

Teacher-Parent Partnership: A Read-At-Home Intervention Program (BERF)

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Abstract

This study examines the effectiveness of the "Teacher-Parent Partnership: A Read-At-Home Intervention Program," designed to enhance reading skills among 4th-grade learners at Sta. Maria Central School SPED Center, school year 2022-2023, through individualized reading strategies and active parental involvement. The program aimed to support pupils with varying levels of reading proficiency, particularly those struggling with word recognition and comprehension. A quasi-experimental design was used as the primary method to address the problem. At the same time, the Philippine Informal Reading Inventory (PHIL-IRI) Assessment was administered to 350 students, with 194 identified as frustration-level learners, serving as the primary tool to measure reading progress. Before the intervention, many pupils were identified as having reading levels below expected standards. Post-intervention results demonstrated significant improvements in both word recognition and comprehension skills, indicating the program's effectiveness. The study emphasizes the value of individualized instruction tailored to each student's reading abilities, supported by 30-minute classroom and home remedial sessions in collaboration with parents. Thus, this study recommends that teacher-parent partnerships be formally recognized in the entire school, encouraging educators to adopt individualized reading strategies and providing support through Learning Action Cell sessions focused on reading instruction and developing materials. Additionally, a structured program to educate parents on facilitating early reading skills at home is proposed. These findings underscore the critical role of collaborative efforts between teachers and parents in improving literacy outcomes, offering practical insights for enhancing reading proficiency among elementary learners.

Keywords: *individualized instruction; leveled readers; parental involvement; reading partnership; reading intervention*

1. Context and Rationale

Historical Data in Literacy

Reading skills are fundamental to a child's educational journey and long-term success. However, despite ongoing efforts to implement reading programs, improving reading proficiency remains a significant challenge in Philippine education. Assessments like PISA, the National and Division Assessment Test consistently reveal deficiencies in reading skills among Filipino students. These ongoing struggles indicate that current initiatives have not achieved their desired outcomes, as seen in the rising number of non-readers and struggling readers. Parental involvement has also been recognized as a critical factor contributing to low literacy skills among elementary pupils, emphasizing the need for strategies that actively engage both schools and families in fostering children's reading development. (Librea et al. 2023) However, researchers argue that

reading development goes beyond family and school support. They emphasize the importance of consistent program implementation, appropriate strategies, and effective teacher instruction in achieving successful outcomes. (Pocan et al. 2022)

Teachers and Parent's Role

In today's educational landscape, both teachers and parents play a vital role in nurturing students' reading skills, understanding that reading is developed through deliberate instruction and practice, not as an innate ability. Research highlights the importance of collaboration between educators and parents in fostering literacy, with studies showing that such partnerships positively influence reading comprehension, attitudes, and motivation, leading to improved outcomes. (Caliscan and Ulas 2022) However, enhancing parental involvement is particularly challenging in economically disadvantaged households. Families in financial instability often face barriers like work commitments, limited time, lack of reading materials, and poor learning environments. The COVID-19 pandemic has exacerbated these challenges, especially for students with already limited support. A study by Lantaka (2022) found that many non-readers and struggling readers come from such families, further highlighting the need for stronger home-school partnerships.

Contextual Perspective

At Sta Maria Central School SPED Center in the 2022-2023 academic year, assessments revealed that of 350 4th-grade pupils, 114 were non-readers and 80 were struggling readers, emphasizing the urgent need to address reading proficiency among economically disadvantaged students.

Conceptual Perspective

This paper focuses on the partnership between teachers and parents, exploring how effective communication and shared decision-making can empower both teachers and parents to improve reading skills. It aims to evaluate the effectiveness of this collaboration in enhancing reading outcomes through the sustainable implementation of the intervention program. Through these endeavors, this research may contribute valuable insights and strategies to address the persistent challenge of enhancing reading proficiency among students in challenging socio-economic contexts.

