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Extent of Parent-Teacher Collaborative Teaming and Learners Reading Competency

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Abstract

Aim: The purpose of this study is to examine the extent of parent-teacher collaborative teaming and its impact on the reading competency of elementary learners in Cluster II of Bagumbayan District III, Sultan Kudarat Division. Specifically, this study aimed to determine the level of parent-teacher collaboration, assess the reading difficulties experienced by learners, and identify the factors affecting their reading proficiency. Furthermore, this study sought to establish whether parent-teacher collaboration significantly predicted students' reading competency.

Methodology: Employing a quantitative research approach, the study involved 47 parents whose children participated in the program within Cluster II of Bagumbayan District III during the 2024–2025 school year. A validated questionnaire was utilized to assess the extent of collaborative teaming among stakeholders, while secondary data analysis was conducted to determine the learners' reading competence. The study employed descriptive statistics, specifically the mean, and inferential statistics, using Pearson's r , to analyze the data.

Results: The findings revealed that both home-based involvement and school-based involvement were categorized as Extensive Collaboration. Overall, the extent of parent-teacher collaborative teaming was likewise described as Extensive Collaboration. In terms of reading competence, learners demonstrated performance at the Instructional Level in both reading fluency and reading comprehension. Correlational analysis indicated a moderate positive relationship between parent-teacher collaborative teaming and learners' reading fluency and reading comprehension.

Conclusion: In Bagumbayan District III, Sultan Kudarat Division, parents and teachers maintain a strong collaborative partnership in supporting students' learning. Parental involvement is more prominent at home than in school-based activities. While students demonstrate some fluency and comprehension, they still require guidance to reach independent reading proficiency. The level of parent-teacher collaboration significantly influences students' reading skills, with higher parental engagement linked to improved fluency and comprehension.

Keywords: parent-teacher collaboration, home-based involvement, school-based involvement, reading fluency, reading comprehension, literacy development

INTRODUCTION

Behind every successful reader is a strong support system that bridged the gap between home and school. The role of parents and teachers in child's reading journey could not be overstated, yet the extent of their collaborative efforts often determined the effectiveness of literacy development.

Globally, reading literacy among elementary learners remained a significant concern, with an 86% literacy rate still leaving approximately 774 million individuals worldwide unable to read or write (UNESCO, 2018). Disparities persisted between developed and developing nations, with one in four children in developing regions unable to read, and South Asia and Sub-Saharan Africa reporting the lowest literacy rates (UNESCO, 2018). Even in developed countries, literacy challenges are evident; 65% of fourth-graders in the United States read at or below the basic level, while one in five children in England cannot read by age 11 (UNESCO, 2018). Furthermore, in 22 out of 31 countries, a growing number of children fell below the minimum reading proficiency level during the same period (PIRLS, 2021). Relatively, UNICEF (2021) estimates that only a third of 10-year-olds worldwide can comprehend a simple written story, emphasizing the urgency of addressing literacy gaps.



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Reading competence remained a significant challenge in Philippine elementary schools, as indicated by the Philippine Informal Reading Inventory (Phil-IRI), which reported low proficiency in comprehension, fluency, and word recognition (DepEd, 2022). The 2018 PISA results further highlighted the country's struggles, ranking the Philippines among the lowest in reading literacy globally (OECD, 2019). Factors such as limited access to reading materials, insufficient teacher training, and minimal parental involvement contributed to these issues (Bautista et al., 2020). In response, DepEd has implemented initiatives like Brigada Pagbasa and every Child a Reader Program (ECARP) to strengthen literacy development (DepEd, 2021). Additionally, the Mother Tongue-Based Multilingual Education (MTB-MLE) policy aims to improve early-grade reading skills, though challenges in implementation persist (Guerrero, 2022). Addressing these issues requires enhanced teacher training, increased reading resources, and stronger parent-teacher collaboration to support literacy development.

On the other hand, teacher-parent collaboration had increasingly gained recognition as a vital academic partnership aimed at enhancing students' educational outcomes. This collaboration fostered a shared responsibility between educators and families, ensuring that students received consistent support both at school and at home (Epstein et al., 2019). Teachers are no longer solely responsible for delivering instruction; rather, they worked closely with parents to create an environment conducive to learning, reinforcing skills and knowledge beyond the classroom (Hornby & Blackwell, 2018).

