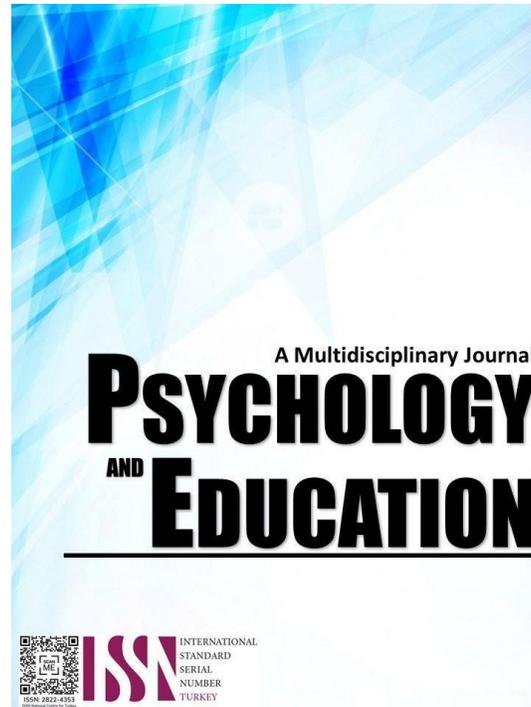


COLLABORATIVE STRATEGIES OF TEACHERS AND PARENTS AND THEIR IMPACT ON LEARNERS' READING LEVELS



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Collaborative Strategies of Teachers and Parents and Their Impact on Learners' Reading Levels

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Abstract

This study was conducted to seek results on the collaborative strategies of teachers and parents addressing reading difficulties of learners in public elementary schools in San Fernando I, Division of Bukidnon, School Year (SY) 2024-2025. This study revealed the following results: Majority of respondents, primarily early to mid-career women, engage in professional development activities, potentially influencing gender-related research interpretations, with varied educational backgrounds and limited higher-level training opportunities. Both teachers and parents exhibit high effectiveness in collaborative strategies for addressing reading difficulties, including Communication, Goal Setting, Planning, Parental Involvement, Support, and Collaboration Climate. The data reveals a concerning distribution with many learners classified in the Instructional and Frustration categories. A significant gap exists in the effectiveness of collaborative strategies between teachers and parents addressing learners' reading difficulties. The following recommendations are hereby offered in this study: Teachers should promote professional development initiatives to benefit from the diverse perspectives of predominantly female, early to mid-career colleagues, enhancing teaching methodologies and enriching the educational experience for all through advanced education and higher-level training. By sustaining and enhancing the highly effective collaborative strategies in areas like Communication, Goal Setting, Planning, Parental Involvement, Support, and Collaboration Climate, teachers can create an environment conducive to addressing reading difficulties and fostering learner success. Parents need to continue actively employing highly effective collaborative tactics for academic success. Learners encourage to seek additional support and resources to meet grade-level reading standards. Learners encourage to actively engage with both teachers and parents to leverage various solutions aimed at addressing reading challenges to enhance reading skills and academic achievement.

Keywords: *collaborative strategies, teachers, parents, learners' reading level*

Introduction

The issue of reading proficiency remains a pressing concern for teachers in the San Fernando I District. Data from the Phil-IRI Post Test for School Year (SY) 2024–2025 revealed that, out of 660 learners assessed, one was identified as a non-reader, 120 as frustrated readers, and 302 as instructional-level readers. This reading problem has existed even before the COVID-19 pandemic and was further exacerbated during the health crisis. The current situation continues to be challenged by extreme heat index levels, which force schools to shift to asynchronous learning, leaving classrooms empty and disrupting regular reading instruction.

Reading is a foundational skill vital to academic success and lifelong learning. Proficient reading is essential for comprehension, critical thinking, and overall educational achievement. However, many learners in public elementary schools face significant reading challenges that hinder their progress and limit their full potential. These difficulties may be attributed to various factors, including language barriers, cognitive limitations, inadequate resources, or ineffective instruction. Addressing these issues calls for a collaborative approach that actively involves both teachers and parents.

The Department of Education, through the Division of Bukidnon, has implemented several reading initiatives, such as the 4Bs (Bawat Batang Bukidnon Bumabasa), Project ARREST, Project FOSTER, and Project BRAINS, among others. Despite these programs, reading difficulties persist among a significant number of learners, indicating the need for more responsive and inclusive strategies.

Collaborative engagement between teachers and parents has proven to be an effective means of addressing learners' reading difficulties. Teachers bring pedagogical expertise, access to instructional resources, and familiarity with curriculum standards, while parents contribute intimate knowledge of their child's behavior, learning habits, and home environment. By working together, teachers and parents can create a supportive framework that increases the effectiveness of reading interventions.

This thesis aims to explore and evaluate the collaborative strategies employed by teachers and parents in addressing reading difficulties among learners in public elementary schools. It seeks to examine existing practices, interventions, and their outcomes to determine their impact and gather insights on their implementation.

The study recognizes that reading difficulties are complex and multifaceted, requiring comprehensive solutions that transcend classroom instruction alone. Collaborative approaches help bridge the gap between home and school, creating a consistent and supportive learning environment tailored to the needs of struggling readers. These partnerships can lead to more personalized interventions, emotional and motivational support, consistent teaching methods, and better resource accessibility.

This research is significant as it highlights the crucial role of teacher-parent collaboration in resolving reading challenges. It intends to identify effective practices and propose actionable recommendations for teachers, parents, and policymakers to strengthen support systems for learners experiencing reading difficulties.

The succeeding chapters will present a review of related literature on collaborative strategies for improving reading, describe the research methodology, analyze findings, and offer recommendations for enhancing teacher-parent partnerships in public elementary schools. Ultimately, the goal is to help foster an inclusive and supportive educational environment that empowers all learners to enhance their reading skills and achieve their fullest potential.

This study was conducted to examine the collaborative strategies of teachers and parents in addressing learners' reading difficulties in public elementary schools in San Fernando I District, Division of Bukidnon, for the school year 2024–2025.

Research Questions

This study was conducted to seek results on the collaborative strategies of teachers and parents addressing the reading difficulties of learners in public elementary schools in San Fernando I, Division of Bukidnon, School Year (SY) 2024-2025. This study answered the following questions:

1. What is the respondents' profile regarding age, sex, position, highest educational attainment, and training in teaching reading?
2. How effective are teachers' collaborative strategies in addressing learners' reading difficulties in Collaborative Communication, Shared Goal Setting, Joint Planning and Implementation, Parental Involvement, Teacher Support and Resources, and Collaboration Climate?
3. What is the level of effectiveness of the parents' collaborative strategies in addressing learners' reading difficulties in terms of Collaborative Communication, Shared Goal Setting, Joint Planning and Implementation, Parental Involvement, Teacher Support and Resources, and Collaboration Climate?
4. What is the reading level of the learners during SY 2024-2025?
5. Is there a significant difference between the level of effectiveness of the collaborative strategies of teachers and parents addressing the reading difficulties of learners and the reading level of the learners during the SY 2024-2025?

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the collaborative strategies utilized by teachers and parents in addressing the reading difficulties of learners in public elementary schools within San Fernando I District, Division of Bukidnon, for the School Year 2024–2025.

Data on the respondents' profiles—including age, sex, position, highest educational attainment, and training related to teaching reading—were collected using a researcher-developed questionnaire. Additionally, the level of effectiveness of the collaborative strategies implemented by teachers and parents was assessed. The reading coordinator of each school was requested to provide data on the learners' reading levels for the same academic year.

