

Parent Collaboration: A Strategy to Enhance Academic Performance of Grade 1 Learners

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Abstract

This study examined the role of parental collaboration in enhancing the academic performance of Grade 1 learners at Anacleto Villanueva Elementary School during the second grading period of School Year 2025–2026. Specifically, it investigated learners' academic performance in oral recitation, performance tasks, and written outputs, the forms of parental collaboration practiced by parents in supervising homework, communicating with teachers, and participating in school or classroom-related activities, the challenges encountered in fostering effective collaboration, and the influence of parental involvement on learner performance. The study employed a descriptive quantitative research design with 27 parents selected through purposive sampling. Data were collected using a researcher-made survey questionnaire and analyzed using weighted mean, composite mean, and ranking.

Findings revealed that parents actively supported their Grade 1 children through homework supervision, communication with teachers, and participation in school activities, with homework supervision being the most consistent. Learners demonstrated satisfactory performance in oral recitation, performance tasks, and written outputs, showing competence in expressing ideas, applying concepts, and producing organized work, though some areas, particularly written tasks and complex activities, still required additional guidance. Challenges in parental collaboration included limited time, insufficient resources, communication barriers, and conflicting schedules, which occasionally hindered consistent home–school engagement.

Based on these findings, the “Home-School Harmony” program was proposed, incorporating strategies such as Family Learning Journals, Mini Teacher Activity Days, Learning Games, Digital Showcases, Parent Support Circles, Themed Learning Weeks, and Book Clubs, aimed at strengthening parental involvement, enhancing learner engagement, and improving academic outcomes in key Grade 1 learning areas.

Keywords: *Parental collaboration, academic performance, Grade 1 learners, home–school partnership, learner engagement*



Introduction

Early childhood education plays a crucial role in shaping a learner's academic foundation, particularly in Key Stage 1, where essential skills in literacy, numeracy, and communication are developed. While teachers provide structured instruction in school, learning reinforcement largely occurs at home, making parental collaboration a significant factor in academic success.

Globally, studies highlight that active parental involvement improves learners' academic performance, motivation, and behavior. In the Philippine context, the Department of Education promotes parent-teacher collaboration; however, many schools still experience limited parental engagement due to time constraints, lack of resources, and insufficient knowledge of effective learning strategies.

At Anacleto Villanueva Elementary School, several Grade 1 learners show difficulties in reading, writing, and task completion, often linked to limited home support. Although parents express willingness to help, many lack guidance on how to effectively assist their children.

This study aimed to examine the role of parental collaboration in improving the academic performance of Grade 1 learners.

Specifically, it aimed to answer the following questions:

1. What is the level of extent of parental collaboration as a strategy to enhance academic performance of Grade I Learners in terms of:
 - 1.1. Supervision of homework and home-based learning activities;
 - 1.2. Communication and coordination with teachers regarding learner progress; and
 - 1.3. Participation in school or classroom-related activities?
2. What is the academic performance of Grade 1 learners when parental collaboration is practiced, as reflected in the following areas:
 - 2.1. Oral Recitation;
 - 2.2. Performance Tasks; and
 - 2.3. Written Outputs?
3. What challenges do parents encounter in fostering effective parental collaboration both at home and at school?
4. Based on the findings, what enhancement program can be proposed to strengthen parental collaboration to enhance the academic performance of Grade 1 learners?



Methodology

Research Design

This study employed a descriptive quantitative research design to examine the relationship between parental collaboration and academic performance.

Participants

The participants of this study consisted of 27 parents of Grade 1 learners at Anacleto Villanueva Elementary School during the School Year 2025–2026, selected through purposive sampling. These participants were chosen based on their direct involvement in supporting their children's academic activities.

Research Instrument

A **researcher-made questionnaire** served as the primary data-gathering instrument. It was divided into three parts:

- Parental collaboration practices
- Academic performance of learners
- Challenges encountered by parents

The instrument underwent validation by experts to ensure reliability and clarity.

