



## SCHOOL AND FAMILY PARTNERSHIP ON READING COMPREHENSION DEVELOPMENT OF GRADE SIX PUPILS SY. 2024-2025

**CHERRYLYN A. AÑONUEVO**

Bicol College, Daraga, Albay  
ORCID No. 0009-0000-7163-2361  
cherrylyn.anonuevo@deped.gov.ph

### ABSTRACT

This study investigates how school-family partnerships affect sixth-grade students' reading growth. Understanding that reading is a fundamental ability that is essential to both academic achievement and lifetime learning, the study explores how parent-teacher collaboration improves students' reading comprehension development. This study employed a descriptive-correlational research design. Quantitative research is a systematic approach to investigating phenomena by collecting and analyzing numerical data (Privitera, 2022). Results show that reading comprehension and motivation are greatly increased by regular communication, cooperative literacy activities, and encouraging learning settings at home and at school. The study emphasizes the value of shared responsibility in education and suggests tactics to improve cooperation between the family and the school, including community reading programs, frequent progress reports, and workshops for parents. The findings demonstrate how important solid collaborations are to fostering a culture of reading and raising students' academic performance in Grade 6. To increase student achievements, it is suggested that this partnership be strengthened through collaborative reading programs,

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parental literacy courses, and improved communication techniques. An intervention strategy was created to support and improve the partnership between the family and the school in order to improve the sixth-grade students' reading comprehension.

**Keywords:** *school and family partnership, reading development, reading comprehension, parental literacy*

## INTRODUCTION

Reading comprehension is universally acknowledged as a cornerstone of quality education and a critical skill for lifelong learning. Consequently, this is an essential skill that serves as the foundation for academic success and lifelong learning. For Grade 6 learners, mastering reading comprehension is vital as they prepare to transition into higher levels of education, where the intricacy of scripts improves. However, despite its importance, many learners face challenges in developing this skill, which can have lasting impacts on their overall academic performance. Several students still have difficulty comprehending and interpreting written texts, especially in low- and middle-income nations, despite worldwide educational gains. Nearly 70% of 10-year-olds in low- and middle-income nations cannot read and understand a simple story, according to UNESCO (2022). This problem was made worse by extended school closures during the COVID-19 pandemic.

Long-term effects of this learning gap include impeding not only academic success on an individual basis but also social and economic advancement at the national level. Language

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obstacles, socioeconomic difficulties, a lack of access to high-quality learning resources, and insufficient teacher preparation are some of the causes of this complex problem. In order to support the cognitive and linguistic development of students worldwide, addressing this global issue calls for concerted efforts to reform educational policies, invest in teacher development, and provide fair access to reading materials.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) defines literacy as more than only the capacity to read and write; it is also a tool for learning, empowerment, and active engagement in society. According to UNESCO's Sustainable Development Goal 4 (SDG 4), which advocates for inclusive and equitable quality education for everyone, reading comprehension is critical for ensuring that every learner acquires the core skills required for future learning and personal development.

The key aspects of SDG 4, also known as Quality Education, aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It emphasizes providing quality education from early childhood to higher education, with a focus on reducing disparities and promoting equal access for all, particularly vulnerable populations. The universal access ensures that all learners complete free, equitable, and quality primary and secondary education, leading to relevant and effective learning outcomes.

In the Philippines, the improvement of students' reading comprehension abilities has emerged. Alarming literacy levels have been found in recent tests; the 2018 Programme for International Student Assessment (PISA) placed the nation last out of 79 participating

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countries in reading comprehension. Filipino pupils had challenges in comprehending, analysing, and assessing written materials, suggesting a pervasive issue in the educational system (OECD, 2019).

It is essential that the Early Childhood Development (ECD) promotes the holistic development of the learners from the basic stage of communication with their families until they establish the pre-primary education that provides them with a strong foundation for reading comprehension. Thus, SDG 4, mandated also in providing skills-based education to prepare individuals for the world of work, including technical and vocational skills. Furthermore, education for sustainable development, integrates knowledge, skills, values, attitudes, and behaviors needed for a sustainable future into education systems.

The attainment of the sustainable development Goal 4 of the UNESCO along with the learners reading comprehension development reflects in the schools' achievement specially in the results of the assessment in all subjects' disciplines. However, UNESCO is looking gauging on the participation of other stakeholders like the school and families partnerships along with casual family conversations, communication, reading comprehension and translating these skills into a lifelong learning.

