

Parental involvement and teachers' support on the reading proficiency of Grade 1 learners of selected schools of South Butuan District

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Abstract: This study investigated the parental involvement and teachers' support given in facilitating the reading proficiency of the Grade 1 learners. Further, it sought to determine the significant difference between the level of teachers' support and level of parental involvement in the reading proficiency of the learners and proposed a localized reading action plan to improve the reading proficiency of the learners. This study employed descriptive research design. Furthermore, the study was conducted in the selected schools in South Butuan District. The instrument that was used in this study was researcher-made and validated by experts. The findings indicated that there was a significant disparity between the teachers' support and parental involvement for reading proficiency. Due to socioeconomic limitations, varying educational backgrounds, time constraints, and fewer collaboration opportunities it affected the level of involvement of the parents in facilitating the reading proficiency of the learners. Moreover, teachers' professional training, access to resources, dedicated classroom time, and collaboration opportunities contributed to their stronger support efforts. Also, the result revealed that teachers established a strong foundation for reading proficiency development through their comprehensive approach, including utilizing diverse reading materials, creating conducive classroom environments, and maintaining consistent communication with parents. While communication is established, there is an opportunity to enable parents with more specific strategies to further enhance their support for home-based reading activities.

Keywords: Parental involvement, Teachers' support, and Reading proficiency

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INTRODUCTION

The ability to read effectively is a fundamental skill that is essential for academic success and lifelong learning. However, a significant number of children struggle with reading, with estimates suggesting that up to 17% of children in developed countries experience reading difficulties (World Health Organization, 2018). These difficulties can have a profound impact on a child's education, social development, and emotional well-being.

There were research around the globe that highlighted the positive impact of teacher-parent collaboration on struggling readers. For instance, a study conducted in the United States found that children who received both Teachers Support and Parental Involvement showed greater improvements in reading fluency and comprehension than those who received only one type of intervention (Fantuzzo et al., 2018). Similarly, a study in Australia found that parent's involvement in their children's reading activities was positively associated with children's reading achievement (Baker et al., 2018).

The Philippines has a high illiteracy rate, with an estimated 10% of Filipinos unable to read and write (Philippine Statistics Authority, 2018). This poses a significant challenge to the country's

education system and its ability to provide all learners with the opportunity to succeed as it reflects the support given to the learners to facilitate reading. Furthermore, based on the National Report of the Philippines on the Program for International Student Assessment (PISA) results in 2022, the Philippines ranked 77th out of 81 participating countries and economies in reading. The average reading score for 15-year-old students in the Philippines was 347 points, which increased from 340 points in the 2018 assessment but remained significantly below the global average reading score of 476 points. Despite this improvement, the Philippines still scored lower than the OECD average in reading, reflecting the ongoing challenges in student performance in this subject area.

In recent years, there has been a growing focus on improving reading proficiency in the Philippines. The Department of Education has implemented a number of initiatives to promote reading, including the National Reading Program and the Brighter Beginnings Program. These initiatives have shown some promise, but there is still a need for more effective strategies to support struggling readers. Butuan City, located in the Caraga region of the Philippines, is facing a similar challenge with low literacy rates. A study found that up to 20% of children in Butuan City are struggling with reading (Butuan City Division of Education, 2018). This was a significant concern for the city's education system and its ability to provide all children with the opportunity to succeed.

According to the Comprehensive Rapid Literacy Assessment in South Butuan District of the Division of Butuan City only 118 of the 301 learners have been classified as Grade 1 ready; the remaining 183 learners were identified as struggling readers and required assistance through refresher programs.

In the quest to address this critical issue, it became increasingly evident that a comprehensive and collaborative approach was necessary. This study aimed to address this gap by examining the impact of parental involvement and teacher support on the reading proficiency of Grade 1 learners in Butuan City.

This study aimed to determine the level of parental involvement and teachers' support in the reading proficiency of the Grade 1 learners. This study further sought to know the significant difference between the level along the parent's involvement and the teachers support for the improvement of the learners' reading skills. Moreover, this study aimed to propose a localized reading action plan to improve the reading proficiency of the learners.

Research Objectives

Statement of the Problem

This study determined the level of parental involvement and level of teachers' support to improve reading proficiency of Grade 1 learners of the selected schools of South Butuan District.

