

# Building The Bridge for Teacher-Parents Collaboration in Enhancing Children Critical Literacy Skills: A Systematic Literature Review

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## Keyword

*teacher-parent collaboration, critical reading, critical reading strategies*

## Abstract

*This study aimed to analyze the impact of collaboration between teachers and parents on enhancing students' critical reading abilities. It examines existing literature on the collaboration between teachers and parents in primary schools, particularly emphasizing critical reading proficiency. A systematic search was conducted across five databases using specific criteria to select studies for further analysis. The findings suggest that collaborative efforts between teachers and parents significantly contribute to advancing and diversifying students' critical reading skills. Various strategies can be employed to facilitate this collaboration. Moreover, teachers and parents alike must enhance their knowledge not only on methods to improve children's critical reading skills but also on understanding each other's perspectives and backgrounds. Further research is essential to grasp these factors comprehensively and to develop and assess the impact of parental or teacher beliefs on children's critical reading abilities. Notwithstanding the existing disparities, the outcomes of this review underscore the potential of teacher-parent collaboration in enriching children's critical reading capability.*

## INTRODUCTION

In today's educational landscape, there is a growing recognition of the significance of teacher and parent collaboration in fostering critical literacy skills among students (Griffiths et al., 2021). Educators and parents are increasingly aware that by working together, they can create a more holistic approach to education and ensure that students develop the necessary skills to analyse and critically evaluate information. This collaboration allows for a seamless integration of critical literacy strategies both at school and in the home environment, establishing a consistent and supportive learning experience for students (Sahiruddin & Herminingrum, 2021). Furthermore, it strengthens the connections between classroom learning and real-life application, enabling students to better contextualize and apply their critical thinking or critical reading abilities (Sahiruddin & Herminingrum, 2021).

Critical reading skills plays such a crucial role in children's overall academic development. Not only does it enhance their language and communication skills, but it also equips them with the necessary tools to navigate through complex texts and comprehend various subject matters (Alencar et al., 2021). Many students, however, struggle with comprehension, particularly when it comes to content areas (Wells et al., 2022). As such, it is imperative for teachers and parents to collaborate in order to support and guide children in their critical reading journey (Mudzielwana, 2017).

To begin with, teachers have the theoretical knowledge and strategic planning skills required to create an environment conducive to learning. They can structure their lessons in a way that promotes active participation and engagement from the students. This can include incorporating

various reading strategies and techniques, such as predicting, questioning, summarizing, and making connections (Idulog et al., 2023). Teachers can also utilize a variety of instructional materials and resources to cater to different learning styles and abilities (LeCompte et al., 2017). Additionally, teachers can foster a love for reading by exposing students to a wide range of genres and encouraging independent reading outside of the classroom (Minor, 2023). However, teachers alone cannot fully meet the needs of their students. Parents play a vital role in supporting their children's critical reading skills (Senechal & Young, 2008).

Parents can provide a supportive home environment by creating a designated reading space and setting aside regular time for reading. Furthermore, parents can act as reading role models by openly discussing their own reading habits and sharing their love for books with their children (Barza & Suchodoletz, 2016; K. DeLoatch et al., 2015). Moreover, parents can collaborate with teachers by staying informed about their child's reading progress and participating in parent-teacher conferences or meetings (Brown & Poortman, 2018). This collaborative effort between teachers and parents allows for a more holistic approach to children's critical reading development. In this collaboration, teachers can provide guidance and support based on their expertise, while parents contribute by creating a conducive home environment and actively participating in their child's reading journey (Højholt & Kousholt, 2019).