Globally, there is a growing realization that collaboration between schools and families improves education outcomes. UNESCO highlights the importance of developing good school-community partnerships, and Program for International Students Assessment results suggest that pupils with involved parents have better reading habits and score better on literacy

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examinations. These frameworks emphasize that learning does not occur in isolation; rather, it is the result of a collaborative effort by educators, families, and communities.

The partnership between schools and families plays a crucial role in fostering reading comprehension development, both globally and within the Philippine context. Globally, extensive research highlights that children’s literacy skills are significantly enhanced when parents actively engage in their education, providing a supportive home environment and reinforcing the importance of reading. Such partnerships not only boost students' academic outcomes but also foster a sense of responsibility and motivation to learn. The global provision emphasizes the need for collaboration between educators and families to ensure consistent reinforcement of reading skills, as well as the creation of a conducive learning environment at home. In the Philippine context, this partnership is even more significant due to the nation’s diverse and multilingual landscape. Filipino families, often prioritizing education as a means for social mobility, play an instrumental role in supporting children’s reading comprehension development. However, socioeconomic disparities and the multilingual nature of the country pose unique challenges. While urban families might have greater access to educational resources, rural areas often struggle with limited materials and support. To address these disparities, schools in the Philippines have increasingly worked to engage families through various initiatives, such as workshops and community-based reading programs.

In 2022, Baruyan Elementary School (BES) in Mindoro responded to the difficulties caused by school closures due to COVID-19 by implementing a thorough reading literacy program. On February 6, 2022, the school launched an 18-week Saturday program after

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realizing the negative impact on kids' reading abilities. Local community leaders, 4-H Club youth volunteers, school officials, teachers, parents, and students worked together to create this program.

These efforts aim to bridge gaps between home language practices and formal education, ensuring that all students, regardless of background, can benefit from strong school-family partnerships to develop their reading comprehension skills. By aligning global best practices with the unique needs and resources of the Philippines, this collaborative approach fosters a more inclusive and effective educational experience for all students. Reading Comprehension has an impact on the National Assessment Test (NAT) delivered to Grade 6 learners.

In the discussions of DepEd Region V seminars, reading comprehension development among the learners should be given special preference in achieving high academic achievement. The demand, along with the academic achievement, was supported by the Department of Education through multiple programs that enhance the literacy and numeracy skills of the learners. The impact of the literacy and numeracy training programs in the reading comprehension development of the learners calls for the need for the participation of the school and family partnership.

This study explored the impact of school and family partnership on the reading development of Grade 6 pupils in Legazpi City District 2. Thus, this research assessed the various strategies, such as communication between teachers and parents, parental

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involvement in reading activities, and the integration of home-based learning, which influence learners' reading abilities. By studying the dynamics of this partnership, the study revealed effective practices that can enhance reading comprehension and promote greater academic achievement.

This study exposed the impact of school and family partnerships on the development of reading comprehension among Grade Six pupils. While situated within a specific local context, the research contributes to the international discourse on literacy by aligning with global education standards and examining how collaborative practices between schools and families can drive improvement in reading outcomes. Through this lens, the study not only addresses local educational needs but also adds to the broader conversation on achieving equitable and effective literacy education worldwide.

In conclusion, the study on school and family partnerships in reading comprehension development underscores the critical role that both the home and school environments play in shaping a child's literacy skills. When schools and families collaborate effectively, students benefit from a holistic support system that enhances their reading comprehension abilities. By fostering strong connections between educators and parents, and by tailoring interventions to meet the unique needs of Filipino children, we can ensure that all students are provided with the necessary tools to succeed in literacy development. Ultimately, a well-rounded and collaborative approach to reading education leads to improved academic outcomes and equips children with the skills they need for lifelong learning.

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## FRAMEWORK

This study considered the theories and models of reading development, such as Social-Cognitive Theory, Cognitive Development Theory, and Sociocultural Theory. These theories provided a foundation for understanding how reading develops among pupils through collaborative learning between school and family. Understanding how children learn to read requires an understanding of several psychological theories of learning and development. Three significant concepts that offer perceptive insights are Lev Vygotsky's Sociocultural Theory, Albert Bandura's Social Cognitive Theory, and Jean Piaget's Cognitive Development Theory.

According to Jean Piaget's groundbreaking theory of cognitive development, learning happens as children build knowledge from their experiences and progress through different phases of cognitive development. Because it helps teachers understand when and how children are cognitively ready to master reading-related abilities, this idea is highly significant to reading development. The foundation for reading is laid at this stage by introducing phonemic awareness and basic word recognition. Children can better understand and analyze texts throughout the concrete operational period from ages 7 to 11. They can comprehend primary textual concepts, cause-and-effect linkages, and story sequences.