Specifically, the study sought to answer the following questions:

1. What is the level of parental involvement received by the learners to improve their reading proficiency in terms of.

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- 1.1 time allotment for reading;
- 1.2 utilization of reading materials.
- 1.3 parent-teacher communication; and
- 1.4 home literacy environment

2. What is the level of teachers' support given to improve the reading proficiency of the learners in terms of:

- 2.1 time allotment for reading;
- 2.2 utilization of reading materials;
- 2.3 teacher-parent communication; and
- 2.4 classroom environment

3. Is there a significant difference between the level of parent's involvement and the level of teachers' support for the improvement of the learners' reading skills?

4. On the basis of the findings of the study what localized reading action plan may be proposed to improve the reading proficiency of Grade 1 learners?

METHODOLOGY

Research Design

The study employed a descriptive research design. Descriptive research design is a type of research methodology that aims to analyze and document the behaviors and characteristics of a particular group of people. In the study, it was used to determine the level of parental involvement and teachers support given to improve the reading proficiency of the learners. Moreover, it identified the significant difference between the practices along the parent's involvement and the teachers' support for the improvement of the learners' reading skills.

Respondents and Locale of the Study

The research was conducted within the area of South Butuan District, situated in the mountainous terrain of the southern region of Butuan City. Accessible by traversing approximately 17 kilometers from the city proper, the district is primarily located along the Malaybalay road, specifically in the vicinity of Manila de Bugabus, near the central part of South Butuan District.

In South Butuan District, which consists of 12 elementary schools, the researcher focused on seven specific schools for this study. The selected schools were Amparo Central Elementary School, Bitan-agan Elementary School, Sta. Cruz Elementary School, Manila de Bugabus Elem. School, Dulag Elem. School, Tagpulangi Elem. School, and Bugabus Elem. School.

Bugabus Elementary School with a school ID of 132064, Bugabus Elementary School is situated at Barangay M.J. Santos Butuan City. The total population of Grade 1 learners in Bugabus Elementary School is 27.

Tagpulangi Elementary School with a school ID of 132082, Tagpulangi Elementary School is located at Barangay Dulag, Butuan City with a total population of 11 learners in Grade 1 level.

Amparo Central Elementary School with a school ID of 132083, Amparo Central Elementary School, located at Purok 1 Barangay Amparo Butuan City. The school has a total population of 74 enrollees in Grade 1 level.

Moreover, Bitan-agan Elementary School with a school ID of 132085. Bitan-agan Elementary School is located at Purok 1 Barangay Bitan-agan, Butuan City. Bitan-agan has a total population of 20 learners in Grade 1 level.

Dulag Elementary School with a school ID of 132089. The school is located at Barangay Dulag, Butuan City with a total population of 37 learners in Grade 1 level.

Sta Cruz Elementary School with a school ID of 132101, the school has 37 Grade 1 learners and situated at Barangay Manila de Bugabus Butuan City.

Lastly, Manila de Bugabus Elementary School with a school ID 137052. Manila de Bugabus Elementary School enrolls 16 learners in Grade 1 and located at Barangay Manila de Bugabus, Butuan City.

The population of the study were the 11 Grade 1 teachers and 110 parents of their respective learners. From this number, the study chose the Grade 1 teachers and parents in the 7 schools.

Research Instrument

The study utilized a researcher made instrument. Structured questions are reflected in the instrument to acquire the necessary information that was needed to answer the statement of the problem of this research study. A separate instrument for teacher and parents was utilized to contextualize the questions based on the respondents. Additionally, the research instrument also utilized the 4-point scale in determining the level of extent and the descriptors are (4) always, (3) often, (2) sometimes, and (1) never. Further, the instrument was categorized based on the indicators namely; time allotment for reading, utilization of reading materials, parent-teacher communication, and environment condition (home and classroom). This design is intended to have a collective view of the questions and reveal the necessary information that answer the objectives of this study.

Data Analysis

This study employed descriptive statistics such as weighted mean and Mann Whitney U test to answer the problem of the study. The statistical tools that are used for this study are the following:

Weighted Mean. This statistical tool was utilized to determine the level of parent's involvement and the teachers' support for the improvement of the Grade 1 learners' reading skills in South Butuan District.

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Mann Whitney U test. This statistical tool was employed to determine if there were significant differences between the level of parent's involvement and the teachers' support for the improvement of the Grade 1 learners' reading skills in South Butuan District.