Respondents

The respondents of this study were the teachers and parents from various elementary schools under the San Fernando I District, Division of Bukidnon. These schools included An-anaran to Tibugawan, Bayting Elementary School, Candelaria Elementary School, Colon Elementary School, Halapitan Central Elementary School, Ilian Elementary School, Kalayag No Panulu-anan to Nabangkal Elementary School, Kauswagan Elementary School, Kawayan Elementary School, Little Baguio Elementary School, Mabuhay Elementary School, Macabongbong Elementary School, Magkalungay Elementary School, Malambago Elementary School, Malayag No Panoloanan to Mahayag Elementary School, Malayanan Elementary School, Nacabuklad Elementary School, Nala Elementary School, Sacramento Valley Elementary School, Salumayag Integrated School, Sayabanan to Katuonan to Balaas Elementary School, Sta. Cruz Elementary School, Sulog Elementary School, and Tigua Elementary School.

Table 1 displays the distribution of respondents across the participating schools.

Table 1. *Distribution of Respondents by School*

<i>Name of School</i>	<i>Number of Teacher-Respondents</i>	<i>Number of Parent-Respondents</i>
An-anaran to Tibugawan Elem. School	5	5
Candelaria Elem. School	7	7
Colon Elem. School	4	4
Halapitan Central Elem. School	2	2
Kalayag No Panulu-anan to Nabangkal - Elem. School	3	3
Kauswagan Elem. School	4	4
Kawayan Elem. School	9	9
Magkalungay Elem. School	6	6
Malambago Elem. School	6	6
Nala Elem. School	9	9
Total	60	60



The participating teachers hold regular-permanent positions in their respective schools. While the majority are local residents of the area, some are transients who reside in neighboring municipalities. Teachers in San Fernando, Bukidnon are widely recognized for their dedication, competence, and strong partnerships with the community, particularly with parents and local government units.

Instruments

This study employed a researcher-developed survey questionnaire as its primary data-gathering instrument. The questionnaire was structured into three parts:

Part I focused on the respondents' demographic profile, specifically their age, sex, position, highest educational attainment, and training related to teaching reading.

Part II assessed the effectiveness of collaborative strategies implemented by teachers and parents in addressing learners' reading difficulties.

Part III aimed to collect data on the reading levels of learners for School Year 2024–2025.

Procedure

Following the revision and integration of all recommendations from the Thesis Proposal, the researcher sought formal endorsement by consulting the appropriate department and committee responsible for research approvals at Valencia Colleges (Bukidnon) Incorporated and the Division Office of Bukidnon. She presented her research project to the Dean of the Graduate School and requested official endorsement. Subsequently, she submitted the endorsed proposal to the Office of the Schools Division Superintendent for review and to obtain institutional clearance.

During the review process, the researcher patiently awaited approval. If the reviewing authorities required clarifications or additional information, the researcher promptly addressed them and revised the instrument accordingly based on the feedback received.

Once approval was granted by the Public Schools District Supervisor of San Fernando I District, the researcher proceeded to secure endorsements from the school administrators of the participating schools. Upon receiving their approval, the research instruments were then distributed to the selected respondents.

Data Analysis

The data in this study were analyzed using the following statistical tools: To describe the profile of teacher-respondents in terms of age, sex, position, highest educational attainment, and training in teaching reading, frequency counts and percentages were employed.

To assess the effectiveness of the collaborative strategies implemented by teachers and parents in addressing learners' reading difficulties, the mean and standard deviation were utilized. Additionally, frequency counts and percentages were used to identify the reading level of learners during the school year 2024–2025.

Finally, to examine the significant relationship between the effectiveness of collaborative strategies and the learners' reading levels during the same academic year, the Pearson Product-Moment Correlation Coefficient (Pearson r) was applied.

Results and Discussion

This section offers the presentation of findings, the analysis of the problems posed, and the interpretation in the light of descriptive research.

Specifically, this study aimed to: (1) describe the profile of respondents in terms of age, sex, position, highest educational attainment, and training in teaching reading; (2) assess the effectiveness of collaborative strategies employed by teachers in addressing learners' reading difficulties based on the dimensions of Collaborative Communication, Shared Goal Setting, Joint Planning and Implementation, Parental Involvement, Teacher Support and Resources, and Collaboration Climate; (3) evaluate the effectiveness of collaborative strategies implemented by parents using the same dimensions; (4) determine the reading levels of learners for School Year 2024–2025; and (5) identify the significant relationship between the effectiveness of collaborative strategies of teachers and parents and the reading levels of the learners during the same academic year.

Table 2 displays the profile of respondents in terms of age.

Table 2. *Profile of Respondents in terms of Age*

Age	Frequency	Percent
21 – 30 Years Old	9	15.0
31 – 40 Years Old	31	51.7
41 – 50 Years Old	14	23.3
51 – 60 Years Old	6	10.0
61 Years Old and Above	0	0
Total	60	100

Table 2 presents the age distribution of the respondents, showing the breakdown across various age groups. The largest proportion, 31 respondents (51.7%), are in the 31–40-year-old range, suggesting that the majority are in the early to mid-career phase, which likely contributes to their active participation in professional and educational development activities. The second largest group consists of 14 respondents (23.3%) aged 41–50, indicating that many are in the middle of their careers, bringing valuable experience and maturity to their roles. Nine respondents (15.0%) belong to the 21–30-year-old category, representing younger individuals who are either starting their careers or continuing their education. A smaller group of six respondents (10.0%) are between 51 and 60 years old, likely nearing the later stages of their careers. Notably, there are no respondents aged 61 or older, as reflected by the absence of data in this age group.

Table 3 presents the profile of respondents in terms of sex.

Table 3. *Profile of Respondents in terms of Sex*

<i>Sex</i>	<i>Frequency</i>	<i>Percent</i>
Male	7	11.7
Female	53	88.3
Total	60	100.0

Table 3 displays the gender distribution of the respondents, highlighting a notable imbalance. Out of the 60 respondents, 53 (88.3%) are female, and 7 (11.7%) are male. This demonstrates that the majority of participants are women, with men constituting a small minority. The data reflects a predominantly female group, which could influence the research findings or the interpretation of gender-related aspects in the study or its context.

Table 4 displays the profile of respondents in terms of highest educational attainment.

Table 4. *Profile of Respondents in terms of Highest Educational Attainment*

<i>Highest Educational Attainment</i>	<i>Frequency</i>	<i>Percent</i>
BEE	28	46.7
BEE + Master' Units/CAR	20	33.3
Masters' Degree	10	16.7
Masters' Degree + PhD Units/CAR	1	1.7
PhD Degree Holder	1	1.7
Total	60	100

Table 4 presents the educational attainment of the respondents. A large proportion, 28 respondents (46.7%), hold a Bachelor of Elementary Education (BEE) degree, suggesting that nearly half of the participants have completed their undergraduate education in the field of education and are qualified to teach at the elementary level. Another significant group, 20 respondents (33.3%), have completed a BEE degree and pursued further graduate education, either by taking master's units or fulfilling coursework requirements for a master's degree (CAR). Ten respondents (16.7%) possess a master's degree, reflecting their dedication to higher education and specialization. A small number of respondents, one (1.7%), have taken additional PhD units after earning their master's degree, while another respondent (1.7%) has completed a PhD. The data suggests that, while the majority of respondents hold undergraduate degrees, a notable number have advanced their education, indicating a strong commitment to professional development and lifelong learning.

Table 5 shows the profile of respondents in terms of training in teaching reading.