2. Innovation, Intervention and Strategy

In a comprehensive study entitled "Non-Readers and Parents' Experiences: A Case Study," significant challenges were identified regarding parents' ability to support their children in developing reading skills at home. These challenges include limited access to appropriate reading materials, parents' busy schedules due to employment, inadequate space for learning at home, and a lack of support from teachers beyond providing modules. Additionally, non-readers reported facing obstacles such as the absence of supportive adults to aid in their reading development, parents' lack of education hindering their ability to teach reading, limited access to reading materials, minimal teacher support, and responsibilities like household chores and babysitting diverting their focus from reading. (Lantaka 2022)

Supporting this finding, (Esmaceli et al. 2019) asserted that the home reading environment—including parental education level and occupation—plays a significant role in a child's reading difficulties. Further, it was emphasized that the absence of a collaborative reading partnership among parents, teachers, and learners contributes to challenges in reading development. In practice, some teachers do not view parents as partners who can assist in diagnosing and addressing a child's learning difficulties, while parents may feel resistant due to a lack of training in phonics instruction for beginning readers. Additionally, some teachers show limited commitment to teaching reading, further complicating efforts to improve reading skills. (Marual et al. 2014)

To address these challenges, the researcher proposed an intervention fostering a partnership between parents

and teachers to support learners struggling with reading. Per observation, these learners contribute to increasing drop-out rates if not immediately addressed, which results in the growth of non-readers and educational downside. There is also a need to provide additional support for learners who can decode text but require enhancement in comprehension skills to prevent delays in their learning progress.

Therefore, this intervention addresses learners across all proficiency levels, structured around a year-long cycle consisting of four essential phases: Assessment, Planning, Implementation, Monitoring, and Evaluation. This comprehensive approach ensures that learners receive targeted support tailored to their specific needs, facilitating continuous progress and improvement throughout the intervention period among learners in 4th grade of Sta Maria Central School SPED Center for the school year 2022-2023.

Phase I: Assessment of Reading Proficiency

In this phase, reading assessments were conducted to determine learners' reading levels, from non-readers to those with proficient comprehension skills. Using the Phil-IRI scale, learners were placed into four categories: Station 1 (Non-readers), Station 2 (Frustration), Station 3 (Instructional), and Station 4 (Independent). This assessment helped teachers identify each student's strengths and areas for improvement, allowing for the selection of appropriate reading materials and tailored instruction. The approach created a supportive learning environment that promoted skill development for all learners.

Phase II: Planning

The researcher gathered data on pupils' reading levels and the challenges teachers faced in implementing existing reading remediation programs. Based on this data, a comprehensive reading plan was developed. Once approved by the principal, the plan was thoroughly communicated to the teachers, with specific roles and responsibilities clearly outlined to ensure a shared understanding and coordinated implementation. Following the reading assessment, an orientation session was held for teachers and parents, highlighting the essential role they play in supporting the learner's reading development in school and at home.

The following are the duties and responsibilities of the persons involved in the intervention program:

1. School Head is essential to the success of this program, as they provide direct supervision to teachers during its implementation. In partnership with Master Teachers, the School Head is responsible for ensuring smooth execution, including securing funding for necessary materials and overseeing the achievement of desired learning outcomes.
2. Master Teachers play a key role by leading Learning Action Cell (LAC) sessions, offering guidance, and reinforcing teachers. They assist in developing instructional materials that are customized to the unique needs of learners at each station. They are also encouraged to conduct focus group discussions to immediately address challenges during implementation. This collaborative and holistic approach ensures that all stakeholders are actively involved, empowered, and working together to ensure the success of the intervention program.
3. Teachers play a vital role in inspiring and guiding learners, particularly in developing their reading skills. It is their responsibility to deliver reading instruction effectively and to use the most appropriate approaches to meet each learner's needs. Additionally, teachers should consistently implement reading-focused instruction in the classroom, creating a structured environment that supports ongoing literacy development and helps track each student's progress over time. This approach fosters a collaborative effort between educators, learners, and parents, contributing to a supportive and successful learning experience.
4. Parents are the first person to help children in developing learner's reading skills. With this, the following

are expected to be conducted at home.