Research indicated that effective teacher-parent collaboration significantly influences students' academic performance, engagement, and motivation (Grolnick & Pomerantz, 2020). When parents actively participated in their children's education, students benefited from additional learning opportunities, personalized support, and increased confidence in their abilities (Jeynes, 2022). Furthermore, the time dedicated to reinforcing learning through structured academic support at home correlated with improved student achievement (Fan & Williams, 2018). Thus, strengthening parent-teacher partnerships is essential in fostering students' holistic development and overall academic success.

Despite extensive research highlighting the benefits of parental involvement in education over the past 25 years, many schools continue to struggled with effectively engaging parents in their children's learning (Epstein, 2018). A key challenge is the lack of awareness among both parents and teachers regarding the advantages of collaboration, which may contributed to persistent issues in student literacy and numeracy (Lara & Saracostti, 2019). In the Philippine context, district reports indicated a concerning number of students classified as non-readers and non-numerates, which negatively impacted overall school performance (DepEd, 2021). While programs like Brigada Pagbasa and Catch-Up Friday aimed to address these gaps, there is limited research on their effectiveness in fostering sustained parent-teacher collaboration (Guerrero, 2022).

The purpose of this study is to examine the extent of parent-teacher collaborative teaming and its impact on the reading competency of elementary learners in Cluster II of Bagumbayan District III, Sultan Kudarat Division. Specifically, this study aimed to determine the level of parent-teacher collaboration, assess the reading difficulties experienced by learners, and identify the factors affecting their reading proficiency. Furthermore, this study seeks to establish whether parent-teacher collaboration significantly predicted students' reading competency. The findings of this study will provided insights into the effectiveness of collaborative efforts between parents and teachers, offering recommendations for enhancing reading interventions and improving student learning outcomes.

Objectives

The purpose of this study is to examine the extent of parent-teacher collaborative teaming and its impact on the reading competency of elementary learners in Cluster II of Bagumbayan District III, Sultan Kudarat Division. Specifically, this study aimed to determine the level of parent-teacher collaboration, assess the reading difficulties experienced by learners, and identify the factors affecting their reading proficiency. Furthermore, this study seeks to establish whether parent-teacher collaboration significantly predicted students' reading competency.

Specifically, it aims to answer the following research questions:

1. To what extent do parents and teachers practices collaborative teaming in terms of:
 - 1.1 home-based involvement; and
 - 1.2 school-based involvement?
2. What is the level of learners' reading competence in terms of:
 - 2.1 reading fluency; and
 - 2.2 reading comprehension?
3. Is there a significant relationship between the extent of collaborative teaming and learners' reading fluency?



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4. Is there a significant relationship between the extent of collaborative teaming and learners' reading comprehension?

Hypothesis

The study's hypothesis in null form is state as:

1. There is no significant relationship between the extent of collaborative teaming and learners' reading fluency.
2. There is no significant relationship between the extent of collaborative teaming and learners' reading comprehension.

METHODS

Research Design

This study employed a descriptive-correlational research design to examine the extent of parent-teacher collaborative teaming and its impact on learners' reading competency. The descriptive design was used to determine the level of reading difficulty among learners, identify the factors affecting their reading abilities, and assess the effectiveness of collaborative learning strategies in improving reading proficiency. Meanwhile, the correlational design was utilized to analyze the relationship between parent-teacher collaboration and learners' reading competency, identifying potential associations between these variables without manipulating any conditions.

Descriptive research is a systematic method of exploring and portraying the characteristics of a population or a specific phenomenon (Creswell & Creswell, 2018). It focuses on what is happening rather than why it is occurring, aiming to provide an accurate representation of observed trends and behaviors (McCombes, 2022). This approach is particularly useful in educational research, as it helps identify patterns in reading difficulties and the factors influencing learners' reading skills. Conversely, correlational research is a non-experimental method that examines statistical relationships between two or more variables without exerting any control over them (Fraenkel & Wallen, 2020).

Population and Sampling

The study involved 47 parents, 8 teachers, and 47 learners participating in the Catch-up Friday program in Cluster II of Bagumbayan District III, Sultan Kudarat Division. This program aims to address learners' reading difficulties through additional instructional support. Parents and teachers were selected for their direct involvement in the program, making them key informants in examining the impact of parent-teacher collaboration on reading competency.