The collaboration between teachers and parents in children's critical reading is crucial for their academic success (Saracho, 2017). It allows for a comprehensive and cohesive approach to developing critical reading skills, as both teachers and parents bring unique perspectives and resources to the table. Moreover, by working together, teachers and parents can create a consistent and reinforcing environment that encourages students to practice and refine their critical reading skills both in and out of school (Bruns & Luque, 2014; Garmston & Wellman, 2016). By collaborating and supporting each other, teachers and parents can ensure that children have the necessary skills and strategies to comprehend complex texts, make connections, and construct meaning from what they read (Sarce, 2021). Additionally, the collaboration between teachers and parents can help to address any challenges or difficulties that students may encounter in their critical reading journey (Louick et al., 2016). By working together, teachers and parents can identify areas of improvement, share strategies, and provide targeted support to help students overcome obstacles and strengthen their critical reading skills (Minor, 2023). In conclusion, the collaboration between teachers and parents in children's critical reading is essential for fostering academic success (Pantao, 2021). It ensures a comprehensive approach to developing critical reading skills and provides support for students in both the school and home environments (Graham & Bellert, 2004).

Numerous research studies have indicated that the collaboration between teachers and parents plays a pivotal role in improving students' reading abilities (Friesen et al., 2014; Walpole et al., 2004). However, a significant gap remains in understanding the specific strategies and approaches that can effectively foster this collaboration, particularly in the domain of critical reading skills (De Jong & Hawley, 2012). One area that requires further exploration is the integration of research-based instructional practices within the collaborative process between parents and teachers. While studies have examined the benefits of evidence-based interventions, such as Collaborative Strategic Reading (CSR), the extent to which these strategies are implemented and sustained through parent-teacher collaboration is not well-documented (Minke et al., 2014; Sime & Sheridan, 2014). Researchers have also noted the need to investigate the contextual factors that facilitate or hinder successful collaboration, including school culture, sociocultural factors, administrative support, and the dynamic between individual parents and teachers (Hodges et al., 2016; Salako, 2023).

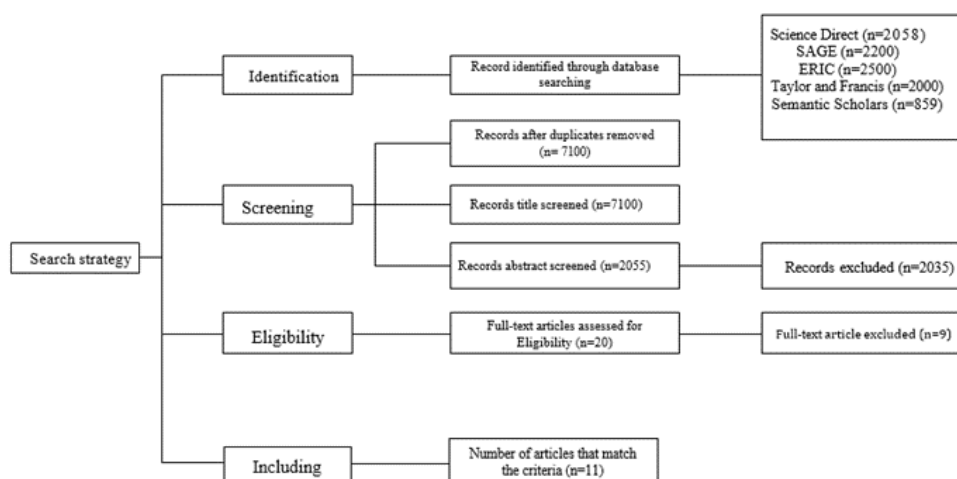
This systematic literature review aims to examine the present status of research on the collaboration between teachers and parents in the context of children's critical reading. The primary focus is on addressing the following research question:

1. How does collaboration between parents and teacher can improve children critical reading skills?
2. What kind of collaboration and strategies can teacher and parents use for enhance children critical reading skills?

## METHOD

In the pursuit of this systematic review following the PRISMA guidelines, our objective was to examine the efficacy of collaboration strategies utilized by parents and teachers in improving children's critical reading abilities. We extensively explored five databases namely: ScienceDirect, SAGE, ERIC database, Taylor and Francis, and Semantic Scholars by employing specific keywords associated with different types of collaboration between teachers and parents (such as collaboration between teachers and parents, parental or teacher involvement) and critical reading skills (encompassing critical literacy, critical reading in primary education). Our inquiry was customized to pinpoint research works released between 2014 and 2024 that were accessible in the English language. We sought out research on identification that specifically concentrated on the collaboration between teachers and parents, with the aim of enhancing children's critical reading skills and targeting elementary school students.