- Establish a partnership between the teacher and parents to support the learner both in school and at home, clearly outlining expectations for home involvement, including the provision of appropriate reading materials for practice following remedial reading sessions.
- Set a daily 30-minute reading time at home for learners, as agreed upon between teachers and parents. Expectations for this home support are clearly defined, with materials aligned with classroom instruction to ensure consistency.
- Explain the reading approach to parents, ensuring a unified method is used both at home and school to reinforce learning and achieve the desired reading outcomes.
- Monitor the learner's progress by holding individual conferences with parents, conducting home visits as necessary to provide additional support, and offering feedback on reading development.
- Ensure that the materials used for home reading practice are identical to those used in school, allowing the teacher to effectively track whether the learner has mastered the skills targeted for the week.
- Encourage parents to contribute to the provision of printed materials, especially in cases where the school faces resource shortages.
- In the event of class suspensions due to calamities or unforeseen circumstances, the parents must ensure continuity of reading instruction at home under their supervision.

Phase III. Implementation

This part focuses on the implementation of the reading intervention program, which groups learners based on their reading abilities to provide targeted support. The four stations cater to different reading levels: Station 1 for Non-readers, Station 2 for Frustrated learners, Station 3 for Instructional learners who can decode but lack comprehension, and Station 4 for independent readers requiring enrichment. The program's emphasis is on English language development, with remedial sessions scheduled before the school day to ensure uninterrupted practice.

Each station uses level-specific printed materials, including passages and comprehension questions, for learners to practice reading. The teacher rotates through the stations, providing tailored guidance and feedback, and encourages one-on-one reading sessions in lower-level stations. "Reading Wrap-Up Day" on Fridays allows for a weekly assessment of learners' progress, helping the teacher track skill development and identify areas that need attention.

Learners showing progress are recognized as "Station Completers" and are promoted to the next level, while parents of improving students are acknowledged with certificates. Flexibility is a key teaching strategy, allowing teachers to adapt instruction based on individual learner needs while using standardized materials. Parents are also involved, dedicating 30 minutes daily to practice with their children, reinforcing the skills taught at school. In cases of no progress, conferences and home visits are arranged to ensure continued support.

The program ensures continuity in learning by encouraging students to read at home during suspensions or teacher absences. Master teachers support the program's implementation, guiding teachers based on data and helping them with professional development. This structured and collaborative approach promotes consistent reading practice, leading to long-term improvement in learners' reading skills.

The Master Teacher is specifically responsible for the following:

- Modifying instructional materials to better meet the needs of learners.
- Developing instructional materials that align with program goals and learner levels.
- Coordinating with the School Head to ensure adequate provision of resources and materials.

- Monitoring the classroom implementation of the program to maintain quality and consistency.
- Conducting assessments in collaboration with the reading team to evaluate progress.
- Leading focus group discussions to identify and address issues and challenges encountered during program implementation.

Phase IV, Monitoring and Evaluation

The critical process of Monitoring and Evaluation takes center stage. Master Teachers, entrusted with ensuring the delivery of quality instruction, are tasked with organizing a dedicated committee on reading for monitoring and evaluating the program's effectiveness. It is imperative that Master Teachers periodically oversee instructional reading activities and lead the committee in conducting thorough evaluations.

To gauge progress and effectiveness, Mid-Assessments are scheduled after the 2nd Quarter and continued post-assessment after the 4th quarter, utilizing the Standardized Phil-IRI assessment tool. Additionally, the researcher provided each adviser with a self-developed reading progress evaluation, enabling a comprehensive assessment of the learner's progress.

Following each assessment, Master Teachers are responsible for facilitating Focus Group Discussions to facilitate the exchange of best practices among teachers and address any challenges encountered. This collaborative approach not only fosters continuous improvement but also ensures that the program remains responsive to the evolving needs of learners and educators alike.

Unique Features of the Program

This intervention focuses on improving reading proficiency for learners at all levels, from non-readers to independent readers. It addresses the root causes of reading difficulties, including limited parental support, teacher involvement, and access to materials, ensuring alignment between the home literacy environment and the school's support system. The program includes both decoding and comprehension skills, preventing delays in learning progress for all students.

Grounded in the real experiences of parents and learners, the program tackles challenges like limited access to reading materials and parents' work schedules and emphasizes teacher-parent collaboration. The use of authentic teaching strategies, like individualized instruction and Learning Action Cell sessions, ensures the program meets real classroom needs. Additionally, the intervention's use of standardized assessment tools, like the Phil-IRI, allows progress tracking and comparisons across schools.