Only parents of learners currently enrolled in the program across the eight schools in Cluster II, and who actively supported their child's reading development, were included. Teacher participants were those assigned to deliver reading instruction in the program for at least one semester. Excluded were parents and teachers not directly involved in the program or unavailable during the study period due to other commitments.

Instrument

This study utilized an adapted survey questionnaire based on the instrument developed by Majerus (2011). The tool underwent content validation, resulting in a scaled Content Validity Index (CVI) of 1.00, indicating excellent validity. Reliability testing yielded a Cronbach's alpha of 0.800, signifying a high level of internal consistency. The questionnaire consisted of two parts: Part I focused on home-based involvement, while Part II addressed school-based involvement. Additionally, secondary data analysis of Phil-IRI results was conducted to assess the learners' level of reading competence.

Data Collection

This study has followed a systematic and ethical gathering of data, the researcher has formally secure permission from relevant authorities before administering the survey. The researcher has obtained permission from the Dean of the Graduate School of Sultan Kudarat State University. Upon approval, further permission was sought from the Department of Education Sultan Kudarat Division through the Schools Division Superintendent allowing the administration of the research instrument to the identified respondents.



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After securing the necessary approvals, the researcher has personally distributed the survey questionnaires to the selected respondents. The purpose of the study was explained and ensured clarity and informed consent. Respondents were assured of the confidentiality and anonymity of their responses, and they were encouraged to answer the survey truthfully based on their experiences and observations.

This study has employed both primary and secondary sources of data which ensured a comprehensive analysis of the relationship between parent-teacher collaboration and learners' reading competency. Primary data refers to firsthand information collected directly from the respondents without any external interpretation or judgment (Creswell & Creswell, 2018). In this study, primary data was obtained through a structured survey questionnaire distributed to the selected parents and teachers involved in the Catch-up Friday program.

On the other hand, secondary data consists of information gathered from existing literature, studies, surveys, and research findings conducted by other scholars on similar topics (McMillan & Schumacher, 2020). In this study, secondary data was sourced out from results of Philippine Informal Reading Inventory and has determined the reading competence of the learners.

The researcher has personally collected all distributed questionnaires. A 100% retrieval rate was met and has maximized the data accuracy and completeness. Respondents were given a reasonable timeframe to complete the survey before collection.

After the questionnaires have been retrieved, the data were carefully tabulated for statistical analysis and interpretation.

Treatment of Data

The researchers employed descriptive and correlation statistical methods which described the extent of collaborative teaming and level of reading competence of learners. Specifically, mean was used to describe the extent of collaborative teaming. On the other hand, Pearson r was used to determine the relationship between parent-teacher collaborative teaming and learners' reading competency.

Ethical Considerations

Prior to the commencement of the study, a formal permission letter endorsed by the research adviser was secured from the school principal or head of the institution. Participation in the study was voluntary, and informed consent was obtained from all respondents through signed waivers before the data collection process began. To protect the participants' privacy, aliases were used, and all data were treated with strict confidentiality. Participants were informed of their right to withdraw from the study at any stage without penalty and to refrain from answering any questions that made them feel uncomfortable. The research was designed and conducted in accordance with the ethical guidelines established by Sultan Kudarat State University. To foster trust and ensure ethical integrity, the researcher emphasized anonymity and confidentiality, within the bounds of applicable laws and institutional policies. Both verbal and written informed consent were required before continuing with data collection, reinforcing the participants' autonomy and safeguarding their welfare throughout the research process.

RESULTS and DISCUSSION

This chapter presents, analyzes, and interprets the results of the data gathered during this study on extent of collaborative teaming of teachers and parents whose learners are included in the catch-up Friday intervention. This will also determine the reading competency learners in catch-up Friday in Cluster II of Bagumbayan District III, Sultan Kudarat Division.

Extent of Collaborative Teaming of Teachers and Parents

The following tables reveal extent of parents and teachers collaborative teaming in terms of home-based involvement; and school-based involvement.

Table 1 presents the extent of parents and teachers collaborative teaming in terms of home-based involvement

The highest-rated indicators are parents supporting their child's learning by providing resources such as books, tools, or technology that enhance academic achievement, with a mean score of 3.78. This suggests that parents are highly engaged in ensuring their children have the necessary materials to succeed academically. The lowest-rated indicator is parents establishing a quiet, well-equipped study space and encouraging good study habits with a mean of (3.33) but still verbally describe extensive collaboration. This suggests a strong commitment to



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promote a learning-friendly home environment, it may indicate some challenges in consistently maintaining ideal study conditions.