Table 5. *Profile of Respondents in terms of Training in Teaching Reading*

<i>Training</i>	<i>Frequency</i>	<i>Percent</i>
School Level	11	18.3
District Level	30	50.0
Division Level	12	20.0
Regional Level	4	6.7
National Level	3	5.0
International Level	0	0
Total	60	100.0

Table 5 presents the respondents' profiles based on their participation in various levels of training in teaching reading. The largest group, 30 respondents (50.0%), has participated in district-level training, indicating that half of the respondents have accessed localized professional development opportunities within their respective districts. A smaller but notable group, 12 respondents (20.0%), has attended division-level training, providing them with a wider exposure beyond their immediate district. Additionally, 11 respondents (18.3%) have completed school-level training, suggesting that some schools offer internal programs aimed at improving reading instruction skills. Fewer respondents, 4 (6.7%), have received training at the regional level, and only three (5.0%) have participated in national-level training.

The data highlights that while the majority of respondents have engaged in district-level and local training, opportunities for training at higher regional, national, and international levels are more limited. This suggests a noticeable gap in access to advanced or specialized training at broader levels, which may impact the respondents' professional development and growth on a larger scale.

Table 6 displays the effectiveness of teachers' collaborative strategies in addressing learners' reading difficulties in terms of Collaborative Communication.

Table 6. *Level of Effectiveness of the Collaborative Strategies of Teachers in Addressing the Reading Difficulties of Learners in terms of Collaborative Communication*

Indicator	Mean	SD	Interpretation
<i>As a teacher, I have observed the following...</i>			
Teachers regularly update the learner's progress, while parents offer insights and observations from home.	4.43	0.698	Very High Level
Regular progress meetings between teachers and parents discuss learners' reading difficulties.	4.38	0.691	Very High Level
Teachers and parents maintain open and transparent communication regarding learners' reading difficulties.	4.37	0.736	Very High Level
Teachers and parents work together to ensure both parties are actively involved and committed to supporting the child's reading development.	4.17	0.806	High Level
Teachers and parents collaborate by sharing resources and strategies that effectively address reading difficulties.	4.05	0.769	High Level
Overall	4.28	0.575	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

Table 6 presents the effectiveness of teachers' collaborative strategies in addressing learners' reading difficulties, focusing on collaborative communication between teachers and parents. The highest-rated indicator is that teachers regularly update the learner's progress, while parents provide insights and observations from home (Mean = 4.43, SD = 0.698), rated at a Very High Level of Effectiveness.

The second highest indicator is regular progress meetings between teachers and parents to discuss reading difficulties (Mean = 4.38, SD = 0.691), also rated as Very High. The next indicator, "teachers and parents maintain open and transparent communication regarding reading difficulties" (Mean = 4.37, SD = 0.736), was similarly rated as Very High. This shows that effective, open communication is crucial in addressing reading difficulties.

The indicator "Teachers and parents work together to ensure both parties are actively involved in supporting the child's reading development" (Mean = 4.17, SD = 0.806) was rated at a High Level, suggesting that while collaboration is strong, involvement may not be as consistent. The lowest-rated indicator is "Teachers and parents collaborate by sharing resources and strategies that have proven effective" (Mean = 4.05, SD = 0.769), still rated High but indicating that resource-sharing and strategic partnership could be improved.

The results underscore the importance of cooperative communication in addressing reading challenges. While regular updates and meetings show significant effectiveness, there is room for improvement in securing active participation and enhancing resource-sharing. Strengthening these areas could have a greater impact on learners' reading development. Regular meetings are essential for building a positive relationship, as noted by Kapur (2022), and consistent communication fosters trust and mutual respect (Parent Square).

In summary, the overall effectiveness of collaborative communication between teachers and parents is Very High (Mean = 4.28, SD = 0.575). The findings stress that effective communication is crucial in addressing learners' reading challenges, with ongoing updates and meetings playing a key role. Arshad et al. (2021) highlighted the importance of such meetings for sharing information about learners' academic progress, behavior, and social development, contributing to a more comprehensive understanding of the learner's journey.

Table 7 presents the effectiveness of teachers' collaborative strategies in addressing learners' reading difficulties regarding Shared Goal Setting.

Table 7 presents the effectiveness of teachers' collaborative strategies in addressing learners' reading difficulties through shared goal-setting between teachers and parents. The highest-rated indicator is "Teachers and parents should be open to adapting strategies based on the learner's progress" (Mean = 4.37, SD = 0.663), indicating a "Very High Level" of effectiveness. This highlights the importance of flexibility in addressing reading difficulties, which is consistent with the study by Gorica et al. (2021), which emphasized the value of adaptable strategies based on learners' progress.

The second highest indicator, "Teachers and parents establish a shared vision for the learner's reading development" (Mean = 4.35, SD = 0.633), also reflects a "Very High Level" of effectiveness. Similarly, "Collaborative goal-setting includes celebrating milestones to encourage continued improvement" (Mean = 4.33, SD = 0.542), and "Regular progress monitoring to adjust strategies as needed" (Mean = 4.30, SD = 0.619) were rated at a "Very High Level" as well.

These findings support the research by Wisner Read (2024), which found that ongoing assessment and communication are essential for the effectiveness of collaborative goal setting.

Table 7. *Level of Effectiveness of the Collaborative Strategies of Teachers in Addressing the Reading Difficulties of Learners in terms of Shared Goal Setting*

Indicator	Mean	SD	Interpretation
<i>As a teacher, I have observed the following...</i>			
As partners in addressing reading difficulties, teachers and parents should be open to adapting strategies and interventions based on the learner's progress.	4.37	0.663	Very High Level
Teachers and parents establish a shared vision for the learner's reading development, creating a cohesive plan to address the reading difficulties and enhance the child's overall literacy skills.	4.35	0.633	Very High Level
Collaborative goal setting includes celebrating milestones and successes along the way to celebrate achievements and use them as steppingstones towards continued improvement in the child's reading abilities.	4.33	0.542	Very High Level
Teachers and parents conduct regular progress monitoring. We collaboratively set goals that involve regular monitoring of the learner's progress, which determines the effectiveness of strategies and allows for necessary adjustments.	4.30	0.619	Very High Level
Teachers and parents identify specific objectives for addressing reading difficulties. Teachers and parents work together to focus on decoding, fluency, comprehension, or vocabulary development.	4.22	0.715	Very High Level
Overall	4.31	0.504	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

The lowest-rated indicator, though still "Very High," is "Teachers and parents identify specific objectives for addressing reading difficulties" (Mean = 4.22, SD = 0.715). This suggests that while specific objective setting is important, it could be implemented more consistently. According to Gorica et al. (2021), clear objectives and targeted goals are crucial to achieving successful collaboration, but they may not always be given the same attention as other aspects of the process.

The results emphasize the effectiveness of shared goal-setting between teachers and parents in addressing reading challenges, particularly through adaptability, progress monitoring, and a shared vision. However, identifying specific objectives could be further emphasized to improve the goal-setting process.

In summary, the overall effectiveness of shared goal-setting between teachers and parents is rated as "Very High" (Mean = 4.31, SD = 0.504). The results underscore the importance of flexibility and collaboration while highlighting an area for improvement in setting specific objectives to better support learners' literacy development. This is supported by the studies of Gorica et al. (2021) and Wisner Read (2024), which stress the importance of clear communication and goal-setting for effective educational support.

Table 8 shows the effectiveness of teachers' collaborative strategies in addressing learners' reading difficulties in terms of Joint Planning and Implementation.