Strengths of the Intervention

The program's four-phase cycle—Assessment, Planning, Implementation, Monitoring, and Evaluation—ensures adaptability to different classroom environments and learner needs.

Key strengths include:

- Assessment and Planning: Tailors instruction to individual learner needs using unified reading material.
- Implementation: Consistency of reading instructional delivery, supported by LAC Sessions and parental involvement with an encouraged time of 30-minutes read-at-home session.
- Monitoring and Evaluation: Regular assessments and feedback allow for continuous improvements with the involvement of school head, master teachers, and parents.

This adaptable and flexible approach ensures that the intervention is relevant, authentic, and sustainable, fostering long-term reading success by involving all key stakeholders.

3. Action Research Questions

This study aims to examine the effectiveness of the “Teacher-Parent Collaboration: A Read-at-Home” Intervention Program among Grade IV selected pupils in Sta Maria Central School SPED Center for School Year 2022-2023.

Specifically, this study aims to answer the following:

1. What is the pupil’s reading proficiency before the reading intervention in terms of:
 - 1.1. Word Recognition; and
 - 1.2. Comprehension
2. What is the pupil’s reading proficiency after the reading intervention?
 - 2.1. Word Recognition; and
 - 2.2. Comprehension
3. Is there a significant difference in the pre and post-test of the controlled variables?
 - 3.1. Word Recognition; and
 - 3.2. Comprehension
4. On the basis of the findings of the study, what intervention can be proposed to further improve the program?

4. Action Research Methodology

4.1 Research Design

This study employed a causal-comparative or quasi-experimental design methodology, chosen for its capability to discern causal relationships between interventions and outcomes. Such a design entails comparing groups that naturally exist or manipulating independent variables without random assignment. This approach proves advantageous when randomizing participants is either impractical or ethically unfeasible or when investigating naturally occurring phenomena. As elucidated by this design, it facilitates comparing outcomes among groups that share similarities but diverge regarding the intervention or program under scrutiny. (Marcus et al. 2020)

Thus, the causal-comparative or quasi-experimental design is well-suited for addressing the research question on the pre-and post-test results of 4th-grade learners' word recognition and comprehension. Its ability to examine causal relationships in naturally occurring groups, while avoiding the ethical and logistical challenges of randomization, makes it an ideal choice for educational research. Utilizing this design, the study can meaningfully assess the impact of reading intervention on learners’ progress, providing valuable insights into improving literacy skills.

4.2 Participants and/or other sources of Data and Information

The participants of this study are the Grade IV selected pupils of Sta Maria Central School SPED Center, which covers 8 sections. A table below is presented to further understand the selection of the respondents.

Section	Station 1	Station 2	Station 3	Station 4	Total Number of Pupils
Four A	21	6	1	16	44
Four B	16	25	0	2	43
Four C	9	7	8	20	44
Four D	14	20	3	7	44
Four E	14	7	6	17	44
Four F	10	5	19	10	44
Four G	7	10	15	12	44
Four H	24	0	19	0	43
Total	114	80	73	84	350

Fig. 1. Table of Participants

Fig. 1 presents a total of 350 pupils who will participate in the program, where Station 1 (Non-Readers) has the highest number of learners with 114, followed by 80 (22%) learners in Station 2 (Frustration) and 73 (20%) in Station 3 (Instructional). Data shows that there is a higher number of non-decoders compared to other stations in the school year 2022-2023 after the pandemic. However, this data also shows that 24% (84) of the pupil population falls in Station 4 (Independent) and is also within the level of their expected competence in reading. This suggests that 76% of 4th-grade learners are still at a frustration level in reading. To evaluate the program's effectiveness, the researcher prioritizes data that highlights the most urgent instructional reading needs, focusing on the areas requiring the greatest attention.