On the other hand, Piaget's idea encourages youngsters to engage in interactive projects that allow them to explore and modify language. Reading games, letter-sound

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matching, and storytelling are all activities that can significantly improve early reading development and are consistent with Piaget's emphasis on discovery-based learning.

Nonetheless, Lev Vygotsky's Sociocultural Theory emphasizes how crucial social interaction and cultural resources are to education. The Zone of Proximal Development (ZPD), one of his fundamental ideas, is especially helpful in comprehending the evolution of reading abilities. Vygotsky believed that children learn best when they are assisted by a more experienced person, such as a parent, teacher, or peer, who helps them advance beyond their current level of proficiency. Furthermore, collaborative learning activities, such as peer reading or group discussions about texts, create a social context for learning and help students internalize reading strategies. This theory reminds educators that reading is a solitary cognitive task and a socially constructed skill influenced by interaction and cultural exposure.

However, Albert Bandura's Social Cognitive Theory, which stresses learning through modeling, imitation, and observation, is another theory upon which this study is based. It also emphasizes the significance of self-efficacy or the conviction that one can succeed, a key component of reading motivation and perseverance. Children often develop reading behaviors by watching others read. Children are more likely to imitate these behaviors when teachers and parents model fluent, expressive reading and demonstrate a love for books. Reading aloud, sharing personal reading experiences, and creating a positive environment can significantly influence pupils' attitudes toward reading.

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To summarize, social interaction, cognitive preparedness, and individual motivation complicate pupils' reading skill development. Piaget's Cognitive Development Theory emphasizes the significance of developmental phases and active learning. Vygotsky's sociocultural theory strongly emphasizes the function of social environment and guided support. The learning environment, self-belief, and modeling are the main topics of Bandura's Social Cognitive Theory. Teachers can design more engaging, effective, and supportive reading programs that cater to the various needs of their students by incorporating ideas from these theories.

Together, these theories highlight the crucial active, cooperative roles that families and schools play in a child's reading development. Piaget makes sure that developmental preparation is taken into account, Bandura reminds us that social modeling impacts behavior, and Vygotsky demonstrates the need for guided interaction.

Therefore, the theoretical framework backs up the notion that the best conditions for literacy development are created by a solid collaboration between the home and the school, based on social contact, modelling, and cognitive appropriateness. Youngsters flourish when they are surrounded by a stable, caring network that sees reading as a shared duty.

Through these theories the School-Family Theory named "Bridging Minds: A School-Home Alliance for Reading Success" was formulated as product of this study. This researchers' theory encapsulates that reading comprehension is a foundational skill critical to academic success across all subject areas. Despite in-school instruction, many Grade Six learners

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continue to face challenges in understanding, analyzing, and interpreting texts. Research highlights that consistent support from both school and family environments significantly enhances literacy development. This partnership program aims to foster collaboration between teachers and families to create a supportive and literacy-rich environment both at school and at home.

Moreover, this School-Family Theory called "Bridging Minds: A School-Home Alliance for Reading Success" will be a contributory factor in strengthening the reading comprehension skills of Grade Six learners through school and family collaboration. It will also encourage the engagement of the parents/guardians in meaningful literacy activities that support classroom instruction. The involvement of the teacher-parent communication and cooperation in tracking and supporting student progress will build through this Añonuevo's theory.

With the consideration of this theory, the learners will be motivated in establishing their confidence in reading through consistent encouragement from both home and school. The grade six learners will improve reading comprehension scores. The parental involvement in learners' academic development will be increased. Further, this theory will strengthen the home-school relationships that will establish positive attitudes towards reading among students and family.

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## OBJECTIVES OF THE STUDY

The study aimed to determine the school and family partnership on reading comprehension development of the pupils in District 2 of the Division of Legazpi for the school year 2024 – 2025. Specifically, the study sought answers to the following: 1. Determine the reading comprehension development of grade 6 pupils along the six stages: Emergent Reading, Early Reading, Developing Reading, Fluent Reading, Advanced Reading, Reflective Reading 2. Identify the factors contributing to deficiencies in reading development along: Resources, Language proficiency, teaching practices of parents and teaching methods of teachers. 3. Infer the significant relationship on the contributory factors in the reading development of learners among parents and teachers. 4. Propose an intervention plan to enhance the parental enhancement of the reading comprehension development of grade 6 pupils.