The criteria for inclusion were specific, giving preference to studies that presented clear indications of parents and teacher collaboration and were readily available in complete form on the internet. Conversely, studies focusing on elementary school students were omitted, as were review articles, case studies, or those not listed in either the Web of Science or Scopus, two prominent databases for citations. This exclusion also applied to studies lacking complete online access. The criteria for selection and exclusion, in addition to the search process and results, are illustrated in Figure 1, offering a visual overview of our systematic review approach and the subsequent process of selecting studies (Alanazi & Abdulkader, 2024). First, research studies undergo a screening process that involves evaluating their titles and abstracts against specific inclusion and exclusion criteria. This stage is intended to identify studies that are irrelevant and can be excluded, as well as those that meet the criteria for a more detailed examination of the complete text. Subsequently, the entire document is scrutinized to ascertain its relevance to the research question and its alignment with the predetermined requirements.



**Figure 1.** Study selection flowchart

In this systematic literature review, the researcher focused on selecting studies that examine the impact and the strategies for teacher parent's collaboration in enhancing children critical

reading skills. The following criteria were utilized to determine which papers would be included in the review: (1) In order to ensure the reliability and academic credibility of the findings, only studies that have been published in peer-reviewed journals were considered. (2) The articles were published within the last ten years, starting from 2014 until 2024. (3) The term of teacher-parents collaboration was broadly defined as how teacher and parents involve or make contribution to children literacy (as such as the literacy strategies, media literacy, home or school literacy). (4) The scope of reading skills was specifically focused on critical reading in the classroom and home settings (education settings) (5) The studies were focused on elementary school students, parents and teacher are included. Kindergarten settings are acceptable as long as the subject was children between 6 until 8 years old. Middle and high school were excluded (6) The language of article is English and the type of article is a full empirical paper.

After applying our specific keywords, the results were initially filtered. First, the databases showed the identification of 9,617 research studies. Following the application of our set inclusion criteria, the outcomes were initially sieved. The elimination of 3, 517 replicated publications led to a remaining pool of 7,100 studies for subsequent scrutiny. Screening of titles was performed on these publications to ascertain their alignment with our predefined criteria. Following this procedure, a total of 3,000 studies were excluded because they were classified as either case reports or review articles, making them unsuitable for our analysis. An additional 2,045 studies were excluded from our deliberation on the grounds that despite having titles and abstracts in English, the complete manuscripts were presented in languages other than English, thereby impeding accessibility for our review. The process of screening led to 2,055 studies advancing to a more comprehensive assessment. During this phase, 1,015 articles were eliminated due to their lack of emphasis on critical reading skills, while another 1,020 were disregarded for not including the full paper.

Following a comprehensive examination and evaluation, only 11 articles satisfied all the criteria for inclusion, synthesis, and thorough analysis in our systematic exploration of the literature. Two instruments were utilized to evaluate the overall caliber of each article in this investigation: the Evaluative Tool for Quantitative Research Studies and the Review Form for Qualitative Research (Flemming, 2010; Gall, 2014). The study's setting, sample size, research methods and results were scrutinized and extracted.

## RESULTS

Table 1 presents an overview of 11 research studies that investigated the impact of collaborative efforts between teachers and parents on enhancing critical reading abilities. These studies demonstrate a range of differences of research samples, type and duration of interventions, method and the results obtained. The first question asks about how does collaboration between parents and teacher can improve children critical reading skills. In most cases, the response to this question is indeed positive, since the majority of research findings show the beneficial outcomes of teacher-parent collaboration on children's literacy development, and also on children's critical reading skills. On the other hand, some scholarly works also identify hurdles or shortcomings in the execution or assessment of the cooperation between parents and teacher, for example, communication difficulties, parental lack of knowledge, and other contributing aspects.