FINDINGS AND DISCUSSION

Level of parental involvement received by the learners to improve the reading proficiency in terms of time allotment for reading, utilization of reading materials, parent-teacher communication, and home literacy environment

Data presents the level of parental involvement received by learners in terms of time allotment for reading activities. As shown in the Table, indicator 7 which states that " I engage in discussions with my child about the importance of reading" got the highest mean of 3.73. This can be explained by the fact that the parents inculcate in the minds of their children that reading is a lifelong skill that improves memory, builds a vigorous vocabulary and foundation of knowledge.

As noted by Bracken & Fischel (2018), engaging in literacy activities with parents, like discussing the importance of reading, has a beneficial impact on children's reading skills and motivation.

While indicator number 2, which states that "I encourage my child to practice silent reading", got the lowest mean of 3.12. Parents may monitor the pronunciation of their children when they do silent reading in, thus they discourage their children to read silently.

The overall weighted mean is 3.40 which described as High. Parents gave effort in allocating time for reading because they believe that allocating time for reading and encourage them to read would help improve the reading skills of their children.

Parental involvement in literacy activities is widely recognized as a critical factor in learner's academic success, particularly in reading (Çalışkana & Ulaş, 2021). By actively participating in reading sessions, monitoring reading time, and engaging in discussions about the importance of reading, parents can foster a conducive environment for their children's reading development.

Furthermore, allocating sufficient time for reading activities and providing additional support for learners who need extra practice can help address individual differences in reading proficiency levels (Young, et al., 2016).

Modifying parental involvement strategies to meet the specific needs of each learner can contribute to more effective reading development. It is essential to note that parental involvement should be a collaborative effort between parents and teachers. As emphasized by Epstein (2019), establishing strong partnerships between families and schools can enhance learners' educational experiences and outcomes.

Teachers played a crucial role in providing support, guidance and resources to parents on effective strategies for supporting their children's reading development at home.

Level of parental involvement received by the learners in terms of utilization of reading materials

It can be seen in the data that indicator 1 which states that “I use reading materials provided by the teacher for the reading activities of my child” got the highest mean of 3.72. This can be surmised that parents are actively utilizing the reading materials given by the teacher and their encouragement for their children to read the available materials at home is more frequent, they see the effectiveness and suitability of their child’s reading level and the kind of material given by the teacher.

Parental involvement in utilizing reading materials is crucial for fostering a literacy-rich environment and promoting reading development (Bracken & Fischel, 2018). By using teacher-provided materials and encouraging their children to read at home, parents can reinforce the learning that takes place in the classroom and provide opportunities for continuous practice and skill development.

Notably, indicator number 5 which states that “I purchase reading materials for my child such as story books, flashcards, and other printed materials” received the lowest mean of 2.65 this explains that the parents give more importance to their daily needs than purchasing reading materials for their children. They faced challenges in acquiring additional reading materials, financial constraints is one factor why parents have limited access to educational resources. As emphasized by Manz et al. (2021), access to high-quality reading materials is essential for developing reading proficiency.

The overall weighted mean is 3.32 which is described as High which means that parents are supporting the teachers through using the given reading materials of the teachers. This can be inferred that parents are willing to support their child’s teachers in improving their reading performance through using the given reading materials, but they did not prioritize on purchasing reading materials by themselves because of financial matters.

Teachers can play a crucial role in providing guidance and resources to parents on how to effectively utilize reading materials at home, including strategies for selecting appropriate materials and incorporating them into daily routines (Bracken & Fischel, 2018).

Additionally, by providing access to resources such as book lending programs or literacy initiatives, these partnerships can ensure that all learners have access to a diverse range of reading materials, regardless of their family's financial circumstances (Manz et al., 2021).

Level of parental involvement received by the learners in terms of parent-teacher communication

Data presents the level of parental involvement received by learners in terms of parent-teacher communication. It is evident in the Table that indicator 5 which states that “I express any concerns or questions I have about my child's reading development to the teacher promptly.” got the highest mean of 3.15 this aligns to the situation that parents are willing to communicate and seek clarification from teachers regarding their children's reading development. Parents see that open communication as essential for identifying potential challenges or areas that require additional support (Axford, 2019).

On the other hand, indicator 2 and 6 which states that “I ask reading materials from the teacher of my child for my home-based reading activities” .and “I engage in constructive

discussions with the teacher about strategies to enhance my child's reading skills.”, respectively both received the lowest mean of 2.85. This can be surmised that although still within the "High" range, these relatively lower ratings answer the reason that some parents experience challenges in actively seeking reading materials or engaging in discussions about specific strategies for reading skill enhancement.