## METHODOLOGY

This study employed a descriptive-correlational research design that examined the impact of school and family partnerships on the reading comprehension development of Grade six learners in Legazpi District 2 of the Schools Division Office of Legazpi City. Using a quantitative approach, data were collected to provide a comprehensive understanding of how collaborative efforts between schools and families influence students' reading performance. Quantitative research is a systematic approach to investigating phenomena by collecting and

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analyzing numerical data (Privitera, 2022). The descriptive method has been used to analyze the results and discussion of the study. This method often uses tools such as surveys, observations, and case studies to collect data and present it in a way that provides a clear picture of the subject being studied (Gravetter & Forzano, 2019).

The Quantitative data from the reading tests and surveys were analyzed using descriptive statistics (mean, frequency, percentage) and inferential statistics (paired t-test), which determined significant differences in reading comprehension scores. This study tried to determine and describe the collaboration of school and family on the reading comprehension development of pupils along the six stages. Moreover, it explains the factors contributing to deficiencies in reading comprehension development, their reading resources at home and in school, language proficiency, parents' teaching practices, and teachers' teaching methods. The respondents of the study were pupils, parents, and teachers teaching English. To get the sample size of the respondents, the researcher used total enumeration for the teachers since it has a small number, while Slovin's formula was used for pupils and parents of Legazpi District 2.

## RESULTS AND DISCUSSIONS

The results provided insight into the contributions of both school-based interventions and familial support in fostering reading abilities. Through statistical analyses, including Pearson's r-correlation and chi-square tests, the study assessed the extent to which collaboration between educators and families influences pupils' performance in reading comprehension. The discussion that follows interprets these findings in the context of existing

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literature, shedding light on the importance of an integrated approach to education that involves both the school environment and the home.

Key areas of focus include the correlation between parental involvement and Grade Six reading achievement, the effectiveness of school-led reading programs, and the ways in which family support at home complements formal education. The results are also considered, contemplating potential challenges and opportunities for improving school-family collaboration, focusing on designing more effective strategies to support the literacy development of grade six learners.

## 1. The Stages of Reading Comprehension Development

Along with the Reading Comprehension Development of grade six learners in Legazpi District 2 of SDO Legazpi City, where four schools were assessed, Table 1 revealed the stages of reading comprehension development of the pupils.

Stages	A		B		C		D		Tr	A1	%
	Score	A1	Score	A1	Score	A1	Score	A1			
1. Emergent Reading	1	ER	1	ER	2	ER	2	ER	6	ER	3.28
2 Early Reading	2	ER	0	ER	3	ER	2	ER	7	ER	3.82

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3	5	DR	13	DR	15	DR	9	DR	42	DR	22.95
Developing Reading											
4	14	FR	23	FR	28	FR	20	FR	85	FR	4.6.45
Fluent Reading											
5	3	AR	10	AR	15	AR	10	AR	38	AR	20.77
Advance Reading											
6	1	RR	1	RR	3	RR	0	RR	5	RR	2.73
Reflective Reading											
TOTAL									183		100.00

**Table 1**

### Reading Development of Grade Pupils along the Stages

Based on the provided data in Table 1: Reading Development of Grade Six Pupils along the Stages, here is a detailed breakdown of the Introduction, Presentation, Analysis, Implication, and Link of the Result of the study.

Reading Comprehension Development is a foundational aspect of academic success, particularly in the early grades. This study examines the reading development of grade school pupils across six progressive stages of reading: Emergent Reader (ER), Early Reader (ER), Developing Reader (DR), Fluent Reader (FR), Advanced Reader (AR), and Refined Reader (RR). By evaluating the pupils' distribution across these stages in four different sections (A, B, C, D), the study aims to assess overall reading proficiency and identify areas for instructional improvement.

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The data exposed in Table 1 shows that the Majority of the Grade six pupils, with forty-six percent (46.45%), are at the Fluent Reader (FR) stage, indicating a strong reading base. The high percentage of pupils at the Fluent Reader (FR) stage reflects that nearly half of the Grade Six learners have achieved a level of reading proficiency characterized by smooth, accurate, and expressive reading. This stage typically signifies that students can comprehend texts independently and with confidence, which is essential for tackling more complex academic material across subjects. The concentration of learners at this level suggests that foundational literacy instruction in earlier grades has been effective, enabling students to transition from learning to read to reading to learn. Furthermore, it indicates that many pupils are well-prepared for the reading demands of higher grade levels. Therefore, most of the respondents who fall under fluent readers can read text accurately, at an appropriate speed, and with proper expression (prosody), facilitating comprehension and enhancing the reading experience. (Vaia. (n.d.). Reading Fluency)

Developing Readers (DR) account for twenty-two percent (22.95%), suggesting a significant number are still progressing toward fluency. The presence of 22.95% of pupils in the Developing Reader (DR) stage highlights that a considerable portion of Grade Six learners are still in the transitional phase of reading development. At this stage, the Grade six pupils are typically able to decode words and understand basic text structures but may struggle with fluency, vocabulary, or comprehension of more complex material. This suggests the need for continued instructional support, such as guided reading, vocabulary building, and comprehension strategies, to help these students progress to the Fluent Reader stage.