Data Collection Procedure

Data were collected through both printed and digital questionnaires. Ethical considerations such as confidentiality and voluntary participation were strictly observed in accordance with the Data Privacy Act of 2012.

Data Analysis

For data analysis, the study used:

- **Weighted mean** to measure the extent of responses
- **Frequency** to determine common practices
- **Ranking** to identify key strengths and challenges
- **Composite mean** for overall interpretation



Results

Section 1: Distinct Features of Parental Collaboration as a Strategy to Enhance Academic Performance

This section presents the findings on how parents collaborate to support the academic growth of Grade 1 learners. It explores the specific ways parental involvement manifests at home and in school, focusing on supervision of homework and home-based learning activities, communication and coordination with teachers regarding learner progress, and participation in school or classroom-related activities. The discussion highlights strategies within these areas that contribute to learner success and interprets the results to show the relationship between parental engagement and student academic performance.

1.1. Supervision of Homework and Home-Based Learning Activities

This discusses how parents monitor, guide, and assist their children in accomplishing homework and other learning activities at home. It reflects the level of parental involvement in reinforcing classroom lessons through consistent supervision.

Table 1 reveals that parents of Grade 1 learners actively engage in homework supervision and home-based learning, with a composite mean of 3.48, indicating a strong level of parental involvement. The highest-rated items, “supervising and guiding children during homework” (3.55) and “motivating them to take responsibility” (3.51), demonstrate that parents are not merely overseeing tasks but are actively fostering accountability, self-discipline, and intrinsic motivation. This is consistent with Fan and Chen (2020), who emphasize that parental engagement is most effective when it combines monitoring with encouragement, as it cultivates learners’ self-regulatory skills and persistence.

Table 1. Parental Collaboration in Homework Supervision and Home-Based Learning

Statement	Weighted Mean	Verbal Interpretation
1. I supervise and guide my child while completing homework.	3.55	Very Great Extent
2. I ensure my child understands lessons before completing assignments.	3.48	Great Extent
3. I review completed work and provide feedback.	3.46	Great Extent
4. I encourage additional practice at home to reinforce learning.	3.42	Great Extent
5. I motivate my child to take responsibility for completing tasks.	3.51	Very Great Extent
Composite Mean	3.48	Great Extent



Ensuring comprehension before task completion (3.48) and reviewing completed work (3.46) suggest that parents play a critical role in reinforcing conceptual understanding and correcting misconceptions. Such guidance enables learners to transfer knowledge from classroom instruction to practical application, thereby strengthening retention and mastery. Henderson and Mapp (2022) noted that this type of structured parental support positively impacts both cognitive and metacognitive learning processes, helping children develop problem-solving abilities and confidence in applying newly acquired skills.

Encouraging additional practice at home (3.42) reflects parents' recognition of the importance of reinforcement in skill acquisition. Repeated exposure to reading, writing, or numeracy exercises enhances fluency, accuracy, and overall competence, particularly during the foundational KS1 years. Recent research by Park and Lee (2021) highlighted that deliberate practice guided by parents significantly improves early literacy and numeracy outcomes, leading to better classroom performance and readiness for subsequent grade levels.

Beyond cognitive benefits, parental supervision fosters socio-emotional development. By providing guidance, praise, and constructive feedback, parents contribute to learners' confidence, motivation, and positive attitudes toward learning. The observed trends in improvement over time suggest that consistent involvement creates a nurturing learning environment, in which children feel supported and encouraged to persist despite challenges. Moreover, active parental participation strengthens the home-school partnership, enabling teachers to extend classroom strategies into the home context, thereby creating continuity in learning experiences.

In summary, the findings emphasize that home-based parental collaboration is a multifaceted contributor to Grade 1 learners' academic performance. It not only ensures task completion and accuracy but also promotes higher-order thinking, self-discipline, and motivation. The results reinforce the broader premise of the study: structured and meaningful parental involvement complements classroom instruction, forming an essential pillar in the development of learners' cognitive, behavioral, and emotional competencies.