4.3 Research Instrument

The researcher adapted the Philippine Informal Reading Inventory (PHIL-IRI) Assessment to measure the progress of the learners in reading. It is a tool used to assess the reading proficiency of elementary school students. It is also designed to identify students' reading level and provide data that can be used to design appropriate reading interventions and instructional strategies. It allows teachers to categorized learners according to its level of reading proficiency using four levels: (1) Non-reader; (2) Frustration; (3) Instructional; and (4) Independent. By utilizing the PHIL-IRI Assessment, educators gain valuable insights into their students' reading abilities, enabling them to tailor instruction to meet individual needs.

4.4 Data Gathering Procedure

The researcher sought permission from the Schools Division Superintendent through the Planning and Research Office before data collection. After receiving approval, the researcher implemented the study and submitted a formal letter of permission to the school principal and teachers, along with an informed assent from the parents.

The Phil-Iri tool was used without the need for additional validation, as it was fully adapted. This tool is widely used by the Department of Education to measure the level of learners' reading proficiency to provide appropriate reading instruction. It was conducted by getting the GST Scores of the learners. For those learners who failed to pass the GST, which requires 14 correct answers, learners would be categorized under the three remaining levels which are non-readers (listening), frustration, and instructional.

In the Data collection, the researcher and reading coordinators conducted the pre-test at the beginning of the school year in all eight (8). The researcher secured the list of learners and categorized them into Stations 1-4. From there, the next data will be the mid-test after the 2nd quarter, and the post-test at the end of the 4th quarter. Mid-assessments tracked progress, and data entry was managed by advisers, the reading coordinator, and the researcher.

Participants were informed about the study's purpose, voluntary participation, and confidentiality. After data

collection, SPSS tools were used for analysis. The final paper was reviewed and approved by the District and Division Research Evaluator Committees to ensure quality and adherence to standards. This process ensured the research was ethically sound and methodologically rigorous.

4.5 Data Analysis

This study utilized two main statistical tools which are Descriptive Mean and Paired T-Test. The Descriptive Mean is employed to determine the reading abilities of pupils both before and after the intervention, focusing on aspects such as word recognition, speed, and comprehension. Its objective is to gauge the distribution of grade IV pupils across different levels of reading ability—below, within, and above the expected range. On the other hand, the Paired T-Test is utilized to ascertain whether a significant difference emerges post-intervention. Its purpose is to evaluate the effectiveness of the intervention by analyzing the progress exhibited by the children. Through these statistical analyses, the study aims to provide insights into the efficacy of the reading intervention program in enhancing the reading skills of grade IV pupils.

5. Results and Discussion

5.1 Pupil's proficiency before reading interventions in terms of word recognition and comprehension

Variable	Mean	Verbal Description
Word Recognition	1.00	Non-reader
Comprehension	2.00	Frustration

Legend: 4.0 – 3.25 Independent 3.24 – 2.50 Instructional
2.49 – 1.75 Frustration 1.74 – 1.0 Non-Reader

Fig 2. Pupil's Proficiency Before Reading Intervention

Fig 2. revealed that the mean score for word recognition is 1.00, which describes pupils as "Non-readers." This means that pupils struggle significantly with recognizing and decoding words. This is an indication that the pupil upon entry in the 4th-grade level already has difficulty with basic phonics, sight words, and word analysis skills. Further, the mean score for comprehension is 2.00, indicating pupils are in the level of "Frustration." This means that while pupils may have some ability to understand texts, their comprehension skills are still developing and may be inconsistent. They likely struggle with extracting meaning from texts, making inferences, and understanding the deeper layers of written material. The data indicates that 4th-grade students exhibited low proficiency levels in both word recognition and comprehension prior to the implementation of reading intervention. This underscores the importance of targeted intervention to support students in improving their reading skills and advancing to higher levels of literacy. The findings of this study were reaffirmed and found that the majority of the learners from 1st to 7th-grade struggle in reading using languages such as English, and he emphasized the need for reading culture in school such as the creation of reading curricula, individual reading recovery program, and enrichment/enhancement program. (Tomas et al. 2021) Additionally, it was supported that low literacy skills in the Philippines exist due to various factors such as parents' educational level, poor home support, constrained learning resources, and teachers' commitment to performing reading instruction. (Librea et al. 2023)