Table 8. *Level of Effectiveness of the Collaborative Strategies of Teachers in Addressing the Reading Difficulties of Learners in terms of Joint Planning and Implementation*

Indicator	Mean	SD	Interpretation
<i>As a teacher, I have observed the following...</i>			
Teachers and parents collaborate in assessing the reading difficulties of learners. By combining our insights and expertise, we can determine appropriate interventions.	4.58	1.593	Very High Level
Consistency is key in addressing reading difficulties. Teachers and parents reinforce strategies and interventions across different settings, at school, and home.	4.40	0.694	Very High Level
Collaborative strategies involve developing a coordinated action plan for addressing reading difficulties, ensuring a cohesive approach towards supporting the learner's reading development.	4.35	0.633	Very High Level
Teachers and parents schedule periodic meetings to ensure that the collaborative efforts yield positive results and allow for timely modifications if required.	4.35	0.577	Very High Level
Teachers and parents can pool our resources and materials such as books, educational tools, online resources, and relevant materials.	4.30	0.646	Very High Level
Overall	4.40	1.475	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

Table 8 presents the effectiveness of collaborative strategies between teachers and parents in addressing learners' reading difficulties, specifically in terms of joint planning and implementation. The highest-rated indicator is the collaboration in assessing reading difficulties to determine appropriate interventions (Mean = 4.58, SD = 1.593), reflecting a "Very High Level" of effectiveness, though the high standard deviation indicates variability in responses. The next highest-rated indicator is the reinforcement of strategies and interventions across both school and home settings (Mean = 4.40, SD = 0.694), also rated as "Very High."



Two other indicators, involving the development of a coordinated action plan (Mean = 4.35, SD = 0.633) and scheduling periodic meetings to assess progress (Mean = 4.35, SD = 0.577), are similarly rated as "Very High." The lowest-rated indicator, though still "Very High," is pooling resources and materials such as books and educational tools (Mean = 4.30, SD = 0.646).

These findings highlight the significant role of collaborative planning and implementation in addressing reading difficulties. The effectiveness of joint assessment, consistent reinforcement of strategies, and regular meetings is evident, while resource pooling, though effective, could benefit from improvement. The variability in responses suggests the need for tailored approaches to meet the diverse needs of learners.

Loziak (2022) emphasized that frequent communication between teachers and parents is essential for academic success and well-being, while Major (2023) noted that such communication fosters trust and commitment to the learner's education. Gorica et al. (2021) also highlighted that consistent communication helps identify challenges learners may face.

In summary, joint planning and implementation between teachers and parents are rated as "Very High" (Mean = 4.40, SD = 1.475), with the most effective strategy being joint assessment to tailor interventions. While resource pooling could be enhanced, the overall effectiveness underscores the importance of coordinated efforts in supporting learners' reading development.

Table 9 presents the effectiveness of teachers' collaborative strategies in addressing learners' reading difficulties regarding Parental Involvement.

Table 9 examines the effectiveness of collaborative strategies between teachers and parents in addressing learners' reading difficulties, specifically focusing on parental involvement. The highest-rated indicator is the Teachers provide regular progress updates to parents, keeping them informed about the learner's reading development. These updates help parents stay actively involved and adjust their support accordingly. (Mean = 4.42, SD = 0.671), reflecting a "Very High Level" of effectiveness. Following closely is the creation of a supportive environment where parents are actively involved in their child's reading development (Mean = 4.38, SD = 0.585), also rated at a "Very High Level."

Table 9. *Level of Effectiveness of the Collaborative Strategies of Teachers in Addressing the Reading Difficulties of Learners in terms of Parental Involvement*

Indicator	Mean	SD	Interpretation
<i>As a teacher, I have observed the following...</i>			
Teachers provide regular progress updates to parents, keeping them informed about the learner's reading development. These updates help parents stay actively involved and adjust their support accordingly.	4.42	0.671	Very High Level
Collaborative strategies emphasize the importance of creating a supportive environment where parents are actively involved in their child's reading development.	4.38	0.585	Very High Level
Teachers and parents actively share observations, concerns, and strategies to understand the child's needs better and work together to implement effective interventions.	4.35	0.577	Very High Level
Teachers and parents can co-develop home-based activities that complement classroom instruction to support reading practice and comprehension at home.	4.30	0.671	Very High Level
Parent-teacher workshops and training sessions focused on addressing reading difficulties to engage in discussions with teachers and other parents facing similar challenges.	4.15	0.880	High Level
Overall	4.32	0.535	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

Another key indicator is the active sharing of observations, concerns, and strategies between teachers and parents, allowing for a holistic understanding of the child's needs (Mean = 4.35, SD = 0.577), which is similarly rated as "Very High." The lowest-rated indicator, though still effective, is the organization of parent-teacher workshops and training sessions (Mean = 4.15, SD = 0.880), which is rated at a "High Level." This suggests that while the workshops are beneficial, they may not be as consistently utilized as other strategies.

Overall, the effectiveness of parental involvement in addressing reading difficulties is rated as "Very High" (Mean = 4.32, SD = 0.535). The results underscore the importance of regular communication and active engagement from parents in supporting their child's reading development. The findings highlight that productive collaboration between teachers and parents plays a critical role in improving learners' reading abilities, with room for further enhancement in the use of workshops and training sessions.

These findings align with research by Major (2023), which emphasizes the importance of regular communication between teachers and parents to build trust and collaboration for learner success.

Table 10 displays the effectiveness of teachers' collaborative strategies in addressing learners' reading difficulties in terms of Teacher Support and Resources.

Table 10. *Level of Effectiveness of the Collaborative Strategies of Teachers in Addressing the Reading Difficulties of Learners in terms of Teacher Support and Resources*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
<i>As a teacher, I have observed the following...</i>			
Encouraging peer collaboration among teachers to exchange best practices and seek advice from colleagues who have successfully addressed reading difficulties in their classrooms.	4.50	0.624	Very High Level
Collaborative strategies involve connecting teachers with intervention specialists or literacy coaches who can provide additional support and guidance.	4.42	0.561	Very High Level
Collaborative strategies ensure that parents and teachers have the knowledge and skills to support struggling readers effectively.	4.38	0.585	Very High Level
Teachers and parents can engage in collaborative lesson planning to address reading difficulties, incorporating targeted interventions and differentiated instruction and supporting learners' diverse needs.	4.30	0.671	Very High Level
Teachers and parents collaborate by sharing research-based resources that offer evidence-based strategies for addressing reading difficulties.	4.28	0.613	Very High Level
Overall	4.38	0.480	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

Table 10 highlights the effectiveness of collaborative strategies among teachers in addressing learners' reading difficulties, focusing on teacher support and resources. The highest-rated indicator is "Encouraging peer collaboration among teachers to exchange best practices and seek advice from colleagues who have successfully addressed reading difficulties in their classrooms" (Mean = 4.50, SD = 0.624), rated as "Very High Level." This shows that fostering peer collaboration is highly effective in enhancing strategies for reading difficulties.

Next is "Collaborative strategies involve connecting teachers with intervention specialists or literacy coaches who can provide additional support and guidance" (Mean = 4.42, SD = 0.561), also rated at a "Very High Level." This emphasizes the value of expert support in improving intervention strategies. Another important indicator is "Collaborative strategies ensure parents and teachers have the necessary knowledge and skills to effectively support struggling readers" (Mean = 4.38, SD = 0.585), reflecting the importance of equipping both teachers and parents with the necessary tools for effective support.

The lower-rated but still effective indicators are "Teachers and parents can engage in collaborative lesson planning to address reading difficulties that incorporate targeted interventions, differentiated instruction, and support learners' diverse needs" (Mean = 4.30, SD = 0.671) and "Teachers and parents collaborate by sharing research-based resources that offer evidence-based strategies for addressing reading difficulties" (Mean = 4.28, SD = 0.613).