1.2. Communication and Coordination with Teachers

The following results describe how parents maintain contact and coordination with teachers regarding their child's progress. It also shows how effective communication fosters shared responsibility and support between home and school.

Table 2 indicates that Grade 1 parents actively engage in communication with teachers, with a composite mean of 3.46, reflecting a strong perception of their involvement in monitoring and supporting their child's academic progress. The highest-rated item, "regularly communicating with teachers about progress" (3.50) demonstrates parents' commitment to staying informed about their child's learning and ensuring alignment between home and school efforts. This aligns with recent findings that consistent parent-teacher communication enhances learners' engagement, motivation, and academic outcomes (Harris & Goodall, 2020; Sheridan et al., 2021).

Table 2. Parental Collaboration in Communication with Teachers

Statement	Weighted Mean	Verbal Interpretation
1. I regularly communicate with my child's teacher regarding progress.	3.50	Very Great Extent
2. I attend parent-teacher meetings or consultations when scheduled.	3.44	Great Extent
3. I ask for feedback and advice to support learning at home.	3.48	Great Extent
4. I share relevant information about my child's needs or challenges with the teacher.	3.42	Great Extent
5. I collaborate with the teacher to set learning goals for my child.	3.47	Great Extent
Composite Mean	3.46	Great Extent

Attending parent-teacher meetings (3.44) and asking for feedback (3.48) further suggest that parents seek guidance on instructional strategies and ways to reinforce learning at home. Such collaborative practices are crucial in early education, as parental understanding of classroom expectations enables more targeted support. According to Tan and Lim (2022), when parents actively seek and apply teacher feedback, children demonstrate higher achievement in literacy and numeracy, as well as improved classroom behavior.

Sharing relevant information about the child's needs or challenges (3.42) highlights the bidirectional nature of effective communication. Parents who provide insights into learning difficulties, behavioral concerns, or socio-emotional needs empower teachers to tailor instruction, interventions, and support strategies accordingly. Collaboration in setting learning goals (3.47) demonstrates goal-oriented engagement, fostering accountability and shared responsibility between home and school. Research highlights that when parents and teachers co-construct learning objectives, learners exhibit increased motivation, confidence, and self-regulated learning (Gonzalez et al., 2021).

In conclusion, the findings highlight that effective communication with teachers is a cornerstone of parental collaboration, enabling parents to reinforce lessons, address challenges, and contribute meaningfully to their child's academic development. By actively exchanging information, seeking guidance, and aligning strategies with teachers, parents help create a supportive learning environment that promotes continuous improvement and overall learners' academic success.

1.3. Participation in School or Classroom-Related Activities

This highlights the extent of parents' involvement in school events, classroom programs, and other collaborative learning activities. It demonstrates how participation strengthens relationships between parents, teachers, and the school community.

Table 3. Parental Collaboration in Participation in School or Classroom Activities

Statement	Weighted Mean	Verbal Interpretation
1. I attend school programs, meetings, or events when invited.	3.46	Great Extent
2. I volunteer to help in classroom or school activities.	3.38	Great Extent
3. I support school initiatives aimed at improving student learning.	3.44	Great Extent
4. I encourage my child to participate actively in school events.	3.49	Great Extent
5. I engage in activities that strengthen home–school partnerships.	3.45	Great Extent
Composite Mean	3.44	Great Extent

Table 3 indicates that parents are generally active in participating in school and classroom activities, with a composite mean of 3.44, reflecting a strong perception of involvement. The highest-rated item, “encouraging children to participate actively in school events” (3.49) suggests that parents not only engage themselves but also motivate their children to be active learners and contributors in school activities. This aligns with recent studies emphasizing that parental encouragement and active involvement in school programs foster children’s social skills, confidence, and overall academic engagement (Lopez et al., 2021; Kim & Hill, 2020).

Attendance at school programs and meetings (3.46) and supporting school initiatives (3.44) reflect a recognition by parents of the importance of collaboration with the school community. By volunteering and engaging in school activities (3.38–3.45), parents contribute directly to creating a supportive and enriching learning environment. Research highlights that such active participation strengthens parent–teacher relationships and ensures that children experience continuity between home and school learning contexts (Epstein et al., 2021; Lee et al., 2022).