Frequent and open communication between parents and teachers can help identify individual learners' interventions (Axford, 2019). By actively seeking reading materials and engaging in discussions about strategies, parents can gain valuable insights and guidance from teachers on how to effectively support their children's reading development at home. This collaboration can contribute to a more cohesive and consistent approach to reading instruction, bridging the gap between the classroom and the home environment (Epstein, 2019).

The overall weighted mean is 3.03 this means that parents generally somehow make efforts to communicate with teachers about their children's reading progress, ask for reading materials, coordinate participation in reading activities, collaborate in setting reading goals, express concerns or questions, discuss strategies for skill enhancement, and participate in teacher-led workshops or training sessions.

Level of parental involvement received by the learners in terms of home literacy environment

It is notable in the data that indicator 2 which states that “I encourage my child to read aloud.” got the highest a mean of 3.42 in affirms in view that parents would like to monitor their children’s way of reading, in terms of correct pronunciation. In this way, parents can quickly correct their child if they mispronounce, and they can evaluate the reading readiness of their child.

This practice is well-supported by research, as reading aloud to children has been shown to improve their language development, vocabulary acquisition, and reading comprehension (Almasi, 2019).

On the other hand, indicator 4 which states that “I decorate a room with visuals that promote literacy and reading at home, such as posters, word walls, and displays of student work related to reading activities.” received the lowest mean of 2.76. This explains that some parents are facing challenges in creating a visually rich literacy environment at home.

Research consistently demonstrates that a literacy-rich home environment, where reading is valued and encouraged, can significantly contribute to children's reading proficiency and academic success (Bracken & Fischel, 2018). By actively engaging in practices such as reading aloud, collaborating with family members, providing comfortable reading spaces, and recognizing reading achievements, parents can create a supportive and motivating environment that fosters a love for reading and encourages their children's literacy development (Bracken & Fischel, 2018).

Moreover, ensuring access to a variety of reading materials at home can expose children to diverse genres, topics, and reading experiences, which can further enhance their reading skills and interests (Bracken & Fischel, 2018).

The overall weighted mean is 3.14, described as "High". This finding means that parents generally make efforts to promote reading sessions at home, encourage read-aloud activities, collaborate with family members to support reading activities, decorate reading spaces, provide comfortable areas for reading, recognize reading achievements, and provide access to various reading materials.

Additionally, encouraging family involvement and collaboration in reading activities can create a supportive network that reinforces the importance of literacy and provides opportunities for shared reading experiences (Çalışkana & Ulaş, 2021).

Summary of the result of the parents involvement

It is evident in the data that the highest-rated variable is Time Allotment. This implies that in terms of parental involvement, the allocation of time for reading is strongly implemented at home compared to the other variables. This result means that the most effective intervention parents can provide is guiding their learners to have a scheduled time for reading.

On the other hand, the lowest-rated variable is Parents-Teacher Communication. This implies that parents have low participation in school meetings and consultations. The result aligns to the hectic schedules of parents due to work or other commitments. The result confirms to the result of (Table 9) that teachers encounter challenges in giving instructional materials to parents due to the reason parents have low participation in school.

Level of teachers support given to improve the reading proficiency of the learners in terms of time allotment for reading, utilization of reading materials, teacher-parent communication, and classroom environment.

It is notable in the presented data that both indicators 1 and indicator 4 which states that "I allocate time for reading activities during class sessions to enhance learners' reading proficiency." and "I provide additional time for reading activities of my learners who need extra practice to improve their reading proficiency.", respectively got the highest mean of 3.91. This explains that the teachers are committed in dedicating time for reading activities and providing additional support for struggling readers. This aligns with research findings that suggest increased reading time and targeted interventions can significantly improve reading proficiency (Donegan & Wanzek, 2021).

The high levels of time allotment for reading activities and the provision of additional support for struggling readers suggest that teachers in the South Butuan District are actively promoting reading development and addressing individual learners' needs. This aligns with the principles of differentiated instruction and the recognition that learners have varying needs and progress at different rates (Marks, et al., 2021).

Moreover, indicator number 2 which states that "I practice silent reading sessions in my classroom." received the lowest mean of 2.91. Teachers do not frequently implement silent reading due to the reason that they cannot assess the reading level of the learners since they cannot hear how the learners read the words correctly.