The findings underscore the importance of teacher collaboration and the role of specialists in addressing reading challenges. The high effectiveness ratings for peer collaboration, engagement with literacy coaches, and ensuring teachers and parents are equipped with necessary skills highlight the value of a well-supported and informed network. According to Legorburu et al. (2023), teachers are crucial in goal setting because they can assess learners' academic strengths and learning needs. Studies by Nordengren (2019) and Camp (2017) also emphasize the critical role of teachers in setting tailored goals to address learners' unique needs and abilities.

Though collaborative lesson planning and sharing research-based resources are slightly less effective, they still contribute significantly to addressing reading challenges. These strategies, particularly when combined with targeted interventions, accommodate diverse learner needs and provide effective solutions.

In summary, the effectiveness of collaborative teacher support and resources is rated as "Very High" (Mean = 4.38, SD = 0.480). This highlights the importance of creating a collaborative atmosphere where teachers exchange best practices, access professional development, and use well-designed materials to tackle reading difficulties. Educational institutions should continue to prioritize and enhance these collaborative efforts to sustain and improve their impact.

Table 11 shows the effectiveness of teachers' collaborative strategies in addressing learners' reading difficulties in terms of Collaboration Climate.

Table 11 evaluates the effectiveness of collaborative strategies between teachers and parents in addressing learners' reading difficulties, focusing on the collaboration climate. The highest-rated indicator is "Cultivate a positive and supportive climate where teachers and parents work together to address reading difficulties" (Mean = 4.42, SD = 0.619), indicating a "Very High Level" of effectiveness. Two other indicators, "Collaborative strategies involve shared decision-making between teachers and parents in selecting interventions or setting goals, wherein everyone has a voice and ownership in the child's reading development" (Mean = 4.37, SD = 0.581) and "Establishing regular meetings and check-ins between teachers and parents to discuss progress, address concerns, share updates, and ensure ongoing collaboration in supporting the learner's reading journey" (Mean = 4.37, SD = 0.637), also received "Very High Level" ratings.

Table 11. *Level of Effectiveness of the Collaborative Strategies of Teachers in Addressing the Reading Difficulties of Learners in terms of Collaboration Climate*

Indicator	Mean	SD	Interpretation
<i>As a teacher, I have observed the following...</i>			
Cultivate a positive and supportive climate where teachers and parents work together to address reading difficulties.	4.42	0.619	Very High Level
Collaborative strategies involve shared decision-making between teachers and parents in selecting interventions or setting goals, wherein everyone has a voice and ownership in the child's reading development.	4.37	0.581	Very High Level
Establishing regular meetings and check-ins between teachers and parents to discuss progress, address concerns, share updates, and ensure ongoing collaboration in supporting the learner's reading journey.	4.37	0.637	Very High Level
Teachers and parents address reading difficulties by acknowledging achievements, milestones, and progress, which fosters a positive atmosphere and reinforces the shared commitment to the child's reading success.	4.35	0.659	Very High Level
Teachers and parents listen to each other's perspectives, concerns, and suggestions with empathy to understand the learner's needs and develop effective strategies to overcome reading difficulties.	4.23	0.621	Very High Level
Overall	4.35	0.528	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

Another highly rated indicator is "Teachers and parents address reading difficulties through acknowledging achievements, milestones, and progress, which fosters a positive atmosphere and reinforces the shared commitment to the child's reading success" (Mean = 4.35, SD = 0.659). The lowest-rated indicator, but still within the "Very High Level," is "Teachers and parents actively listen to each other's perspectives, concerns, and suggestions with empathy to understand the learner's needs and develop effective strategies to overcome reading difficulties" (Mean = 4.23, SD = 0.621).

The results emphasize the importance of creating a supportive, cooperative environment between teachers and parents in addressing reading difficulties. The high effectiveness ratings for fostering a supportive environment, shared decision-making, regular meetings, and recognizing progress underscore the significance of a positive climate in strengthening commitment and improving intervention success.

According to Ozmen et al. (2016), effective communication between teachers and parents is crucial for fostering a partnership that supports the learner's academic journey. Lawal (2021) highlights that this communication helps establish a sense of shared responsibility, while Kraft et al. (2013) note that it enables teachers and parents to better understand the learner's strengths, weaknesses, and social-emotional needs.

Although promoting active listening and empathy ranked slightly lower, it remains within the "Very High Level," emphasizing the need for transparent communication and mutual respect in formulating practical solutions for reading challenges.

Overall, the collaborative climate is highly effective (Mean = 4.35, SD = 0.528) in supporting learners' reading development. This indicates that fostering a collaborative and supportive environment between teachers and parents is crucial for enhancing reading skills. When teachers and parents engage positively, share decision-making responsibilities, maintain regular communication, and respect each other's viewpoints, they create an environment that significantly enhances the success of reading interventions.

This research underscores the necessity of fostering a collaborative atmosphere in educational settings to improve support for learners with reading difficulties, advocating for open communication, mutual respect, and a shared commitment to the child's reading success.

Table 12 presents the effectiveness of parents' collaborative strategies in addressing learners' reading difficulties in terms of Collaborative Communication.

Table 12 evaluates the effectiveness of parents' collaborative communication strategies in addressing learners' reading difficulties. The highest-rated indicator is "Teachers and parents maintain open and transparent communication regarding the reading difficulties of learners" (Mean = 4.68, SD = 0.504), indicating a "Very High Level" of effectiveness. Closely following is "Teachers provide regular updates on the learner's progress, while parents offer insights and observations from home" (Mean = 4.55, SD = 0.534), also rated as "Very High Level."

The lowest-rated indicator, though still classified as "Very High Level," is "There are regular progress meetings between teachers and parents to discuss the reading difficulties of learners" (Mean = 4.43, SD = 0.500). This suggests that while progress meetings are effective, their frequency might be lower compared to other forms of communication.

These findings underscore the importance of open and consistent communication between teachers and parents in addressing reading difficulties. Transparent communication and regular updates enable both parties to stay informed and collaborate effectively in supporting the learner's progress. While progress meetings may occur less frequently, they remain a valuable tool for fostering

collaboration and addressing challenges.

Table 12. *Level of Effectiveness of the Collaborative Strategies of Parents in Addressing the Reading Difficulties of Learners in terms of Collaborative Communication*

Indicator	Mean	SD	Interpretation
<i>As a parent, I have observed the following...</i>			
Teachers and parents maintain open and transparent communication regarding learners' reading difficulties.	4.68	0.504	Very High Level
Teachers regularly update the learner's progress, while parents offer insights and observations from home.	4.55	0.534	Very High Level
Regular progress meetings between teachers and parents discuss learners' reading difficulties.	4.43	0.500	Very High Level
Teachers and parents work together to ensure both parties are actively involved and committed to supporting the child's reading development.	4.43	0.698	Very High Level
Teachers and parents collaborate by sharing resources and strategies that effectively address reading difficulties.	4.35	0.659	Very High Level
Overall	4.49	0.407	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

Overall, the mean effectiveness score for collaborative communication is 4.49 (SD = 0.407), indicating a "Very High Level." This highlights the critical role of maintaining open communication channels and regular updates to effectively address reading difficulties. By ensuring consistent information exchange, teachers, parents, and other stakeholders can work together more efficiently to support learners' reading development.

Table 13 shows the level of effectiveness of parents' collaborative strategies in addressing learners' reading difficulties in terms of Shared Goal Setting.

Table 13 evaluates the effectiveness of parents' collaborative strategies in addressing learners' reading difficulties, with a focus on shared goal setting. The highest-rated indicator is "Collaborative goal setting includes celebrating milestones and successes along the way to celebrate achievements and use them as stepping stones towards continued improvement in the child's reading abilities" (Mean = 4.67, SD = 0.475), reflecting a "Very High Level" of effectiveness. This highlights the importance of recognizing progress to sustain motivation and encourage further improvement in reading skills.