Engagement in activities that foster home–school partnerships demonstrates that parental participation extends beyond physical presence to meaningful collaboration. These practices support the development of learners’ social, emotional, and cognitive skills, particularly in the early years where exposure to guided experiences enhances adaptability and school readiness. Studies show that children whose parents actively participate in school-related activities tend to exhibit higher motivation, improved behavior, and better academic outcomes (Fan & Williams, 2020; Sheridan et al., 2021).

Thus, the findings highlight that parental participation in school and classroom activities is a key component of effective home–school collaboration. By attending programs, volunteering, supporting initiatives, and motivating children to participate, parents contribute to a holistic



learning environment that reinforces classroom instruction, nurtures student engagement, and promotes sustained academic growth for KS1 learners.

Section 2: Academic Performance of Grade 1 Learners When Parental Collaboration Is Practiced

This section presents the academic performance of Grade 1 learners within the context of active parental collaboration. The analysis focuses on three key performance areas: Oral Recitation, Performance Tasks, and Written Outputs, which serve as indicators of learners' overall academic development. The discussion highlights patterns and trends in learner performance while linking them to specific parental practices, demonstrating the direct and indirect influence of parental engagement on academic achievement.

2.1. Oral Recitation

This part illustrates how learners demonstrate confidence, fluency, and comprehension when expressing ideas verbally at home and in school. It highlights parents' observations of their child's ability to communicate and participate actively during oral activities.

Table 4. Academic Performance of Grade 1 Learners in Oral Recitation

Statement	Weighted Mean	Verbal Interpretation
1. Expresses ideas clearly when speaking about lessons or stories.	3.45	Great Extent
2. Reads aloud fluently with proper pronunciation.	3.31	Great Extent
3. Answers questions correctly when asked at home or by teachers.	3.27	Great Extent
4. Participates actively in discussions or oral activities.	3.38	Great Extent
5. Shows improvement in oral communication over time.	3.52	Very Great Extent
Composite Mean	3.39	Great Extent

Table 4 indicates that Grade 1 learners generally perform at a "Great Extent" in oral recitation, with a composite mean of 3.39, reflecting strong parental perceptions of their children's oral communication skills. Among the sub-items, the highest rating (3.52) corresponds to showing improvement over time, suggesting that parents observe consistent growth in their children's ability to communicate ideas effectively. This aligns with contemporary studies emphasizing the role of early oral language development in predicting literacy outcomes (Elmesalamy & El-Ater, 2022; Henkel et al., 2023). Regular parental engagement, such as listening to children read or discussing lessons, has been shown to enhance both confidence and expressive skills, supporting continuous improvement in oral recitation.



The slightly lower weighted mean for reading aloud fluently with proper pronunciation (3.31) may reflect the challenges young learners face in mastering phonological and fluency skills, which often require repeated practice and feedback (Meiristiani et al., 2023). Nevertheless, the rating still falls within the “Great Extent” category, indicating that parents perceive overall competence in oral expression.

Active participation in discussions and correct responses to questions (3.38 and 3.27, respectively) also suggest that learners are not only able to comprehend lessons but are increasingly confident in applying their knowledge verbally. This supported research showing that frequent opportunities to engage in oral activities, both at home and in school, strengthen communication skills and prepare learners for future academic challenges (Nova University et al., 2023).

In summary, the findings reinforce the critical role of parental observation and involvement in shaping early oral communication skills. Parents’ engagement in listening, guiding, and encouraging verbal expression appears to complement classroom instruction, providing a foundation for learners’ literacy development and broader academic success.

2.2. Performance Tasks

The data below reflect learners’ ability to apply classroom learning to hands-on or practical activities. It emphasizes how learners perform, complete, and demonstrate understanding through projects and other task-based outputs.