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The overall weighted mean is 3.61. This explains the reason that teachers are always allocating time for reading activities, make concerted efforts to allocate time for reading activities during class sessions, promote reading activities, provide additional time for learners needing extra practice, set aside specific time for reading-related activities each day, use interactive approaches to engage learners during reading time, and adjust the allotted time based on individual learners' needs.

Level of teachers' support given to improve the reading proficiency of the learners in terms of utilization of reading materials

It is notable in the data that both indicator 1 and indicator 2 which states that "I provide reading materials for the reading activities of my learners." and "I encourage my learners to read the reading materials in the classroom", respectively receive a mean of 4.00 this affirms to the reason that teachers are strongly committed ensuring the availability and utilization of reading materials in the classroom. Providing access to a diverse range of reading materials is crucial for developing reading proficiency, as it exposes learners to different genres, topics, and reading experiences (Astri & Wahab, 2018).

Moreover, the use of localized reading topics can make the reading experience more engaging and relatable for Grade 1 learners, connecting their learning to their immediate context and experiences (Astri & Wahab, 2018). The consistent efforts to update the availability of reading materials and ensure their accessibility align with the principles of differentiated instruction and recognition that learners have varying needs and progress at different rates (Gronseth, et al., 2021). By providing a diverse range of materials catering to different reading levels, teachers can address individual learners' strengths and areas for improvement, ultimately fostering reading proficiency for all.

It can also be observed that there is no indicator with particularly low ratings, as all items mean fall within the "Very High" range. However, among indicators,

indicator 6 which states that "I integrate a variety of reading materials, including books, articles, and digital resources, to provide a well-rounded reading experience for Grade 1 learners." got the lowest rating with a mean of 3.55, this is due to the reason that in view of the locality of the schools, social media is not that widely used, some learners are not exposed to digital materials.

The overall weighted mean is 3.80, describing it as Very High which means that teachers consistently utilize reading materials in their classrooms. Notably, the high levels of utilization of reading materials in the classroom means that teachers are providing learners with ample opportunities to engage with diverse texts and resources. Access to a variety of reading materials is crucial for developing reading proficiency, as it exposes learners to different genres, topics, and reading experiences (Manz et al., 2021). This also indicates that teachers make concerted efforts to provide reading materials for reading activities, encourage learners to read in the classroom, incorporate their own reading materials, update the availability of materials to cater to Grade 1 reading levels, ensure easy accessibility of materials, integrate a variety of reading materials, and use localized reading topics.

Level of teachers' support given to improve the reading proficiency of the learners in terms of teacher-parent communication

It is evident in the Table that both indicator 1 and indicator 7 which states that “I communicate with the parents of my learners in terms of their reading performance.” and “I encourage open communication channels, allowing parents to reach out to me regarding any concerns or questions related to their child's reading development.” received a mean of 3.82 this is in view that the teachers are committed to maintain open and regular communication with parents regarding their children's reading development. Effective teacher-parent communication is crucial for fostering a collaborative and supportive learning environment (Epstein, 2019).

On the other hand, the lowest-rated item is indicator 3 which means that “I give strategies to the parents of my learners with regards to the reading activities.” with a mean of 3.36. Teachers need additional support or resources in providing specific strategies to parents for supporting reading activities at home. This is due to the reason of the low participation of the parents in school meetings as can be seen in the result reflected in Table 4.

The findings emphasize the importance of fostering strong partnerships between teachers and parents in supporting learners' reading proficiency development. Effective communication and collaboration can create a cohesive and consistent learning environment, where efforts in the classroom are reinforced and supported at home (Epstein, 2019)

The overall weighted mean is 3.60 which can be inferred that teachers make concerted efforts to communicate with parents about learners' reading performance, provide reading materials to encourage home-based reading activities, offer strategies for reading activities, schedule regular parent-teacher conferences, seek feedback on communication strategies, help parents create reading goals, and encourage open communication channels.

By communicating learners' reading performance, providing reading materials, and offering strategies for home-based reading activities, teachers can empower parents with the knowledge and resources needed to support their children's reading development (Çalışkana & Ulaş, 2021).

Additionally, regular parent-teacher conferences and open communication channels foster a shared understanding of learners' strengths, needs, and progress, enabling targeted interventions and support. The findings also highlight the need for ongoing professional development opportunities for teachers, focusing on effective communication strategies and techniques for engaging parents in their children's literacy development (Durack, 2022).

By equipping teachers with the necessary skills and resources, they can better navigate the complexities of parent-teacher communication and create meaningful partnerships. Furthermore, the findings reveal the importance of establishing clear communication protocols and platforms within schools and districts.