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Addressing their needs is crucial to prevent future academic challenges, as reading proficiency is closely tied to performance across all subjects.

Advanced Readers (AR) make up 20.77%, showing a smaller but important group with higher-level reading skills. The 20.77% of pupils classified as Advanced Readers (AR) represent a critical subgroup with elevated reading comprehension, analytical thinking, and the ability to engage with complex texts. These students often demonstrate strong inferencing skills, a rich vocabulary, and the capacity to interpret deeper meanings within a variety of genres.

Although smaller in number, this group reflects the success of enrichment efforts and serves as a potential model for peer-led reading activities. Supporting their continued growth through advanced reading materials, critical thinking tasks, and independent reading projects is essential to sustain their momentum and cultivate future academic excellence.

Reflective Readers (RR) are very few (2.73%), implying that very few pupils have achieved the highest reading proficiency. The minimal proportion of Reflective Readers (2.73%) underscores that only a small fraction of pupils have reached the highest level of reading proficiency, characterized by critical analysis, deep comprehension, and the ability to evaluate and synthesize complex texts independently. This suggests that while foundational and advanced reading skills are being developed among the majority, only a few learners are being challenged or supported to reach their full reading potential. It highlights the need for targeted enrichment programs, such as literature circles, advanced reading modules, or

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mentorship in academic writing, to cultivate higher-order literacy skills in more capable readers.

Early Readers (ER) comprise a combined 7.1% (Stages 1 & 2), indicating a need for targeted early literacy intervention. The data reveal that a combined total of 7.1% of the Grade Six pupils are classified as Early Readers (ER)—specifically those in Stages 1 and 2. These students are still developing basic decoding skills, letter-sound recognition, and foundational comprehension abilities, which are expected to be firmly established well before reaching Grade Six. Their presence at this stage of education indicates a significant gap in early literacy development, suggesting that these learners may have experienced difficulties in the earlier years that were not adequately addressed.

This finding underscores the urgent need for targeted literacy interventions, such as remedial reading programs, one-on-one tutoring, phonics-based instruction, and differentiated teaching strategies. Early readers at this level are at risk of falling further behind in content areas that require proficient reading, such as Science, Math, and Social Studies. Identifying these pupils early and providing structured, consistent support is critical not only for their reading development but also for their overall academic success and confidence in learning.

School C has the highest number of pupils in FR and AR stages, suggesting more effective reading instruction or better-performing students. The dominance of School C in both the Fluent Reader (28 pupils) and Advanced Reader (15 pupils) stages reflects a strong

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reading culture or effective instructional strategies within that group. This trend may indicate that learners in School C are receiving more consistent or differentiated literacy support, possibly through skilled teaching, access to enriched reading materials, or a more academically conducive environment. It may also suggest higher levels of engagement and motivation among the students, contributing to improved reading performance.

School B's concentration of Developing Readers—13 pupils—suggests that a significant portion of students are still in the process of acquiring fluency and comprehension skills. This could point to instructional approaches that are supportive but may require enhancement to accelerate reading development. It also signals the need for close monitoring and additional scaffolding, such as targeted small-group instruction, to help these pupils transition more effectively into the Fluent Reader stage.

The complete absence of Reflective Readers in School D may indicate a performance disparity compared to other sections. This could reflect limitations in instructional depth, access to advanced reading materials, or fewer opportunities for high-level literacy engagement. It raises a red flag for educators and administrators to evaluate the teaching methods, learning environment, and support systems in place, and to consider implementing enrichment activities or individualized reading programs aimed at pushing capable readers toward higher proficiency levels.

The result of the study implied that while most pupils are on track or above in their reading development (Fluent Reader, Advanced Reader), there remains a notable portion

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(approximately 33%) who are still Early or Developing Readers. This finding stresses the importance of differentiated reading instruction, early intervention, and enrichment programs to support both struggling readers and those with advanced potential. Tomlinson (2014) defines differentiated instruction as the process of teaching and learning for students of varying abilities within the same class.