5.2 Pupils' proficiency after reading interventions in terms of word recognition and comprehension

Variable	Mean	Verbal Description
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Word Recognition	1.78	Frustration
Comprehension	2.62	Instructional
Legend: 4.0 – 3.25 Independent 3.24 – 2.50 Instructional 2.49 – 1.75 Frustration 1.74 – 1.0 Non-reader		

Fig. 3, Pupil's Proficiency After Reading Intervention

Fig 3. presents the proficiency of pupils after the implementation of reading interventions, specifically in terms of word recognition and comprehension. Data revealed that the mean score for word recognition is 1.78, categorizing pupils as "Frustration" which indicates that after the reading interventions, there has been a notable improvement in word recognition skills compared to the pre-intervention stage. Pupils are transitioning from being non-decoders to showing progress in decoding words, although they may still encounter some difficulties in this area. Furthermore, the mean score for comprehension was 2.62, indicating that pupils are now classified as "Instructional." This indicates a notable improvement in comprehension skills following the reading interventions. Pupils at this stage exhibit increased confidence in decoding, utilizing their acquired phoneme skills to engage with texts at a higher level of complexity. Consequently, those who have successfully progressed beyond the initial stage are now better equipped to enhance their abilities in text comprehension. Pupils are more adept at making inferences and extracting meaning from written passages with greater ease compared to their proficiency levels prior to the intervention. Consequently, the findings of this study align with the research (Pocan et al. 2022), which revealed that a well-structured reading intervention program can advance pupils from frustration to successful instruction. He also emphasized that by accurately assessing a pupil's current reading ability, teachers can develop effective and tailored instructional materials. This underscores the necessity of intensifying both teacher and student programs within schools.

In contrast, some researchers highlight that collaboration between teachers and parents positively impacts students' reading comprehension, attitudes, and motivation, ultimately leading to enhanced reading outcomes. This complementary perspective underscores the importance of integrating both targeted intervention programs and robust home-school partnerships to support reading development. (Caliscan and Ulas 2022) Following the reading intervention, the pupil's proficiency in word recognition progressed to the Frustration level, while comprehension improved to the Instructional level. This demonstrates that developing reading skills among learners is achievable with active parental involvement, a valuable strategy that has not yet been fully recognized or supported by the Department of Education. Moreover, this approach could serve as a model for other schools, allowing them to adapt and assess its effectiveness within their school environments and with their unique stakeholders.

5.3 A significant difference in the pre-test and post-test reading proficiency

<i>Variable</i>	<i>Mean</i>	<i>T-value</i>	<i>p-value</i>	<i>Decision</i>	<i>Interpretation</i>
<i>Word Recognition</i>	<i>Pre-test</i>	<i>1.00</i>	<i>12.573</i>	<i>.000</i>	<i>Reject</i>
	<i>Post-test</i>	<i>1.68</i>			
<i>Comprehension</i>	<i>Pre-test</i>	<i>2.00</i>	<i>11.216</i>	<i>.000</i>	<i>Reject</i>
	<i>Post-test</i>	<i>2.62</i>			

****0.05 level of Significance****

Fig 4. Pupil's Proficiency Before and After Reading Intervention

Fig 4. reveals that significant differences in word recognition ($t\text{-value} = 12.573$), indicating a substantial

improvement in proficiency level exist with a p-value .000 lower than the assumed alpha level ($\alpha = 0.05$). The null hypothesis then is rejected, confirming that there is a significant difference in word recognition between the pre-test and post-test. This implies that the intervention was effective in terms of developing word recognition among non-decoders. This also indicates that developing reading skills among non-readers is most effective when teachers and parents collaborate, complemented by the use of individualized reading materials. Furthermore, the analysis highlights significant variances in comprehension (t-value = 11.216) between the pre-test and post-test, with the obtained p-value .000 below the assumed alpha level ($\alpha = 0.05$). These findings underscore the existence of a significant difference in comprehension before and after the intervention. This indicates that children who receive regular instruction at home show greater progress compared to those who do not. Additionally, it can be noted that a comprehensive strategy involving individualized instruction by teachers, ongoing communication with parents, and the provision of appropriate materials for both school and home, along with extensive mentorship by Master Teachers through regular LAC (Learning Action Cell) sessions, can significantly increase opportunities for students who are at risk of becoming unmotivated, disengaged, and potentially contributing to dropout rates. This approach fosters a supportive learning environment that addresses the unique needs of each child, helping to keep them engaged and motivated in their educational journey. Furthermore, the findings of this study were reconfirmed (Cui et al. 2021), where the relationship between parental involvement and students' academic achievement at the elementary level was explored, and it was found that students with a higher degree of parental involvement performed better than those with parental involvement not related to academics. The researchers in this study emphasized that parents should pay more attention to the type of support they provide to their students and that parental involvement is a significant determinant of success in pupils' reading skills development. (Iroegbu and Igweike 2020) However, strengthening parental involvement in fostering a reading culture in the classroom presents a significant challenge. It was emphasized that the complexity of teaching reading is exacerbated by several factors, including a congested curriculum, limited reading materials, and the need for students to have the autonomy to select their reading materials. (Cabrera 2020) He also underscores the critical importance of upskilling teachers to deliver effective reading instruction and the need for the recognition and implementation of research-based pedagogical practices to enhance literacy development.