Table 13. *Level of Effectiveness of the Collaborative Strategies of Parents in Addressing the Reading Difficulties of Learners in terms of Shared Goal Setting*

Indicator	Mean	SD	Interpretation
<i>As a parent, I have observed the following...</i>			
Collaborative goal setting includes celebrating milestones and successes along the way to celebrate achievements and use them as steppingstones towards continued improvement in the child's reading abilities.	4.67	0.475	Very High Level
Teachers and parents conduct regular progress monitoring. We collaboratively set goals that involve regular monitoring of the learner's progress, which determines the effectiveness of strategies and allows for necessary adjustments.	4.63	0.520	Very High Level
As partners in addressing reading difficulties, teachers and parents should be open to adapting strategies and interventions based on the learner's progress.	4.42	0.497	Very High Level
Teachers and parents establish a shared vision for the learner's reading development, creating a cohesive plan to address the reading difficulties and enhance the child's overall literacy skills.	4.40	0.588	Very High Level
Teachers and parents identify specific objectives for addressing reading difficulties. Teachers and parents work together to focus on decoding, fluency, comprehension, or vocabulary development.	4.40	0.527	Very High Level
Overall	4.50	0.305	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

The lowest-rated indicator is "Teachers and parents identify specific objectives for addressing reading difficulties. Teachers and parents work together to focus on areas such as decoding, fluency, comprehension, or vocabulary development" (Mean = 4.40, SD = 0.527), still rated as "Very High Level." Although this score shows strong commitment to goal setting, it suggests room for enhancing the clarity and specificity of the objectives.

Parental collaboration in goal setting proves highly effective, especially when celebrating achievements as part of the process. This recognition motivates learners and reinforces progress. However, improving the clarity of specific objectives, such as targeting decoding or fluency, could further enhance the focus and success of interventions.

Mesengamana (2023) and Deysolong (2023) emphasize the importance of involving parents in goal-setting discussions, as they bring valuable insights into their child's strengths, weaknesses, and home environment, which can help teachers set meaningful goals. Bartolome et al. (2017) also note that parents' knowledge of their child's family dynamics and cultural background provides a unique perspective that enriches goal-setting.

The overall effectiveness of shared goal setting is rated "Very High Level" (Mean = 4.50, SD = 0.305). This indicates that collaborative goal-setting significantly enhances learners' reading skills, with clear objectives and joint efforts from both parents and teachers playing a key role. By aligning their efforts, teachers and parents can create a focused, coordinated strategy to address reading difficulties and monitor progress effectively.

This study highlights the importance of collaborative goal setting in improving reading outcomes. Schools should consider implementing progress tracking systems, routine conferences, and action plans to further strengthen the collaborative process and support learners facing reading challenges.

Table 14 displays the level of effectiveness of parents' collaborative strategies in addressing learners' reading difficulties in terms of Joint Planning and Implementation.

Table 14. *Level of Effectiveness of the Collaborative Strategies of Parents in Addressing the Reading Difficulties of Learners in terms of Joint Planning and Implementation*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
<i>As a parent, I have observed the following...</i>			
Teachers and parents schedule periodic meetings to ensure that the collaborative efforts yield positive results and allow for timely modifications if required.	4.60	0.494	Very High Level
Consistency is key in addressing reading difficulties. Teachers and parents reinforce strategies and interventions across different school and home settings.	4.55	0.534	Very High Level
Teachers and parents collaborate in assessing the reading difficulties of learners. By combining our insights and expertise, we can determine appropriate interventions.	4.47	0.566	Very High Level
Teachers and parents can pool our resources and materials such as books, educational tools, online resources, and relevant materials.	4.47	0.536	Very High Level
Collaborative strategies involve developing a coordinated action plan for addressing reading difficulties, ensuring a cohesive approach towards supporting the learner's reading development.	4.45	0.565	Very High Level
Overall	4.51	0.369	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

Table 14 evaluates the effectiveness of collaborative strategies used by parents in joint planning and implementation to address learners' reading difficulties. The highest-rated indicator is "Teachers and parents schedule periodic meetings to ensure that the collaborative efforts are yielding positive results and allow for timely modifications if required" (Mean = 4.60, SD = 0.494), reflecting a "Very High Level" of effectiveness. This highlights the importance of regular communication and check-ins to assess and adjust strategies as needed.

The lowest-rated indicators, tied at "Teachers and parents collaborate in assessing the reading difficulties of learners. By combining our insights and expertise, we can determine appropriate interventions" and "Teachers and parents can pool our resources and materials such as books, educational tools, online resources, and relevant materials" (Mean = 4.47, SD = 0.566 and 0.536, respectively), still reflect a "Very High Level" of effectiveness. These results emphasize the ongoing effectiveness of collaboration in assessing reading difficulties and sharing resources, despite slightly lower ratings.

The highest-rated indicator underscores the importance of regular meetings between parents and teachers to evaluate and adjust interventions, highlighting the value of continuous communication. Although collaboration in assessment and resource sharing received slightly lower scores, they remain highly effective in addressing reading challenges.

Baldevarona (2020) emphasized that joint planning between parents and teachers is crucial, as both bring valuable insights into learners' reading difficulties. Akyol and Atinay (2019) added that this collaboration helps develop a comprehensive understanding of reading issues, leading to better-tailored interventions. Lumapenet (2022) further noted that joint planning enables teachers and parents to design strategies that meet learners' specific needs.

The mean effectiveness score for joint planning and implementation is 4.51 (SD = 0.369), categorized as "Very High Level," indicating that parents and teachers are effectively collaborating to support learners with reading difficulties. This score reflects the success of their combined efforts in creating tailored interventions.

The research underscores the importance of collaborative planning in addressing reading difficulties. Joint efforts allow parents and teachers to combine resources, insights, and strategies, creating a cohesive approach to improving learners' reading skills. Rellve et al. (2023) emphasized that joint planning enables differentiated instruction, while Lumapenet (2022) highlighted the value of multisensory approaches and personalized reading programs.

Table 15 presents the level of effectiveness of parents' collaborative strategies in addressing learners' reading difficulties in terms of Parental Involvement.

Table 15. *Level of Effectiveness of the Collaborative Strategies of Parents in Addressing the Reading Difficulties of Learners in terms of Parental Involvement*

Indicator	Mean	SD	Interpretation
<i>As a parent, I have observed the following...</i>			
Collaborative strategies emphasize the importance of creating a supportive environment where parents are actively involved in their child's reading development.	4.53	0.503	Very High Level
Teachers and parents can co-develop home-based activities that complement classroom instruction to support reading practice and comprehension at home.	4.47	0.536	Very High Level
Teachers provide regular progress updates to parents, keeping them informed about the learner's reading development. These updates help parents stay actively involved and adjust their support accordingly.	4.47	0.536	Very High Level
Teachers and parents actively share observations, concerns, and strategies to understand the child's needs better and work together to implement effective interventions.	4.40	0.588	Very High Level
Parent-teacher workshops and training sessions focused on addressing reading difficulties to engage in discussions with teachers and other parents facing similar challenges.	4.33	0.572	Very High Level
Overall	4.44	0.353	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

Table 15 evaluates the effectiveness of collaborative strategies parents use to address learners' reading difficulties, focusing on parental involvement. The highest-rated indicator is "Collaborative strategies emphasize the importance of creating a supportive environment where parents are actively involved in their child's reading development" (Mean = 4.53, SD = 0.503). This highlights the importance of parental engagement in fostering a supportive environment for reading development.