Table 5. Academic Performance of Grade 1 Learners in Performance Tasks

Statement	Weighted Mean	Verbal Interpretation
1. Completes practical or hands-on tasks accurately.	3.42	Great Extent
2. Applies learned concepts in activities or exercises.	3.37	Great Extent
3. Participates actively in group or individual tasks.	3.45	Great Extent
4. Demonstrates creativity and problem-solving skills.	3.31	Great Extent
5. Shows improvement in task performance over time.	3.49	Great Extent
Composite Mean	3.41	Great Extent

Table 5 shows that Grade 1 learners perform well in performance tasks, with a composite mean of 3.41, indicating that parents perceive their children as competent in completing practical and applied learning activities. Among the items, showing improvement in task performance over time received the highest mean (3.49), suggesting that parents observe steady progress as learners practice and engage with tasks both at home and in school. This aligns with research emphasizing that repeated practice and parental guidance in hands-on activities enhance children’s problem-solving and application skills (Chen et al., 2022; Yilmaz & Altun, 2021).



Completing tasks accurately (3.42) and applying learned concepts (3.37) demonstrate that learners are not only executing instructions but also understanding and transferring knowledge to practical contexts. Active participation in group or individual tasks (3.45) further highlights learners' engagement, reflecting the positive influence of supportive home environments and consistent parental involvement on task performance (García & Marquez, 2023).

The slightly lower mean for creativity and problem-solving skills (3.31) suggests that while learners can complete tasks effectively, opportunities to innovate or tackle novel problems may be limited, possibly due to structured assignments or guidance levels. Nevertheless, the rating still falls within the "Great Extent" category, showing satisfactory development in higher-order thinking skills.

In conclusion, the findings emphasize the role of parental collaboration in reinforcing hands-on learning, guiding application of knowledge, and fostering problem-solving and creativity. When parents actively monitor, support, and encourage practical activities, learners develop stronger cognitive and skill-based competencies, which contribute to improved overall academic performance. This supports literature highlighting that home-based involvement and engagement in performance-oriented tasks positively correlate with early learners' achievement (Rao & Kumar, 2022; Lee et al., 2023).

2.3 Written Outputs

This shows the extent to which learners exhibit accuracy, organization, and comprehension in their written work. It covers parents' assessment of their child's writing ability, clarity, and improvement in accomplishing written exercises.

Table 6 indicates that Grade 1 learners' written outputs are generally strong, with a composite mean of 3.42, suggesting that parents perceive their children as capable of completing assignments accurately, applying learned concepts, and demonstrating legible and organized writing. The highest rating (3.50) was for improvement over time, indicating that learners consistently develop and refine their written work, which reflects the positive impact of continuous practice and parental reinforcement. This finding aligns with contemporary research showing that home involvement in homework and writing activities enhances children's literacy and numeracy performance (Sari & Rahman, 2022; Al-Fadhli, 2021).

Table 6. Academic Performance of Grade 1 Learners in Written Outputs

Statement	Weighted Mean	Verbal Interpretation
1. Submits homework or assignments complete and organized.	3.47	Great Extent
2. Demonstrates accuracy in spelling, grammar, and numeracy.	3.38	Great Extent
3. Writes legibly and clearly.	3.42	Great Extent
4. Applies learned concepts correctly in written tasks.	3.35	Great Extent
5. Shows improvement in written work over time.	3.50	Very Great Extent
Composite Mean	3.42	Great Extent

Completing homework and assignments accurately (3.47) and demonstrating spelling, grammar, and numeracy accuracy (3.38) suggest that parents are actively monitoring their child's work, providing guidance, and reinforcing classroom learning. Legibility and clarity in writing (3.42) further indicate that learners are developing fine motor skills and proper writing habits at this stage, which is critical for long-term academic success (Rao & Kumar, 2022).

The slightly lower mean for applying learned concepts correctly (3.35) may reflect occasional errors or partial understanding, which is typical in early learners. Nevertheless, the rating is within the "Great Extent" range, showing substantial competency in translating knowledge into written tasks. Research underscores that regular parental support, feedback, and encouragement at home strengthen learners' ability to internalize and apply new skills, particularly in the formative years (Hussain et al., 2023).