For teachers, a balanced literacy approach, with individualized support for lower-performing readers, is crucial. This approach blends teacher-directed instruction (e.g., explicit phonics lessons and read-aloud) with student-centered activities (e.g., independent reading and writing), aiming to balance the mechanics of reading with opportunities for meaning-making and critical thinking (Fountas & Pinnell, 2020). For curriculum planners, there is a need to design materials that cater to both ends of the reading proficiency spectrum. For school leaders, monitoring reading progression by section can help allocate resources effectively.

The result of this study is supported by the study of Voyager Sopris Learning (2025) that reading comprehension development progresses through distinct stages, each building upon the previous to enhance a learner's ability to understand and engage with texts.

This study exposed the classification of Grade six pupils into stages such as Fluent Reader (FR), Developing Reader (DR), Advanced Reader, and Refined Reader (RR) mirrors Wolf's framework, particularly the emphasis on fluency and comprehension. The classification of Grade Six pupils into stages such as Fluent Reader (FR), Developing Reader (DR), Advanced

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Reader, and Refined Reader (RR) mirrors Maryanne Wolf's framework, particularly her emphasis on fluency and comprehension as essential components of reading development. This alignment is further reinforced by Jeanne Chall's Stages of Reading Development, which similarly underscores fluency and comprehension as pivotal during the transition from learning to read to reading to learn. Specifically, the high percentage of Fluent Readers (46.45%) in the present study reflects Chall, Jane ( ) Stage 3—Reading for Learning the New—where students begin to use reading as a tool for acquiring new knowledge across content areas. Together, these theoretical perspectives validate the study's classification system and highlight its relevance in tracking pupils' reading progress as critical indicators in reading development.

The findings of this study are well-supported by established research in literacy development. Jean Piaget and Leo S. Vygotsky cited on *Life and the Theory of Cognitive Development* (2023) that language and thought interact with and complement each other. While the learners started to communicate, their minds were also processing what they were speaking. According to them, while the children are growing, they go through five stages of development.

Further, Lev Vygotsky's Zone of Proximal Development (1978) theory emphasized the importance of scaffolding learning to help move from learners who can do independently to what they can achieve with support. This result aligned with the notion that Grade 6 learners at the "Developing" and "Fluent Reader" stages require challenges and support to continue progressing.

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These findings are aligned with frameworks by Maryanne Wolf, Jeanne Chall, and others, underscoring the validity of your observations regarding the reading proficiency levels of Grade Six pupils. These correlations suggest that your study provides valuable insights into the current state of reading proficiency among students, emphasizing the importance of targeted instructional strategies to support learners at various stages of reading development.

Early interventions are crucial for supporting reading comprehension development in young learners. A study by Suratov (2024) demonstrated that phonological awareness interventions significantly improved reading comprehension among Grade 1 students. Small-group instruction catered to each student's reading level is known as guided reading. Canubas (2023) discovered that this method improves early readers' reading comprehension, fluency, and accuracy. A meta-analysis by Filderman et al. (2025) reported that family-delivered literacy instruction led to significant improvements in students' reading comprehension. Implementing these evidence-based interventions can significantly enhance reading comprehension development in early learners.

## **2. Factors that Contribute to the Reading Comprehension Growth Stage Deficit**

Along with the factors that are contributory to the deficiencies of reading development, including (a) resources at home and in school, (b) language proficiency of parents and teachers, and (c) teaching practices of parents and teaching method of teachers, Table 2a presents the data and findings that supported this study.

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**Table 2a**

**Factors Contributing to Deficiencies in Reading Development**

**N = 155 (parents)**

	A		B		C		D		Ave	Adjectival Interpretation
<b>Resources</b>										
1.Fiction and Non-Fiction Books	2.50	A	2.67	A	2.25	D		2.45		D
2.Magazine and newspaper	2.05	D	2.43	D	2.22	A		2.11		D
3.Some toys like puzzles, board games and alphabet blocks	2.30	D	2.61	A	2.60	A		2.27		D
4.Cellphone, Television Set and Radio	2.60	D	2.60	A	2.93	A		1.73	SD	D
5.Internet Connection/WIFI	2.35	D	2.57	A	2.76	A		2.54	SA	A
<b>Average</b>								<b>2.43</b>		D
<b>Language Proficiency</b>										