Level of teachers' support given to improve the reading proficiency of the learners in terms of classroom environment

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It is evident in the Table that both indicator 2 and indicator 4 which states that "I encourage my learners to read aloud during oral recitation." and "I see to it that the environment of my classroom is conducive for learning/reading." received the highest mean of 4.00. This is due to the teachers' commitment in fostering a classroom environment that promotes reading activities and encourages learners to practice reading aloud in order for an easy and prompt assessment of the pupils' reading ability. Read-aloud activities not only develop fluency and comprehension skills but also contribute to creating a positive reading culture within the classroom (Almasi, 2019).

Interestingly, there are no indicators with particularly low ratings, as all item means fall within the range of Very High interpretation. This indicates that there is a high level of teachers' support towards reading. This consistency across indicators suggests that teachers in the South Butuan District are actively creating supportive classroom environments that facilitate reading development.

While the consistency of all indicators is rated Very High, it can be noticed that the least rated is indicator 3 which states that "I make sure that the classroom is well-equipped with variety of reading resources, including books, educational games, and technology, to cater to different learning preferences." got the lowest mean of 3.73 this explains that not all schools have technologies to be used in reading activities. Even though least rated, still it got a Very High rate, this means despite the lack of resources, teachers designed their classrooms with wide range of materials and resources just to meet the needs of the learners.

The promotion of diverse reading materials and the provision of a variety of reading resources cater to different learning preferences and reading levels, aligning with the principles of differentiated instruction (Astri, & Wahab, 2018).

The overall weighted mean is 3.88. This means that teachers always create a conducive classroom environment for reading. This is in view of the reason that teachers make efforts to promote diverse reading materials, encourage read-aloud activities, provide a variety of reading resources, ensure a conducive learning environment, maintain a suitable atmosphere for reading, offer comfortable seating arrangements, and establish reading corners within the classroom. The high levels of emphasis on creating a conducive classroom environment for reading activities suggest that teachers recognize the importance of providing a supportive and engaging learning space. A well-designed classroom environment can foster a love for reading, promote independent reading habits, and enhance learners' motivation and engagement with reading materials (Gambrell, 2011).

Summary of the result of the teachers support

Data presents the summary of the result of the Teachers Support. It is evident that the highest-rated variable is Classroom Environment with a weighted mean of 3.88. This indicates that teachers excel in creating a conducive and engaging classroom environment that supports learners reading proficiency. It gives insight that teachers are highly encouraged to have a conducive classroom, especially in reading.

On the other hand, the lowest-rated variable is Teacher-Parent Communication with a weighted mean of 3.60. While still very positive, this suggests slightly less emphasis compared to other variables, highlighting potential areas for further improvement in fostering strong teacher-parent partnerships.

The overall rating is 3.72 this highlights the commitment of teachers in the South Butuan District to support learners' reading proficiency through structured time allotment, diverse reading materials, effective communication with parents, and an enriched classroom environment.

Test of significant difference between the practices along the parent's involvement and the teachers' support for the improvement of the learners' reading skills.

Mann Whitney U test between the parents' involvement and teachers' support for the improvement of the learners' reading skills

The Mann Whitney U test is employed to determine if there are significant differences between the level of parents' involvement and level of teachers' support for improving learners' reading skills. The analysis reveals that there are significant differences between the parents and teachers in terms of utilization of reading materials ($U=285.55$; $p=.004$), parent-teacher communication ($U=331.000$; $p=.013$), and learning environment ($U=164.500$; $p=.000$). Thus, the null hypothesis is rejected with respect to these variables. This means that teachers make greater efforts to support learners' reading skills than parents. This is evidenced by the higher mean ranks among teachers compared to those of parents, indicated by negative Z-values. This finding provides insights into teachers' practices that may be used as inputs into a training program for parents.

In comparing and contrasting the reasons behind the levels of support for learners' reading proficiency between teachers and parents in real-life scenarios, it is important to acknowledge the unique roles, challenges, and resources available to each group. Teachers, as educational professionals, often possess specialized training, access to diverse resources, and focused instructional time within the classroom setting. Conversely, parents, while equally invested in their children's academic success, may face socioeconomic constraints, varying educational backgrounds, and different family dynamics that influence their ability to provide consistent and comprehensive support at home.