Table 1. Extent of Parents and Teachers Collaborative Teaming in Terms of Home-Based Involvement

Home-Based Involve	Mean	Verbal Description
1. Parents support their child's learning by providing resources such as books, tools, or technology that enhance academic achievement.	3.78	Extensive Collaboration
2. Parents offer encouragement, motivation, and emotional support to their child, helping them overcome academic challenges and build confidence in their abilities.	3.65	Extensive Collaboration
3. Parents maintain consistent communication with teachers, such as through phone calls, or meetings, to discuss their child's progress and academic needs.	3.64	Extensive Collaboration
4. Parents attend scheduled meetings with teachers to discuss their child's academic performance, behavior, and learning goals.	3.60	Extensive Collaboration
5. Parents actively track their child's academic progress, reviewing report cards, assignments, and test results to stay informed and provide additional support as needed.	3.56	Extensive Collaboration
6. Parents contribute to school decisions, either through school committees, parent-teacher associations, or informal discussions, to help shape the educational experience.	3.55	Extensive Collaboration
7. Parents work with teachers to reinforce positive academic behaviors such as punctuality, respect for others, and dedication to learning.	3.46	Extensive Collaboration
8. Parents offer their time to assist in classroom activities, field trips, or school events, supporting the school's educational and extracurricular programs.	3.45	Extensive Collaboration
9. Parents provide guidance and support for their child's homework, ensuring it is completed on time and to the best of the child's ability.	3.44	Extensive Collaboration
10. Parents establish a quiet, well-equipped space for studying and encourage good study habits, helping foster a positive attitude toward learning.	3.33	Extensive Collaboration
Mean	3.55	Extensive Collaboration

Generally, the extent of parent and teacher collaborative teaming in terms of home-based involvement got a mean of 3.55 verbally describe as is generally extensive collaboration. The data reflects a strong home-based partnership between parents and teachers, particularly in academic monitoring, communication, and motivation, reinforcing the crucial role parents play in their child's educational success.

The findings conform to Kartel et al., (2020) who argue that the role of parents is very conducive to the academic success of a child. Always encourage and have innovations in child supervision so that children do not feel bored or even stressed in learning. Similarly, reports on the rise of homeschooling indicate that a well-structured home learning environment contributes to better educational outcomes, particularly for students with special educational needs or those facing challenges in traditional school settings (Financial Times, 2024)



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Table 2 presents the extent of parent and teachers collaborative teaming in terms of school-based involvement.

Table 2. Extent of parent and teachers collaborative teaming in terms of school-based involvement.

	Message	Mean	Verbal Description
1.	Teachers and parents collaborate regularly on setting educational goals, sharing insights on the child's strengths and weaknesses, and developing strategies for improvement.	3.51	Extensive Collaboration
2.	Parents actively participate in school events such as parent-teacher meetings, open houses, parent education sessions, and extracurricular activities, showing support for the school's initiatives.	3.49	Extensive Collaboration
3.	Parents may work directly with teachers in implementing classroom activities or providing resources that align with the curriculum, ensuring consistency between home and school learning.	3.38	Extensive Collaboration
4.	Parents are involved in school decision-making processes by serving on school committees, councils, or leadership positions, advocating for the needs and interests of students.	3.49	Extensive Collaboration
5.	Parents engage in workshops and training sessions organized by the school to enhance their understanding of educational practices and better support their child's learning at home.	3.67	Extensive Collaboration
6.	Parents and teachers jointly plan or contribute ideas to school-wide educational programs or initiatives, helping to create a more cohesive learning environment.	3.53	Extensive Collaboration
7.	Parents volunteer for activities such as reading to students, organizing events, chaperoning school trips, or offering professional expertise, contributing to a rich school experience.	3.31	Extensive Collaboration
8.	Parents offer constructive feedback to teachers and school leaders on various school programs, classroom activities, and teaching methods to help improve the educational experience.	3.18	Moderate Collaboration
9.	Parents collaborate with teachers and school staff to support students who need special accommodations, interventions, or counseling, working together to address individual learning needs.	3.15	Moderate Collaboration
10.	Parents stay involved in the development or revision of school policies and practices that impact student learning, contributing to the creation of a supportive school environment.	3.36	Extensive Collaboration
Mean		3.41	Extensive Collaboration

The highest-rated aspect of collaboration is parents' engagement in workshops and training sessions organized by the school to enhance their understanding of educational practices and better support their child's learning at home, receiving a mean score of 3.67. This suggests that parents are most actively involved in professional development activities that help them contribute effectively to their child's education.