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1.The medium of communication used at home is English, Bikol and Tagalog	2.60	A	2.64	A	2.82	A	2.86	A	2.73	A
2.Each member of the family can communicate effectively in Bikol & Tagalog.	2.30	D	2.36	D	2.22	D	2.13	D	2.25	D
3.Both parents and children can speak English fluently.	2.20	D	2.36	A	2.42	D	2.06	D	2.26	D
4.Engage in interactive reading, where both parent and child participate, encourages discussion, comprehension, and connection.	2.70	A	2.64	D	2.54	A	3.09	A	2.59	A
5.The family has limited access to a variety of reading resources such as dictionary, encyclopedia, magazine, newspaper and online sources of information.	2.45	D	2.47	D	2.70	A	2.78	A	2.60	A
1. The family has limited access to a variety of	2.45		2.47		2.70		2.78			

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reading resources such as dictionary, encyclopedia, magazine, newspaper and online sources of information.		D		D		A		A	2.60	A
<b>AVERAGE</b>	2.45	D	2.49	D	2.54	A	2.56	A	2.49	D
<b>Teaching Practices of Parents</b>										
1. Set aside time for reading together with the child.	2.50	A	1.65	S D	1.73	D	2.31	D	2.05	D
2. Reads stories to the child before bedtime.	2.30	D	2.36	D	2.50	D	2.45	D	2.40	D
3. Retelling old stories to children.	2.20	D	2.41	D	2.94	D	2.14	D	2.42	D
4. Reads aloud to the children regularly.	1.80	D	2.34	D	2.68	A	2.59	A	2.35	D
5. Asks questions about the story reads and talks about how the story relates to their	1.95		2.37		2.58		2.02		2.23	

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experiences and the world about them.		D		D		D		D		D
<b>AVERAGE</b>	2.1	D	2.2	D	2.4	D	2.3	D		D
	5		3		9		0		2.29	

The data on Reading Resources at Home focuses on five categories across different items like books, media, toys, and technology. The values (e.g., 3.75, 3.25) appear to be Likert scale means, likely based on responses where:

The data revealed that Fiction and Non-Fiction Books Mean Scores range from 3.14 to 3.80, with most responses marked as SA (Strongly Agree). It is shown that majority of respondents indicated strong agreement that fiction and non-fiction books are available at home. This suggests a generally positive environment for reading, with sufficient book access to support literacy development.

Magazines and Newspapers, the mean scores ranged from 3.20 to 3.42, again with mostly strongly agree responses. Access to periodicals like magazines and newspapers is moderately strong. While not as high as books, the availability still reflects a supportive print media environment that can enhance reading engagement. Periodical access has been shown to improve reading motivation and comprehension. According to a study by Alda (2023), students' inclination for newspapers and magazines is strongly associated with improved academic achievement, curiosity, and involvement. According to the study, kids who regularly read newspapers and magazines showed improved academic performance and increased

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levels of reading motivation. This emphasizes how important periodicals are to creating a comfortable reading environment.

But according to national trends, readership is declining. According to the 2023 National Readership Survey, printed newspapers and magazines are less popular than other media types, and just 42% of Filipino adults read non-school books. The rise of digital media and restricted access to reading materials, particularly in rural regions, are blamed for this reduction (National Book Development Board [NBDB], 2024).

Educational Toys (Puzzles, Board Games, Alphabet Blocks) the mean scores are between 3.20 and 3.75, with most ratings as SA, and a few as Agree. The presence of educational toys is quite strong. These resources play a vital role in early literacy and cognitive development by promoting problem-solving and vocabulary skills in an engaging way. According to Official, E. (2024), Puzzle toys are effective instruments for fostering kids' overall development; they are not merely enjoyable activities. These stimulating toys provide several advantages for young students, ranging from improving cognitive abilities to encouraging social and emotional development. Parents and other carers can promote children's development and cultivate a love of learning through play by selecting toys that are age-appropriate and provide chances for exploration and discovery.

On Internet Connection/WiFi the mean scores are from 3.20 to 3.38, with a mix of Strongly Agree and Agree. The data revealed that Internet access is relatively good but not universal. While many respondents agree they have access, a few rated it lower, which may

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indicate digital inequality that could affect access to online reading materials and learning tools. Access to Wi-Fi and the Internet is critical for improving students' reading comprehension. In the digital age, Internet connectivity gives students access to a diverse selection of books, interactive learning platforms, and multimedia materials that help them build critical literacy abilities. Moreover, (OECD, 2021) regular internet use helps pupils acquire digital literacy, which is becoming more incorporated into reading comprehension skills. Also, according to Zhang & Warschauer (2022), these multimodal materials cater to diverse learning styles and help students understand abstract or complex subjects.