Table 1. The summary of the selected studies

Reference	Sample size	Sample age	Intervention/ Methode	Group or individual intervention	Results
(K. J. DeLoatche et al., 2015)	26 children	6-8	Quasi Experiment	Group	The parental-guided early literacy intervention as a strategy to promote

(Egger et al., 2015)	39 teacher	8-10	Interview (Qualitative)	Individual	parental involvement in activities within the home among families participating in the Head Start program. Educators present three distinct perspectives on the relationship between school and family. These include viewing schools and families as separate entities in the socialization process, considering them as distinct participants in socialization, and recognizing cooperation as a collaborative effort within a professionalized working relationship.
(Harji et al., 2017)	25 children & parents	6-8	Interview (Qualitative)	Individual	The greater the collaboration between parents and teachers, the more pronounced the advancement in children's reading skills.
(Jackson & Doell, 2017)	3	9-10	Interview (Qualitative)	Individual	An examination of an intervention process exposed the methods through which the researcher and individual parents forged a collaborative partnership, leading to the parents' creation and utilization of reading coaching strategies that were appropriate within the given context to enhance their child's reading progress.
(Javier & Jr, Jubay, 2019)	10	11	Quasi experiment	group	There is a significant difference of children reading skills before and after the exposure to parent-teacher collaboration.
(Huang, 2019)	10	7-8	Qualitative	Individual	Parent-child reading is crucial for children's language learning and social development
(Ntoulia, 2020)	450	9-12	Survey (Quan)	Group	Teacher-parents collaboration is crucial for children reading improvement
(Hamengkubuwono et al., 2022)	30	9-12	Quasi Experiment	Group	The experiment showed that teacher collaboration had a more positive and

(Syazwan et al., 2022)	100 parents		Survey	Individual	significant effect on students' critical thinking skills. By using teaching aid for children in the learning process, children can gain more experience through teaching and learning from the parent.
(Myende & Nhlumayo, 2022)	10 parents		Qualitative	Individual	The findings suggest that we need to question the current dominant notion of what parental involvement is and consider roles that parents from different contexts can play when collaborating with teachers.
(Bernal et al., 2023)	191	12	Survey	Individual	Didactic strategy mediated by memes and parents' involvement can strengthened the students' critical reading skills

## DISCUSSION

Collaboration between parents and teachers plays a crucial role in enhancing children's critical reading skills (Sahiruddin & Herminingrum, 2021). Research has shown that parent-child reading activities significantly promote language development and social skills in children (Harji et al., 2017; Javier & Jr, Jubay, 2019). Additionally, structured programs that involve both parents and teachers, such as the Smart Partnership in Reading in English (SPIRE) project, have been successful in fostering a culture of reading among children. The SPIRE project demonstrated that when parents and teachers work together to scaffold children's reading development through activities like reading storybooks at home, children benefit greatly, showing improved reading progress and critical thinking skills (Hamengkubuwono et al., 2022). Ultimately, the combined efforts of parents and teachers create a supportive environment that nurtures critical reading skills in children, leading to better academic outcomes and overall development (Huang, 2019).

When parents and teachers work together, they can provide consistent support and guidance to children in developing their reading abilities (Ntoulia, 2020). Parents can share information about their child's reading habits and preferences with teachers, allowing educators to tailor instruction and provide appropriate reading materials (Capotosto et al., 2017). Teachers can also provide parents with strategies and techniques to support their child's reading at home, such as engaging in shared reading activities, asking open-ended questions to promote critical thinking, and providing a print-rich environment (Syazwan et al., 2022).

Although several studies state that collaboration between teachers and parents is mutually beneficial, other research also shows that a common understanding is needed between teachers and parents regarding patterns and forms of collaboration and cooperation that can mutually support each other in optimizing children's reading abilities (Myende & Nhlumayo, 2022). In this case, teachers need to ensure and truly understand the different backgrounds of parents before collaborating. By understanding these different backgrounds, the collaboration that is formed will be in accordance with the students' needs and situations. This collaboration will ensure that children receive comprehensive learning both in school and at home. Additionally, collaboration

between parents and teachers allows for a holistic approach to literacy development (Swain & Cara, 2017).

