Attitudes and Behavior
Enjoyment of Reading Activities	
Active Participation in Reading Tasks	
Confidence in Oral Reading	
Stronger Parent–Teacher Communication	Strengthened Home–School Partnership
Regular Feedback and Monitoring	
Alignment of Teaching Strategies	
Shared Responsibility for Learning	
Strengthening the village approach to education	

Daily Reading Practice at Home	Consistent Home-Based Learning Support
Reinforcement of School Lessons	
Development of Reading Habits	
Regular Practice and Repetition	
Opportunities for Parent Training and Workshops	Expanded Collaborative Learning Opportunities
Community Reading Programs and Support	
Access to More Learning Materials	
Joint Teacher–Parent Initiatives	

Theme 1. Enhanced Reading Competence and Academic Performance.

The parents expressed that the focused individual teaching at home greatly increases the speed at which a child learns to master phonetic sounds. Partnering with the teacher creates an ongoing cycle of learning so the child does not forget the material overnight.

Within the Sinacaban district families, enhanced reading competence and academic performance stands out as the most notable impact. The combination of classroom instruction and Marungko drills conducted at home creates a unique academic momentum that significantly reduces the learning obstacles for Grade 1 pupils. The effort to go beyond the learning barriers, coupled with the support of teachers and parents, fosters a literacy leap that not only enhances reading proficiency but also amplifies the child's self-esteem, effectively closing the achievement gap in rural areas.

The evidence suggests that for this achievement to be lasting, the school needs to keep the engagement fast-track learners, as well as their parents, by offering new Marungko modules that are more challenging as soon as a level is mastered, and collecting and sharing these success stories with other families. This acceleration loop is vital if the district aims for all learners to achieve functional literacy by the end of the school year.

Theme 2. Positive Learner Attitudes and Behavior.

Parents and teachers described the development of self-confidence and a can-do attitude as a natural consequence of progress in reading. The emotional journey from the frustration of struggling to identify letters to the satisfaction of being able to blend sounds successfully, transforms and empowers a learner.

The positive learner attitudes and behavior is a crucial outcome from the experiences of families from the Sinacaban District. Mastering the Marungko Approach inspires Grade 1 learners to become confident reading missionaries at their own homes. These results demonstrate the emotional resilience literacy aids and the self-belief children from rural areas need to combat the wider socioeconomic challenges.

The school must implement means to celebrate psychological milestones the same way they do for academic achievements to maintain this empowerment. This can be done through reading recognition events that celebrate progress and effort or by encouraging parents to give verbal rewards that strengthen the child's success as a reader. It is important to strengthen the learner's psyche to ensure their academic undertaking is motivated by a sustained growth mindset.

Theme 3. Strengthened Home–School Partnership.

It was noted by parents and teachers the need to communicate and show respect with each other to manage the instructional gap and the pressure brought about by the Marungko Approach.

The lived experiences of parents and teachers in the Sinacaban district highlight the value of strengthened home–school partnership. The Marungko Approach's consistency and success receive the greatest ease and relief from participants' emotional and logistical burdens when there is mutual respect, open and two-way communication, and a strong sense of Bayanihan. The collaborative partnership is supported by strong human bonds in the face of the poverty and isolation obstacles to the implementation of home-based reading.

The social capital carried in strong human relationships is identified as a critical component in the success of literacy programs in last-mile schools, in addition to printed instructional materials. Further development of the

relationship-building mechanisms, especially routine kumustahan meetings, community-based home-visits, and community literacy celebration, is vital. The relational trust and solidarity allow a distinct joint instructional space to be set at the parents' and teachers' instructional and the students' reading development continuum.

Theme 4. Consistent Home-Based Learning Support.

Stakeholders, such as parents and teachers, trained to make the Marungko Approach applicable and relevant to Grade 1 learners, make use of improvised and contextualized materials. Given the lack of access to advanced technology and structured instructional materials, stakeholders use materials available in the local community and the environment.

Consistent home-based learning support is a critical survival approach in the implementation of the Marungko Approach. Resource literacy programs benefit from the home conversion classroom, traditional teaching, and local material adaptations. This shows the Marungko Approach used in last mile communities is effective through parents and teachers using their everyday items for inventive and useful learning resources, and without the need for modern teaching aids.

This explains the need for the school to support this innovation by creating guides for parents to identify and teach using specific Marungko levels with rural resources. These resources would enable the school to acknowledge and collect rural improvisations to build instructional strategy resources for other households. Rural improvisation is an important approach to ensuring literacy teaching is relevant and effective for Grade 1 learners in the district.

Theme 5. Expanded Collaborative Learning Opportunities.

The parents and teachers noted that for literacy programs to be sustained long term, the local government and community leaders' sponsorship is critical. Because the systemic impact of poverty and isolation makes a school-home partnership in this instance quite unfeasible, street-level stakeholders are compelled to look for wider institutional collaboration.