Teachers benefit from professional training and expertise in education, which equip them with effective teaching strategies and access to educational resources. Studies such as that by Hanaysha et al. (2023) state the importance of teachers' competence in the success of the teaching and learning process. This formal training allows teachers to create a conducive learning environment, implement differentiated instruction, and collaborate with peers to optimize teaching practices. In contrast, parents may lack similar formal training and specialized knowledge, which can impact their ability to support reading proficiency effectively.

Moreover, the dedicated time and focus that teachers can allocate to reading instruction within a structured classroom environment contribute significantly to learners' progress. Hattie (2023) finds that classroom instruction led by trained educators is a key predictor of academic achievement. In contrast, parents often juggle multiple responsibilities, including work and

household duties, which may limit the time they can dedicate to supporting reading activities at home.

Access to diverse resources is another crucial factor. Teachers typically have access to a wide range of reading materials, professional development opportunities, and classroom techniques. Research by McAleavy et al. (2018) emphasizes the impact of access to print-rich environments on reading outcomes. This access enables teachers to create engaging lessons and provide tailored support based on learners' needs. Conversely, parents, especially those from disadvantaged backgrounds, may have limited access to such resources, affecting their ability to reinforce reading skills outside of school.

Collaboration and shared responsibility within the educational setting also contribute to effective reading support. Kim and Chen (2020) emphasize the importance of communication and collaboration among those supporting learners in reading to facilitate their development and meet their needs. Teachers benefit from professional networks and teamwork, which enhance their ability to implement evidence-based practices. In contrast, parents may lack similar opportunities for collaboration, relying mainly on individual efforts to support their children's reading development.

From the parents' perspective, socioeconomic factors significantly influence their ability to support reading proficiency. Research by Manz (2021) discussed the impact of socioeconomic status on parental involvement and academic outcomes. Economic constraints may limit access to educational resources and opportunities for parental engagement, creating disparities in support for reading proficiency.

While both teachers and parents play critical roles in promoting reading proficiency, their levels of support are influenced by distinct factors. Teachers benefit from professional training, access to resources, and collaborative environments within schools. Parents face socioeconomic constraints, varying educational backgrounds, and cultural influences that impact their capacity to support reading proficiency effectively. By recognizing these differences and fostering inclusive partnerships, educators and policymakers can enhance support systems to optimize reading outcomes for all learners.

Proposed localized action plan to improve the reading proficiency of Grade 1 learners

The findings of the study in terms of the level of parental involvement received by the learners to improve reading proficiency indicate that parents were moderately involved in supporting their children's reading skills. They set aside time for reading, communicate with teachers about their child's progress and strategies for improvement, and participate in reading activities. Additionally, parents create a supportive reading environment at home, encourage their children to read aloud, collaborate with family members to support reading, provide necessary reading materials, and attend workshops or training sessions led by teachers.

On the other hand, in terms of the level of teachers' support received by the learners to improve reading proficiency revealed that teachers consistently provide a high level of support for promoting reading among learners. They allocate ample class time for reading activities, ensuring

that learners have regular opportunities to engage in reading. They also use a variety of reading materials in the classroom, which helps keep learners interested and engaged. Additionally, teachers maintain open communication channels with parents, keeping them informed about their child's reading performance and offering strategies for improvement. They create a welcoming classroom atmosphere that encourages reading by providing comfortable reading spaces, diverse resources, and dedicated reading corners.

On the next page is the action plan that will serve as an intervention plan. The localized reading action plan is on page 60.

REED: Reading Excellence through Engagement & Development rationale

In response to reading proficiency levels observed among Grade One learners in South Butuan District, this intervention program prioritizes a collaborative approach. This approach recognizes the powerful combination of parental involvement and well-trained teachers utilizing evidence-based reading instruction. The result of the study showed that the teacher and parents' involvement to improve the learners' reading proficiency that the teachers was more engaged than the parents. This localized reading action plan will enable parents with the knowledge and resources to create a supportive reading environment at home, fostering a love for reading in their children.

Moreover, the designed program Reading Excellence through Engagement and Development (REED) equips teachers with professional development opportunities to enhance their reading instruction skills and cater to diverse learners' needs with differentiated strategies. By fostering open communication and collaboration between parents and teachers, the action plan aims to create a unified learning experience that transcends beyond the classroom walls. Moreover, ongoing monitoring and targeted interventions based on assessment data ensure that all students receive the necessary support to reach their full reading potential. This comprehensive approach not only addresses current reading difficulties but also lays a strong foundation for future academic success.