On the other hand, the lowest-rated indicator is parents collaborating with teachers and school staff to support students needing special accommodations, interventions, or counseling (3.15). These findings indicate that



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while parents are highly engaged in general school activities, there is room for improvement in their involvement in specialized student support and feedback mechanisms.

Overall, the extent of parent and teacher collaborative teaming in terms of school-based involvement is generally classified as extensive collaboration, (3.41). The data reflects a strong collaborative relationship between parents and teachers, particularly in areas related to educational planning, school events, and decision-making, though further efforts may be needed to strengthen parental participation in individualized student support and school improvement initiatives.

The findings align to Boonk et al. (2018) whose study have shown that parental involvement contributes to the development of motivational characteristics in children, which are linked to higher achievement. The most effective parent education workshops combine school guidance with opportunities for parents to discuss their concerns, promoting a sense of partnership crucial for family engagement (Goodall, 2020).

Table 3 presents the summary of the extent of parent-teacher collaborative teaming.

Table 3. Summary of the Extent of Parent-Teacher Collaborative Teaming

Message	Mean	Verbal Description
1. Home-based involvement	3.55	extensive collaboration
2. School-based involvement.	3.41	extensive collaboration
Mean	3.48	extensive collaboration

The study revealed varying levels of parent-teacher collaborative teaming. Home-based involvement emerged as the stronger area, with a mean score of 3.55, indicating that parents are highly engaged in supporting their child's education through activities at home, such as providing resources, monitoring academic progress, and maintaining communication with teachers. School-based involvement showed a slightly lower mean of 3.41, suggesting that while parents actively participate in school events, decision-making, and educational initiatives, their engagement in certain areas; such as individualized student support and feedback may be somewhat less pronounced.

The overall extent of parent-teacher collaborative teaming was classified as Extensive Collaboration, with an overall mean of 3.48. These findings underscore a robust collaborative relationship between parents and teachers, with parents playing an active role both at home and within the school environment to support student success.

The findings align with Sheridan et al. (2019), who emphasized that key components linked to positive outcomes include both interpersonal and relational factors; such as communication, collaboration, and strong parent-teacher relationships as well as tangible structural elements, including home-based involvement and behavioral support. These aspects underscore the advantages of family-school interventions and highlight the importance of tailoring such initiatives to the specific needs of families and communities. Similarly, Park and Holloway (2017) found that both public- and private-good parental involvement had a stronger association with student-level mathematics achievement among high-socioeconomic status (SES) students. Moreover, aggregated private-good parental involvement showed a more significant relationship with school-level achievement in low-SES schools. This suggests a need for schools to explore more effective strategies for leveraging the social capital of low-SES families to enhance student learning outcomes.

Level of Learner's Reading Competence

Table 4 presents the level of learners reading competence comprising oral reading fluency and reading comprehension.

Table 4. Level of Learner's Reading Competence in Learning Reading Fluency

Oral Reading Level	Fluency (N-47)	Percentage (%)
Independent	25	53.19
Instructional	20	42.55
Frustration	2	4.26
Mean	94.51	
Interpretation	Instructional	Learners can read a given text with some assistance while demonstrating partial comprehension



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The level of learners' reading competence in terms of reading fluency is categorized as Instructional, with a mean score of 94.51. This indicates that, on average, learners can read a given text with some assistance while demonstrating partial comprehension.

Among the 47 learners assessed, 25 students (53.19%) were classified under the Independent Level, meaning they can read fluently with strong comprehension and minimal teacher support. Meanwhile, 20 students (42.55%) were at the Instructional Level, signifying that they can read with moderate fluency but may require guidance in word recognition and understanding complex ideas. Lastly, 2 students (4.26%) fell into the Frustration Level, indicating significant difficulties in reading fluently and understanding the text, often requiring intensive intervention.

Overall, while a significant number of students demonstrate independence in reading fluency, a considerable portion still requires instructional support to enhance their reading skills. The presence of students in the Frustration Level also highlights the need for targeted interventions to prevent further reading difficulties and improve overall literacy outcomes.