Overall, the findings highlight the importance of parental collaboration in reinforcing written skills. Parents' involvement in monitoring assignments, checking accuracy, and guiding their children in practicing writing not only improves performance but also builds confidence, responsibility, and a habit of continuous learning. These results support the broader objective of the study in demonstrating how strengthened home-school partnerships contribute to Grade 1 learners' academic achievement.

Section 3: Challenges Faced by Parents in Fostering Effective Parental Collaboration

This presents the challenges faced by parents and teachers in sustaining effective collaboration both at home and in school.

Table 7 indicates that parents experience a range of challenges in fostering collaboration with teachers, with a composite mean of 3.36, reflecting a generally high perception of difficulty. The most prominent challenge is limited time due to work or personal responsibilities (3.52), which highlights how competing obligations reduce the opportunity for consistent supervision and engagement. This aligns with recent studies showing that parental time constraints are a



primary barrier to active involvement in early childhood learning (Fan & Chen, 2020; Kim & Hill, 2020).

Table 7. Challenges in Fostering Parental Collaboration

Statement	Weighted Mean	Verbal Interpretation
1. I have limited time due to work or personal responsibilities.	3.52	Very Great Extent
2. I lack confidence in helping my child with academic tasks.	3.41	Great Extent
3. I have limited access to learning resources at home.	3.39	Great Extent
4. I find communication with teachers sometimes difficult or unclear.	3.35	Great Extent
5. I have difficulty attending school activities or meetings.	3.37	Great Extent
6. I encounter resistance or lack of interest from my child.	3.28	Great Extent
7. I face language or literacy barriers that limit my ability to assist.	3.22	Great Extent
8. I have household responsibilities that prevent consistent supervision.	3.40	Great Extent
9. I experience conflicting schedules with teachers that reduce coordination opportunities.	3.33	Great Extent
10. I am not always aware of effective strategies to support learning at home.	3.36	Great Extent
Composite Mean	3.36	Great Extent

Lack of confidence in helping with academic tasks (3.41) and limited access to learning resources (3.39) further illustrate how skill gaps and resource constraints hinder effective home support. When parents feel unprepared or lack educational tools, their ability to reinforce classroom instruction diminishes, potentially affecting learners' academic outcomes. Recent research emphasizes that parents' self-efficacy in supporting learning is strongly correlated with children's literacy and numeracy achievements (Henderson & Mapp, 2022; Tan & Lim, 2022).

Communication difficulties with teachers (3.35) and conflicting schedules (3.33) indicate systemic and logistical barriers that limit coordination between home and school. Similarly, difficulty attending school activities (3.37) and household responsibilities (3.40) reflect the demands of everyday life that can prevent active participation, even among willing parents. Language or literacy barriers (3.22) and lack of awareness of effective strategies (3.36) suggest that some parents require additional guidance, training, or school-facilitated programs to strengthen collaboration.

Child-related challenges, such as resistance or lack of interest in learning (3.28), also affect parental involvement. Research shows that parental engagement is more effective when



children are receptive and motivated, which can be fostered through consistent encouragement and positive reinforcement (Sheridan et al., 2021).

In conclusion, these findings highlight that while parents recognize the importance of collaboration, multiple personal, systemic, and child-related barriers can limit their participation. Addressing these challenges requires targeted strategies, such as flexible communication channels, parent workshops, accessible learning resources, and school policies that facilitate meaningful engagement. By mitigating these barriers, schools can foster stronger home–school partnerships, ultimately enhancing Grade 1 learners’ academic performance.

Section 4: Proposed Enhancement Program

The “Home-School Harmony” program is designed to foster a structured and sustainable partnership between parents and teachers of Grade 1 learners. Based on the findings of the study, which indicate that parental collaboration significantly affects learners’ oral recitation, performance tasks, and written outputs, the program aims to provide parents with practical tools, knowledge, and opportunities to actively engage in their child’s learning journey. By aligning home-based support with classroom instruction, the program ensures continuity, reinforcement, and motivation that directly enhance learners’ academic performance.