The internal and external challenges hindering parents from effectively supporting their child's reading development showcased five emerging themes, which include: (1) time and socio-economic constraints; (2) parental literacy and instructional limitations; (3) learner-related behavioral challenges; (4) resource and environmental constraints; and (5) environmental and contextual barriers. Socio-economic constraints show that many parents struggle to balance manual labor or seasonal farming with the time-intensive demands of phonetic drilling. Moreover, instructional limitations and environmental barriers, such as noise and inadequate study spaces, place a significant professional burden on parents who may lack the academic self-confidence to teach correctly. These challenges are often compounded by learner-related resistance, where the shift from a formal classroom to an informal home environment disrupts the child's academic discipline and willingness to comply with parental instruction.

The tangible improvements and collaborative opportunities arising from active parental involvement revealed emergent themes such as: (1) enhanced reading competence and academic performance; (2) positive learner attitudes and behavior; (3) strengthened home-school partnership; (4) consistent home-based learning support; and (5) expanded collaborative learning opportunities. Enhanced competence suggests that a double-dose of instruction at school and at home acts as a catalytic accelerator for phonetic mastery. Beyond academics, the study highlighted a psychological shift in learners who moved from frustration to learner agency, displaying increased pride and emotional resilience. Finally, through strengthened partnerships and expanded collaborative opportunities with local government units, the Sinacaban District ensures that early literacy is supported by a stable human infrastructure, effectively substituting limited school facilities with a robust community-based support system.

Conclusions

The study concluded that when parents and Grade 1 teachers using the Marungko Approach for beginning readers, face a unique set of emotional, instructional, and situational challenges. Participants face challenges like the home-school authority dilemma, lack of time, resources and funds, remote last-mile households, and, nevertheless, show remarkable perseverance and commitment, driven largely by the fulfillment gained from the

significant leaps in literacy of the learners. As a result, they utilize a great deal of adaptability and learner-centered approaches, such as customized phonetic drill and a great deal of contextualized resource innovation through non-commercially available resources, as well as a combination of traditional non-information and communication technology (ICT) teaching approaches. In addition, they address the Grade 1 learners' psychological needs as well as their confidence and motivation. However, it ought to be noted that the support systems determine the success of the approaches. Within systems of built empathy, relational trust, access to user-friendly teaching guides, and expanded partnerships with the local government and community leaders, simple systems are desired to better facilitate the instructions of the virtual schools and facilitate effective partnerships between the community and schools. Collaboration between parents, teachers, schools, and community stakeholders, along with the systemic implementation of the Home School Support literacy initiative, is needed to support the implementation of the Marungko Approach.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are hereby offered: Grade 1 Learners are encouraged to actively engage in the Marungko phonetic drills both at home and in school. They should take initiative in practicing their letter sounds regularly, participate enthusiastically in oral reading activities, and stay motivated, as their consistent participation is key to mastering foundational literacy skills. Parents are advised to support their child's reading development by establishing daily Marungko time routines, providing a quiet space for learning despite environmental challenges, and maintaining open communication with teachers. Their active role as home-instructors is vital to reinforcing the phonetic skills learned in school. Grade 1 Teachers are recommended to continue using contextualized and flexible instructional strategies tailored to the unique home environments of their students. They should also participate in professional development focused on the Marungko Approach, collaborate with parents to bridge the authority gap, and utilize locally available materials to enhance the relevance of their reading lessons. School Heads should allocate sufficient time for monitoring home-based reading progress, provide teachers and parents with access to simplified Marungko modules, and offer continuous orientation for families. Strengthening the home-school link through a collaborative culture will help sustain effective literacy practices in remote areas. Community Stakeholders, including Barangay Officials and local leaders, should prioritize investment in Purok-based literacy initiatives. This may include the establishment of community reading centers, the provision of basic school supplies for indigent families, and logistical support for teachers traveling to last-mile households. School Administrators should institutionalize the home-school Marungko partnership in their School Improvement Plans (SIPs). They should ensure the strategic allocation of resources for localized instructional materials and establish a system for monitoring the long-term literacy achievement of learners in geographically isolated areas. Curriculum Developers should design more parent-friendly instructional modules and simplified literacy tools that accommodate varying levels of parental literacy. They should prioritize the creation of localized, adaptable materials that bridge the gap between classroom teaching and home-based reinforcement, ensuring that learning remains effective even in resource-constrained environments. Policymakers are encouraged to develop or strengthen education policies that specifically support last-mile schools through inclusive literacy frameworks. Evidence-based reforms should include funding for contextualized learning resources and mechanisms that recognize and support the dual role of parents as educators. Future Researchers are recommended to explore the long-term impact of the Marungko Approach on reading comprehension in higher grade levels, examine the effectiveness of audio-recorded Marungko lessons for parents with low literacy, and develop scalable frameworks for home-school partnerships in other rural educational settings.

Conflict of Interests

The author declares that they have no conflicts of interest

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