The literature reviewed, which informed the implementation of this program, supports these assertions. It emphasizes a comprehensive approach that encompasses assessing reading abilities, developing individualized instruction and appropriate reading materials, conducting assessments, and providing necessary resources and teacher training. Thus, the findings of this study indicate that the "Teacher-Parent Collaboration: Read-At-Home Program Intervention" has been effective in positively influencing pupils' reading proficiency, enhancing both word recognition and comprehension.

5.4 Based on the findings of the study, the researcher proposed an improvement plan that focuses on boosting the reading proficiency of fourth-grade pupils at Sta. Maria Central School SPED Center through the "Building Bridges: A Learning Home". The goal is to help students progress from Non-readers to more advanced reading levels by combining individualized instruction and consistent parental support. The program includes key objectives such as (1) educating parents about the program's goals and methodologies to enhance their understanding of its importance in improving their children's reading skills; (2) equipping parents with tools and strategies to support reading development at home, creating an optimal learning environment; (3) and fostering collaboration between parents and teachers to ensure a strong partnership in promoting literacy development. The plan will proceed in phases, starting with assessing parental involvement, setting clear objectives, and collaborating with educators to align home-based efforts with school initiatives. Workshops will be conducted to teach parents how to assist their children with reading at home, and continuous support will be provided through resources like books and reading logs. Regular evaluation and recognition of progress will be part of the plan to ensure its effectiveness. The program spans a year, with various activities, including orientations, workshops, monitoring of reading progress, and

evaluation. The plan covers all parents, regardless of their child's reading proficiency, ensuring that all learners, whether struggling or proficient, receive the support they need to succeed. The program will be regularly monitored and adjusted based on feedback from teachers, parents, and students to ensure continued progress and address any challenges that arise.

6. Conclusion and Recommendation

Based on the findings of the study, it is concluded that fourth-grade pupils at Sta. Maria Central School SPED Center demonstrated reading proficiency levels below the expected standards, falling into the categories of non-readers and frustration for both word recognition and comprehension. However, following the implementation of an intervention, significant improvements were observed in both word recognition and comprehension among the children. Notably, a significant difference was observed between the pre-and post-intervention results, indicating the effectiveness of the reading intervention titled "Teacher-Parent Partnership: A Read-at-Home Intervention Program". The implementation of this program facilitated the transition of pupils from non-readers to displaying progress in decoding words and applying basic cvc comprehension passage and with some residual difficulties. Addressing these challenges requires the use of appropriate teaching approaches, such as individualized instruction tailored to the reading abilities of each pupil, supplemented by consistent parental support at home. Furthermore, allocating 30 minutes for remedial reading is sufficient to foster literacy skills when approached effectively in partnership with parents. Recommendations stemming from these findings include the formal recognition of teacher-parent partnerships in all schools, with school administrators and educators encouraged to adopt individualized reading instruction strategies to meet the specific needs of struggling readers. Additionally, mentor teachers should provide support through Learning Action Cell (LAC) sessions focused on reading development materials. Lastly, a suggestion is to implement a program aimed at educating parents on how to facilitate early reading skills development at home, fostering a conducive environment for literacy acquisition.

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