The following strategies address the key findings that parental supervision, communication, and participation directly impact Grade 1 learners’ academic performance. By combining structured activities, creative learning, and digital collaboration, the program ensures that parents are equipped, motivated, and confident in supporting their child’s learning.

1. Family Learning Journals

Parents and children write notes about tasks completed, progress observed, and areas needing reinforcement; teachers can periodically review journals.

Expected Impact:

- Improves learners’ responsibility, self-reflection, and study habits.
- Provides teachers with insights into home-based learning support.
- Reinforces classroom lessons and ensures consistent practice.

2. Mini Teacher Activity Days

Parents facilitate a 10–15 minute lesson/activity (oral recitation, simple experiment, or creative task) to strengthen understanding of concepts.

Expected Impact:

- Strengthens learners’ confidence and active engagement.
- Reinforces classroom instruction creatively.
- Boosts parent confidence in supporting academic tasks.



3. Learning Games and Challenge Kits

Parents use flashcards, story dice, math puzzles, or hands-on exercises to support literacy, numeracy, and problem-solving skills.

Expected Impact:

- Encourages fun and engaging learning.
- Improves learners' application of classroom concepts.
- Strengthens parent-child interaction in academic tasks.

4. Digital Showcase of Learner Work

Parents upload photos or videos of oral recitations, performance tasks, and written outputs for teacher review and feedback.

Expected Impact:

- Provides timely feedback and recognition for learners.
- Enhances accountability and motivation.
- Keeps parents actively involved in monitoring academic progress.

5. Parent Peer Support Circles

Parents meet virtually or in-person to discuss challenges, solutions, and successful practices for home learning support.

Expected Impact:

- Builds a supportive parent community.
- Enhances parents' confidence and knowledge in supporting learning.
- Leads to more consistent supervision and engagement at home.

6. Themed Learning Weeks

Parents guide learners through themed activities, such as "Storytelling Week" or "Math Detectives Week," combining reading, writing, and problem-solving tasks.

Expected Impact:

- Promotes active application of learned concepts.
- Makes learning enjoyable and contextually meaningful.
- Strengthens parent involvement both at home and in school activities.

7. Parent-Learner Book Clubs

Parents and children read short books or stories weekly and engage in discussions or reflective activities.

Expected Impact:

- Improves reading comprehension, vocabulary, oral communication, and writing.
- Encourages positive learning habits and parent-child bonding.
- Reinforces classroom instruction through shared discussion and reflection.

Discussion

The results confirm that parental collaboration significantly contributes to learners' academic performance. Active involvement in homework supervision, communication, and school participation enhances learners' cognitive, behavioral, and socio-emotional development.



Consistent parental guidance helps learners develop responsibility, confidence, and mastery of skills. Similarly, effective communication between parents and teachers ensures alignment of strategies, leading to better academic outcomes.

Participation in school activities further strengthens the home–school partnership, creating a supportive learning environment for learners.

Despite these positive outcomes, barriers such as time constraints, limited resources, and lack of confidence hinder sustained parental involvement. These challenges highlight the need for structured and accessible programs that empower parents.

The proposed Home-School Harmony Program addresses these gaps by providing practical strategies such as learning journals, digital monitoring, and parent support groups. These interventions aim to enhance collaboration, improve communication, and sustain parental engagement.

Overall, the findings emphasize that strong home–school partnerships are essential in improving academic performance among Grade 1 learners.

Conclusion

Parental collaboration plays a vital role in enhancing the academic performance of Grade 1 learners. When parents actively engage in their child’s learning through supervision, communication, and participation, learners demonstrate improved academic outcomes.

However, challenges such as time limitations and lack of resources must be addressed through structured interventions. The proposed enhancement program provides a practical framework to strengthen collaboration and support learner success.

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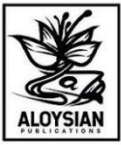
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