The result of the study served as the basis in designing appropriate programs and interventions addressing the concerning addressing proficiency level observed among Grade One learners in South Butuan District.

Program description

The Reading Excellence through Engagement & Development (REED) Program is a targeted initiative designed to enhance reading proficiency among Grade One learners. Developed in response to identified concerns raised by educators and parents, the REED Program employs evidence-based instructional strategies and fosters active parental involvement to create a supportive learning environment both in school and at home.

Program goal

This intervention plan adheres to the following goals:

- Enhanced Reading Proficiency

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- Foster Active Parental Involvement
- Ensure Differentiated Instruction
- Monitor Progress and Development
- Promote Program Sustainability

General Objectives

The following objectives are formulated in accordance with the aims of this plan:

- To improve reading skills in areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- To engage parents school reading activities, reading materials, and at-home reading activities.
- To provide tailored instruction to meet the diverse learning needs of learners.
- To continuously assess student performance and make necessary adjustments to instruction and interventions.
- To develop a sustainability plan to ensure the continuation of effective practices beyond the initial implementation period.

CONCLUSION

Based on the result and the findings of the study, conclusions were drawn.

1. In terms of the level of parental involvement of the Grade 1 learners of South Butuan District, it was revealed that the parents communicate to their children about reading frequently, they use the reading resources that teachers provide, they let teachers aware when they have concerns, and they encourage their children to read aloud. On the other hand, it was also revealed that parents are less likely to encourage silent reading, request teachers for reading resources to be used at home, have thoughtful discussions with teachers about improving the reading proficiency of their learners' skills, and establish situations that support literacy at home. With an overall weighted mean of 3.22, parental involvement in enhancing reading competence is good overall.

2. The study found that teachers generally provide high levels of support to improve reading proficiency, with indicators related to time allotment, reading materials, and classroom environment receiving the highest mean. On the other hand, it was concluded that the indicators concerning school resources, parental involvement, and silent reading periods had the lowest mean. Overall, the weighted mean shows that teachers offer a significant level of support to

improve learners' reading competency, pointing to a focus reading instruction and a supportive classroom environment.

3. Moreover, the result of Mann Whitney U-test revealed that both teachers and parents play critical roles in promoting reading proficiency. However, teachers make greater efforts to support learners' reading skills than parents. This is evidenced by the higher mean ranks among teachers compared to those of parents, indicated by negative Z-values. This finding provides insights into teachers' support that may be used as inputs into a training program for parents.

4. The proposed localized action plan was conceived to address the conclusions. The localized action plan aims to have a collaborative effort of parents, teachers and other stakeholders of the community in facilitating the reading development of the learners.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were drawn.

1. Parents may enhance their involvement and support in developing their children's reading proficiency. They may establish consistent routines for home reading activities, create a dedicated and comfortable reading space involving the child, provide access to diverse and engaging reading materials aligning with interests, encourage family participation in shared reading experiences, model positive reading habits themselves, celebrate reading achievements, actively participate in parent-teacher communication opportunities to learn effective strategies, explore community resources if facing socioeconomic constraints, collaborate with teachers to understand the child's specific needs and goals, and maintain open communication to receive feedback and develop joint plans for improvement.

2. Teachers in the South Butuan District may prioritize fostering a supportive classroom environment conducive to reading activities by providing comfortable reading spaces, varied resources, and dedicated reading corners. They may continue to allocate sufficient class time for reading activities and utilize diverse reading materials to cater to learners' interests and reading levels. Maintaining open communication channels with parents regarding learners' reading progress and providing specific strategies for home-based reading activities are essential. Additionally, schools should offer professional development opportunities focused on effective reading instruction strategies and collaborative planning sessions to support teachers in implementing evidence-based practices.

3. The schools may constantly encourage teachers to do home visit and conduct quarterly Homeroom Parent-Teacher (HRPTA) meeting to communicate the performance of their learners and also to promote collaboration between teachers and parents. The school may also help the teachers and parents to establish a clear communication protocol to facilitate regular updates and coordination of efforts, and resource sharing, and encouraging parental involvement in school activities related to reading proficiency.

4. The schools may adopt the localized reading action plan may be used in the interventions in facilitating the development of reading and collaboration of teachers and parents.

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5. To the future researchers, it is best recommended that they may explore the factors and lived experiences that hinders the involvement of the parents in reading development of the learners. The future researcher may also explore how socio-economic factors of the learners and how it affects the reading development of the learners.

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