The lowest-rated indicators are "Teachers and parents can co-develop home-based activities that complement classroom instruction to support reading practice and comprehension at home" and "Teachers provide regular progress updates to parents, keeping them informed about the learner's reading development.

These updates help parents stay actively involved and adjust their support accordingly" (Mean = 4.47, SD = 0.536). Despite their slightly lower scores, these indicators still reflect "Very High Level" effectiveness, suggesting areas for improvement in co-developing home activities and ensuring regular communication.

The findings emphasize the importance of ongoing collaboration between parents and teachers to support learners' reading development. Prioritizing a supportive environment, co-developing home activities, and providing consistent progress updates will strengthen collaborative efforts in addressing reading difficulties.

Research supports the value of collaboration in addressing reading challenges. Waterford (2023) states that teachers and parents can establish goals aligned with the child's academic and behavioral progress. Kiely et al. (2019) highlight the positive impact of consistent collaboration on learners' behavior, fostering a supportive environment both at home and school.

The mean effectiveness score for parental involvement is 4.44 (SD = 0.353), categorized as a "Very High Level," indicating that parents actively contribute to strategies that enhance their children's reading development. These results underscore the significant role of parental engagement in improving reading skills and overall academic performance.

In conclusion, parental involvement is crucial in addressing learners' reading difficulties. When parents collaborate with teachers, they create a unified support system that positively impacts the child's reading skills and learning environment. Through active engagement, parents can help mitigate reading challenges and promote continued academic success.

Table 16 presents the level of effectiveness of parents' collaborative strategies in addressing learners' reading difficulties in terms of Teacher Support and Resources.

Table 16 evaluates the effectiveness of collaborative strategies employed by parents to address learners' reading difficulties, focusing on teacher support and resources. The highest-rated indicator is "Collaborative strategies ensure parents and teachers have the necessary knowledge and skills to effectively support struggling readers" (Mean = 4.58, SD = 0.497). This highlights the importance of equipping both parents and teachers with the skills needed to assist struggling readers effectively.

The lowest-rated indicator is "Collaborative strategies involve connecting teachers with intervention specialists or literacy coaches who can provide additional support and guidance" (Mean = 4.38, SD = 0.585), still categorized as "Very High Level." This indicates that while this component received a lower score, it remains highly effective in utilizing external resources to support struggling readers.

Table 16. *Level of Effectiveness of the Collaborative Strategies of Parents in Addressing the Reading Difficulties of Learners in terms of Teacher Support and Resources*

Indicator	Mean	SD	Interpretation
<i>As a parent, I have observed the following...</i>			
Collaborative strategies ensure that parents and teachers have the knowledge and skills to support struggling readers effectively.	4.58	0.497	Very High Level
Teachers and parents collaborate by sharing research-based resources that offer evidence-based strategies for addressing reading difficulties.	4.53	0.536	Very High Level
Teachers and parents can engage in collaborative lesson planning to address reading difficulties, incorporating targeted interventions and differentiated instruction and supporting learners' diverse needs.	4.47	0.596	Very High Level
Encouraging peer collaboration among teachers to exchange best practices and seek advice from colleagues who have successfully addressed reading difficulties in their classrooms.	4.42	0.530	Very High Level
Collaborative strategies involve connecting teachers with intervention specialists or literacy coaches who can provide additional support and guidance.	4.38	0.585	Very High Level
Overall	4.48	0.357	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

The findings emphasize the significance of collaboration between parents and teachers in supporting struggling readers. Providing both parties with essential knowledge and connecting them with specialists when necessary enhances the effectiveness of interventions aimed at improving reading development.

Overall, the mean effectiveness score for teacher support and resources is 4.48 (SD = 0.357), reflecting a strong commitment to collaborative efforts. This demonstrates the dedication of both parents and teachers in sharing resources, developing strategies, and engaging in lesson planning to address the diverse needs of learners. These efforts collectively improve the reading development of struggling learners.

In conclusion, the data shows that collaborative strategies involving teacher support and resources are highly effective in addressing learners' reading difficulties. Through joint efforts in resource sharing, skill enhancement, and access to specialists, parents and teachers create a more supportive learning environment that fosters academic success.

Table 17 displays the level of effectiveness of parents' collaborative strategies in addressing learners' reading difficulties in terms of Collaboration Climate.

Table 17. *Level of Effectiveness of the Collaborative Strategies of Parents in Addressing the Reading Difficulties of Learners in terms of Collaboration Climate*

Indicator	Mean	SD	Interpretation
<i>As a parent, I have observed the following...</i>			
Teachers and parents address reading difficulties by acknowledging achievements, milestones, and progress, which fosters a positive atmosphere and reinforces the shared commitment to the child's reading success.	4.60	0.527	Very High Level
Cultivate a positive and supportive climate where teachers and parents work together to address reading difficulties.	4.57	0.500	Very High Level
Establishing regular meetings and check-ins between teachers and parents to discuss progress, address concerns, share updates, and ensure ongoing collaboration in supporting the learner's reading journey.	4.57	0.533	Very High Level
Teachers and parents listen to each other's perspectives, concerns, and suggestions with empathy to understand the learner's needs and develop effective strategies to overcome reading difficulties.	4.52	0.504	Very High Level
Collaborative strategies involve shared decision-making between teachers and parents in selecting interventions or setting goals, wherein everyone has a voice and ownership in the child's reading development.	4.48	0.537	Very High Level
Overall	4.55	0.331	Very High Level

Legend: 5 – 4.20–5.00 – Very High Level – Effectiveness is observed 9–10 times out of ten situations, 4 – 3.40–4.19 – High Level – Effectiveness is observed 7–8 times out of ten situations, 3 – 2.60–3.39 – Moderate Level – Effectiveness is observed 5–6 times out of ten situations, 2 – 1.80–2.59 – Low Level – Effectiveness is observed 3–4 times out of ten situations, 1 – 1.00–1.79 – Very Low Level – Effectiveness is observed 0–2 times out of ten

Table 17 presents the effectiveness of collaborative strategies used by parents to address learners' reading difficulties, focusing on the collaboration climate. The highest-rated indicator is "Teachers and parents address reading difficulties through acknowledging achievements, milestones, and progress, fostering a positive atmosphere and reinforcing the shared commitment to the child's reading success" (Mean = 4.60, SD = 0.527). This emphasizes the importance of recognizing progress to maintain a positive and motivating environment.

The lowest-rated indicator is "Collaborative strategies involve shared decision-making between teachers and parents in selecting

interventions or setting goals, wherein everyone has a voice and ownership in the child's reading development" (Mean = 4.48, SD = 0.537). While still in the "Very High Level" category, this suggests challenges in achieving full collaboration and equal participation in decision-making.

The findings emphasize that the effectiveness of collaborative strategies largely depends on the collaboration climate. A positive, supportive environment fosters communication, collaboration, and shared decision-making, leading to more tailored interventions for learners with reading difficulties.

A high mean score in the collaboration climate indicates strong cooperation and mutual respect between parents and teachers, which enhances the effectiveness of interventions. Conversely, a lower score suggests room for improvement in fostering a more inclusive and communicative atmosphere.

Overall, the mean effectiveness score for collaboration climate is 4.55 (SD = 0.331), demonstrating a "Very High Level" of effectiveness. This reflects a strong partnership between parents and teachers, where communication, empathy, and recognition of achievements play key roles in addressing reading difficulties.

The evidence underscores the importance of a favorable collaboration climate for effective collaborative efforts. By cultivating open communication, trust, and respect, parents and teachers can create an environment that supports learners' academic progress and reading development.