The second question ask about what kind of collaboration and strategies can teacher and parents use for enhance children critical reading skills. The strategies that parents and teacher can do, one of them is make a regular communication (K. J. DeLoatche et al., 2015; Egger et al., 2015). Teachers and parents should communicate regularly to discuss the child's progress in reading, areas of improvement, and strategies that can be implemented both at home and in the classroom. Not only that, teacher and parents can utilize a variety of reading materials, with diverse reading materials, including books from the school library, local storybooks, and children's books brought from home (Jackson & Doell, 2017). In this reading activities, teachers and parents can work together to create engaging and interactive reading that encourage critical thinking and analysis. Teachers and parents also can teach and reinforce specific reading comprehension strategies, such as making predictions, summarizing, making connections, and asking questions while reading (Bernal et al., 2023; Sahiruddin & Herminingrum, 2021). Teacher also can encourage parents to have an active role in their child's reading development by reading with them, discussing books, and providing support and feedback (Jackson & Doell, 2017).

Sahiruddin & Herminingrum (2021) mention in its research that teachers and parents can collaborate on reading projects or book clubs where they select and read books together, discuss them, and share their thoughts and insights. Both teachers and parents also can emphasize the importance of independent reading and provide children with opportunities to choose their own books and explore their interests (Syazwan et al., 2022). Teachers and parents also can work together to monitor the child's progress in reading and provide constructive feedback to help them improve their critical reading skills. Meanwhile, teachers and parents can share resources, such as reading materials, online resources, and educational apps, to support children's critical reading skills (Syazwan et al., 2022). Not only that, sharing the knowledge and experiences by workshop or training together can help both teacher and parents in learning the effective strategies for enhancing children's critical reading skills and share their knowledge and experiences with each other (Hamengkubuwono et al., 2022).

Teachers and parents share a common goal of ensuring that children become proficient readers who can comprehend and analyze texts critically (Saracho, 2017). By working together, they can create a supportive and enriching learning environment that fosters the development of these skills. This collaboration can take place through various activities and practices. Reading literacy programs in schools can provide structured opportunities for students to develop their critical reading skills (Fauziyyah et al., 2020). Additionally, regular coordination between teachers and parents through parent-teacher conferences, progress reports, and other forms of communication can ensure that they are on the same page about the child's progress in critical reading skills (Lyesmaya et al., 2020).

## **CONCLUSION**

In this systematic review, eleven studies were chosen based on pre-established criteria for inclusion and exclusion. The participants' age span in the studies ranged from 6 to 12 years, also teacher and parents as a subject of research. The study sample sizes varied from 3 to 450 students, predominantly consisting of student and parents groups. The findings derived from this review predominantly align with the notion that teacher parents collaboration indeed have a crucial effect on children critical reading ability.

The findings from the sources suggest that teachers and parents play important roles in promoting reading literacy and creating a supportive reading environment for children. Teachers utilize various resources and strategies such as local story books, character-building books, and reading literacy programs to enhance children's reading skills. Additionally, teachers and parents engage in regular coordination and partnership through parent-teacher conferences, progress reports, and communication channels. This collaboration allows for monitoring and facilitating

students' reading literacy development. It is evident that the collaboration between teachers and parents in children's critical reading skills is highly beneficial. This collaboration helps create a consistent and supportive reading environment for children, enhances their reading skills, and improves their overall academic achievement.

Nevertheless, the cooperation among teacher and parents may not consistently enhance the critical reading abilities of students. Prior to establishing collaborative endeavors, specific factors must be taken into account. Among these is the necessity for teacher to reflect on their backgrounds, objectives, and values, while also ensuring parity in the teacher-parent relationship. Furthermore, alignment in perspectives and trust levels between teacher and parents can further enhance the effectiveness of the resulting collaboration.

The implication for school can facilitate teachers and parents to work together to improve students' critical reading skills. The facilities provided can be in the form of providing knowledge and skills for teachers and parents related to the development of critical reading skills. Schools are also expected to encourage teachers and parents to develop cooperation without ignoring cultural backgrounds or values.

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