The findings agree to Rasinski et al., (2017) whose study revealed a mixed picture of students' reading fluency levels. While a significant number of students demonstrate independence in reading fluency, a considerable portion still requires instructional support to enhance their reading skills. This finding aligns with recent research highlighting the ongoing challenges in literacy development across various grade levels (Solari et al., 2020). The presence of students in the Frustration Level is particularly noteworthy, as it underscores the need for targeted interventions to prevent further reading difficulties and improve overall literacy outcomes (Miciak & Fletcher, 2020).

Table 5 presents the Level of students reading competence in terms of reading comprehension.

Table 5. Level of students reading competence in terms of reading comprehension.

Oral Reading Level	Fluency (N-47)	Percentage (%)
Independent	28	59.57
Instructional	10	21.28
Frustration	9	19.15
Mean	13.47	
Interpretation	Instructional	student can read and understand a text with teacher guidance and support . At this stage, the student demonstrates partial comprehension , meaning they grasp the main ideas but may struggle with more complex concepts, vocabulary, or inferences

The level of learners' reading competence in terms of reading comprehension is categorized as Instructional, with a mean score of 13.47. This indicates that, on average, students can read and understand a text with teacher guidance and support. At this level, learners demonstrate partial comprehension, meaning they can grasp main ideas but may struggle with complex concepts, unfamiliar vocabulary, or making inferences.

Among the 47 learners assessed, 28 students (59.57%) were classified as Independent Readers, meaning they can comprehend texts effectively without assistance, demonstrating strong analytical and inferential skills.

Meanwhile, 10 students (21.28%) were at the Instructional Level, signifying that while they can understand texts with support, they may need teacher intervention for more advanced comprehension tasks. However, 9 students (19.15%) were at the Frustration Level, indicating significant difficulties in reading comprehension. These students likely struggle with decoding, understanding key ideas, and making connections within the text, requiring intensive reading interventions.

Overall, while a majority of students exhibit independent reading comprehension skills, a notable percentage still require instructional support to enhance their understanding. The presence of learners in the Frustration Level highlights the need for remedial programs, differentiated instruction, and targeted reading strategies to help struggling readers improve their comprehension skills. Addressing these gaps can contribute to stronger literacy development and better academic performance.



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The findings conform to Wanzek et al., (2020) who found while a majority of students exhibit independent reading comprehension skills, a notable percentage still require instructional support. The presence of learners in the Frustration Level underscores the need for remedial programs, differentiated instruction, and targeted reading strategies. Addressing these gaps can contribute to stronger literacy development and better academic performance across various subjects (Elleman & Oslund, 2019).

Relationship Between Parents-Teachers Collaborative Teaming and Level of Learners' Reading Competence.

Table 6 presents the results of correlation analysis between the parents and Learners Reading Fluency.
Table 6. Results of Correlation Analysis Between the Parents and Learners Reading Fluency

Variable	df	r	r ²	t-comp	t-crit	p-value
Extent of collaborative teaming and learners' reading fluency	45	.53	28	4.19	2.021	.000127

The correlation analysis between the extent of parent-teacher collaborative teaming and learners' reading fluency shows a moderate positive correlation ($r = 0.53$). This suggests that as parental involvement in collaborative teaming increases, learners' reading fluency tends to improve. The coefficient of determination ($r^2 = 28\%$) indicates that 28% of the variance in learners' reading fluency can be explained by the extent of parental collaboration with teachers. While this is a significant portion, it also suggests that other factors contribute to reading fluency.

The statistical significance of this correlation was tested using a t-computed value of 4.19, which is greater than the t-critical value of 2.021, confirming that the relationship is statistically significant. Additionally, the p-value of 0.000127 is much lower than the standard significance level of 0.05, indicating strong evidence against the null hypothesis. This means that there is a statistically significant relationship between the extent of parental collaboration and learners' reading fluency.

The findings suggest that greater parental involvement in school activities, academic support at home, and communication with teachers positively influence students' reading fluency.

Specifically, the findings suggest that increased parental engagement in school activities, academic support provided at home, and regular communication with teachers are associated with improved reading fluency outcomes for students (Niklas et al., 2020). This aligns with recent research emphasizing the crucial role of parental involvement in literacy development (Sénéchal & Lefevre, 2022).