Table 18 shows the reading level of the learners during SY 2024-2025.

Table 18. *Reading Level of the Learners during the SY 2024-2025*

<i>Reading Level</i>	<i>Frequency</i>	<i>Percent</i>
Independent	186	11.8
Instructional	538	34.1
Frustration	533	33.7
Non-Reader	323	20.4
Total	1,580	100.0

Table 18 presents learners' reading levels for the 2024-2025 school year, categorized into Independent, Instructional, Frustration, and Non-Reader levels. Most learners fall within the Instructional (34.1%) and Frustration (33.7%) categories, indicating that nearly 68% of learners struggle to meet grade-level reading expectations. Only 11.8% are classified as Independent readers, suggesting limited reading proficiency, while 20.4% are Non-Readers, lacking basic reading skills necessary for academic success.

The data highlights concerns regarding learners' reading abilities. A significant portion of learners falls into the Instructional and Frustration categories, indicating difficulties in achieving grade-level reading standards. The small percentage of independent readers suggests a deficiency in foundational reading skills. The group of Non-Readers emphasizes the need for urgent intervention to develop basic reading skills.

Bendanillo (2021) highlights the importance of engaging learners in literacy-related activities beyond reading, such as writing stories and playing word games, to improve overall literacy. Parents can also create a literacy-rich environment at home by displaying books, providing comfortable reading spaces, and limiting screen time, as suggested by Garcia & Ancheta (2022) and Schmidt & Garrels (2021).

These findings stress the need for collaboration between parents and teachers to address the diverse reading needs of learners. By working together to develop targeted interventions and share resources, parents and teachers can significantly improve learners' reading proficiency and academic success.

In conclusion, the data underscores the importance of collaborative initiatives to support learners at different reading levels. Through effective cooperation, parents and teachers can foster a supportive learning environment that promotes literacy and enhances academic performance.

Table 19 presents the test of significant difference between the level of effectiveness of the collaborative strategies of teachers and parents addressing the reading difficulties of learners and the reading level of the learners during SY 2024-2025.

Table 19. *Test of Significant Difference between the Level of Effectiveness of the Collaborative Strategies of Teachers and Parents Addressing the Reading Difficulties of Learners and the Reading Level of the Learners during the School Year 2024-2025*

<i>Variable</i>	<i>Mean</i>	<i>t</i>	<i>p-value</i>	<i>Interpretation</i>
Effectiveness of the collaborative strategies of teachers	4.328	-2.406	.018	Significant
Effectiveness of the Collaborative Strategies of Parents	4.494			

Table 19 presents a test of significant differences between the effectiveness of collaborative strategies employed by teachers and parents in addressing learners' reading difficulties and their reading levels during the 2024-2025 school year. The mean effectiveness of teachers' strategies is 4.328, while parents' strategies have a slightly higher mean of 4.494. The t-value of -2.406 and p-value of 0.018

indicate a statistically significant difference in effectiveness, leading to the rejection of the null hypothesis, which stated that there is no significant difference between the effectiveness of the strategies.

The results show that parents' strategies are marginally more effective than those of teachers, suggesting that parents may have a greater impact on addressing learners' reading difficulties. This difference highlights the importance of combining the strengths of both groups to provide more comprehensive support for learners.

Genesee et al. (2012) emphasize that parental involvement increases engagement and support, while Relleve et al. (2023) note that parents can reinforce classroom strategies at home, providing encouragement and creating a literacy-rich environment. Garcia & Ancheta (2022) and Bendanillo (2021) further highlight the importance of a supportive home environment with access to various reading materials to complement classroom instruction.

These findings suggest that enhancing collaboration and communication between parents and teachers can improve the effectiveness of their combined efforts. Schools should provide guidance and training to both groups to maximize their collaboration, ultimately leading to better literacy outcomes for learners.

Table 20 presents the summary of tables for the level of effectiveness of the collaborative strategies by the teachers and the parents in addressing the reading difficulties of learners.

Table 20. *Summary of Tables*

<i>Level of Effectiveness of the Collaborative Strategies in Addressing the Reading Difficulties of Learners</i>	<i>By the Teachers</i>	<i>By the Parents</i>	<i>Average</i>
Collaborative Communication	Very High Level	Very High Level	Very High Level
Shared Goal Setting	Very High Level	Very High Level	Very High Level
Joint Planning and Implementation	Very High Level	Very High Level	Very High Level
Parental Involvement	Very High Level	Very High Level	Very High Level
Teacher Support and Resources	Very High Level	Very High Level	Very High Level
Collaboration Climate	Very High Level	Very High Level	Very High Level
Total	Very High Level	Very High Level	Very High Level

Table 20 shows that both teachers and parents rated the effectiveness of collaborative strategies in addressing learners' reading difficulties as "Very High Level" across all areas: Collaborative Communication, Shared Goal Setting, Joint Planning and Implementation, Parental Involvement, Teacher Support and Resources, and Collaboration Climate. Both groups unanimously observed a high level of effectiveness in these strategies.

Conclusions

According to the statistics, the majority of the respondents—mostly in the early to mid-career phases—are women actively participating in professional growth. Although most have college degrees, many have gone on to additional study to show a dedication to lifetime learning. On the regional, national, and international levels, however, there are rather few training possibilities.

The cooperative strategies that teachers use to address learners' reading difficulties show remarkable efficacy in important areas, including collaborative communication, shared goal setting, joint planning and implementation, parental involvement, teacher support and resources, and collaboration climate. Strong cooperation resulting from this all-encompassing strategy promotes learner success and efficient interventions.

Parents' cooperative strategies in addressing learners' reading difficulties show notable efficacy across important areas, including collaborative communication, shared goal setting, joint planning and implementation, parental involvement, teacher support and resources, and collaborative climate. These results underline the crucial role that parental participation in establishing a conducive environment to solve reading problems and raise learner performance plays.

The results reveal a concerning trend: the categorization of many learners as either instructional or frustrated indicates significant difficulties in meeting grade-level reading requirements. This highlights how urgently focused treatments are needed to raise these learners' general academic performance and reading ability.

Finally, the study reveals a clear difference in the efficiency of the joint approaches used by parents and teachers to handle reading difficulties among learners during the academic years 2024–2025. This disparity emphasizes the need for greater research and improvement of these approaches to more effectively assist learners at different degrees of reading ability.

This study emphasizes how much teachers, parents, and learners working together will help to solve reading challenges and advance academic success.

By supporting professional growth possibilities, teachers might help their mostly female, early- to mid-career colleagues to embrace different points of view. By means of advanced education and higher-level training, one can improve their talents, promote inclusivity, and extend instructional strategies, thereby augmenting the effectiveness of the lesson. Teachers can build an environment that addresses reading obstacles and encourages learner achievement by using cooperative tactics in areas including communication, goal

setting, planning, parental involvement, support, and cooperative climate.

Particularly emphasizing communication, goal setting, planning, involvement, support, and cooperative climate, parents may actively participate in successful cooperative strategies. By keeping this high level of commitment, parents can considerably contribute to overcoming their children's reading issues and build a conducive learning environment for academic accomplishment.

Particularly at the instructional and frustration levels, learners could gain from extra help and resources to overcome obstacles in reaching reading criteria. By means of targeted interventions, instructor assistance, and additional time for reading practice, one can help to close the gap toward academic goals and enhance reading skills.

Learners could work with parents as well as teachers to investigate several ways to solve reading problems. Understanding the different efficiencies of these approaches will help learners to improve their reading abilities, acquire academic achievement, and search for focused help.

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