This conform to Boonk et al., (2018) who posited that the positive influence of parental involvement on reading fluency can be attributed to several factors. First, parents' participation in school activities may increase their awareness of instructional strategies and curriculum expectations, enabling them to better support their children's learning at home. Second, academic support provided by parents at home, such as shared reading practices or homework assistance, can reinforce classroom instruction and provide additional opportunities for reading practice (Aram et al., 2021). Lastly, regular communication between parents and teachers facilitates a collaborative approach to addressing students' individual reading needs and monitoring progress (Hornby & Blackwell, 2018).

Table 7. Results of correlation analysis between the parents and Learners Reading Comprehension

Variable	df	r	r ²	t-comp	t-crit	p-value
Extent of collaborative teaming and learners' reading comprehension	45	.55	30	4.40	2.021	00006

The correlation analysis between the extent of parent-teacher collaborative teaming and learners' reading comprehension reveals a moderate positive correlation ($r = 0.55$). This suggests that higher levels of parental involvement are associated with better reading comprehension among learners. The coefficient of determination ($r^2 = 30\%$) indicates that 30% of the variance in learners' reading comprehension can be explained by the extent of



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parental collaboration with teachers, while the remaining 70% may be influenced by other factors such as instructional methods, student motivation, and access to reading resources.

The statistical analysis shows a t-computed value of 4.40, which is significantly higher than the t-critical value of 2.021, confirming that the correlation is statistically significant. Furthermore, the p-value of 0.00006 is much lower than the standard significance level of 0.05, indicating strong evidence against the null hypothesis. This confirms a significant relationship between parent-teacher collaboration and learners' reading comprehension.

These findings emphasize the crucial role of parental involvement in enhancing students' reading comprehension. When parents actively participate in school-related activities, engage in home-based learning support, and communicate regularly with teachers, students tend to develop better comprehension skills.

The results agree to Sénéchal and Lefevre (2022) who highlight the multifaceted benefits of parental involvement in literacy development. The positive influence of parental involvement on reading comprehension can be attributed to several factors. The parents' participation in school activities may increase their awareness of curriculum expectations and instructional strategies, enabling them to better support their children's learning at home (Niklas et al., 2020). Moreover, home-based learning support, such as shared reading practices or discussions about texts, can reinforce classroom instruction and provide additional opportunities for developing comprehension strategies (Aram et al., 2021). Lastly, regular communication between parents and teachers facilitates a collaborative approach to addressing students' individual comprehension needs and monitoring progress (Hornby & Blackwell, 2018).

Conclusions

Based on the findings of the study, the following conclusions are drawn:

The parents and teachers in Bagumbayan District III, Sultan Kudarat Division maintain a strong collaborative partnership in supporting students' learning. Parents are more engaged in educational activities at home than in school-based initiatives.

Though students are capable of reading with some degree of fluency and comprehension, they still require teacher guidance and structured support to achieve independent reading proficiency.

The level of parent-teacher collaboration significantly influences students' reading skills, with greater parental engagement contributing to better fluency.

Relatively, the level of parent-teacher collaboration significantly influences students' reading skills, with greater parental engagement contributing to better reading comprehension.

Recommendations

The following recommendations are made based on the facts and conclusions drawn from this study:

1. The school may continue to strengthen the collaboration between parents and teachers, through structured parent engagement programs that encourage active participation in both home-based and school-based activities. Providing training sessions, workshops, and regular parent-teacher conferences can help bridge communication gaps and ensure sustained collaboration.
2. Given that students still require guidance to achieve independent reading proficiency, teachers may implement targeted interventions such as guided reading sessions, fluency drills, and peer-assisted learning strategies.
3. Providing parents with structured home-based reading activities and resources may reinforce students' fluency outside the classroom.
4. Since parental engagement significantly influences reading comprehension, schools may encourage parents to integrate comprehension-building activities at home, such as interactive storytelling, asking inferential questions, and engaging children in discussions about texts.
5. Teachers may also provide regular feedback and instructional materials to support parents in promoting comprehension skills.
6. Future studies may explore the long-term impact of parent-teacher collaboration on students' overall academic performance, beyond reading fluency and comprehension. Additionally, a qualitative approach may be incorporated to gain deeper insights into the challenges and best practices in sustaining effective parent-teacher partnerships.



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