This digital disparity has significant implications. Pupils who lack dependable internet access are at a disadvantage since they can't access online materials that are becoming more and more essential to contemporary education or engage fully in digital learning settings. This lack of access can prolong cycles of educational and social disadvantage and impede the development of critical skills like media and information literacy. Rapport Philippines (2024).

To solve this problem, coordinated efforts are needed to upgrade internet infrastructure, especially in underprivileged areas, and put laws into place that guarantee all pupils fair access to digital resources. We may strive towards a more effective and inclusive educational system that empowers all students by closing the digital gap.

The Cellphones, TV, and Radio obtained mean scores consistently 3.40 to 3.75, all marked as Strong Agree. Technological devices are widely available. While these can support

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reading through educational content, overreliance on passive media (like TV) without guided use could be less beneficial compared to interactive reading tools.

The data indicate a generally supportive home environment for reading, especially with strong availability of books, educational toys, and media devices. However, slightly lower scores in areas like internet connectivity suggest potential gaps in digital learning access. Ensuring that resources are not only present but also effectively used for educational purposes is key to enhancing reading development. Access to reading resources at home, including TV sets, radios, and cellphones, significantly enhances children’s literacy development, academic performance, and overall cognitive skills. Tucano (2020) proves that during the COVID-19 epidemic, several countries relied on TV and radio broadcasts to provide educational continuity, and research revealed that these services helped sustain literacy levels even while schools were closed. Kucirkova & Falloon (2020) shared that according to research, children who use digital reading applications and platforms are more likely to read and have better reading fluency.

Active parental involvement, the supply of reading resources, and shared reading activities are all necessary to create a reading-friendly home environment. Furthermore, it is essential to have books and other reading resources in the house. According to Inoue et al. (2020), early literacy development in a variety of languages is positively impacted by having access to literacy materials, such as children's books. Technology integration can aid in the development of reading skills. Researchers (2023) assessed a Technology-Based Early Language Comprehension Intervention (TeLCI) in a randomized control experiment and

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discovered that it successfully enhanced inferencing abilities, a crucial aspect of reading comprehension. In addition, Kim et al. (2020) emphasize that when parents participate in literacy activities with their children, such as discussing a TV tale or helping navigate an educational app, children tend to exhibit stronger reading achievement.

Along with the Language Proficiency within the family context is crucial to a child's literacy and overall academic success. This study explored the parents' perceptions of their family's communication abilities in English, Bikol, and Tagalog, as well as their involvement in interactive reading and access to language-related resources. Understanding these perceptions helps schools identify gaps in language support at home and design appropriate interventions.

The table 2a, revealed that parental responses across five indicators of language proficiency at home, measured using a Likert scale: 3.50 – 4.00: Strongly Agree (SA), 2.50 – 3.49: Agree (A), 1.50 – 2.49: Disagree (D), 1.00 – 1.49: Strongly Disagree (SD). Each indicator was rated by the group parents of the schools A–D, with a calculated average and its adjectival interpretation.

(1) Medium of communication (English, Bikol, Tagalog) 2.73 Agree, (2) Family communicates effectively in Bikol & Tagalog 2.25 Disagree, (3) Parents and children speak English fluently 2.26 Disagree (4) Engage in interactive reading (discussion, comprehension) 2.59 Agree (5.) Access to reading resources (dictionary, etc.) 2.60 Agree. The Overall Average 2.49 Disagree.

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As gleaned in the table, Language Use at Home: Parents agreed (2.73) Agree, that English, Bikol, and Tagalog are all used as mediums of communication. Despite being native languages, families disagreed (2.25) on their ability to communicate effectively in Bikol and Tagalog, which is concerning and suggests limited depth in native language use. Parents disagreed (2.26) that both they and their children could speak English fluently, indicating a perceived gap in English proficiency. Interactive Reading Practices received an "Agree" (2.59) rating, suggesting that many parents do engage in shared reading, although not at a highly consistent level. Parents agreed (2.60) that they have some access to reading materials like dictionaries, encyclopedias, and online sources—though this rating is only slightly above the threshold, showing limited access. The average rating of 2.49 reflects a general perception of disagreement regarding the family's language proficiency, especially in fluency and communication.

The result implied that there is a need for language support. Both English and mother tongue fluency appear to be areas needing attention. Schools may consider offering language workshops or parent-child language development programs. Since families already use multiple languages at home, schools can leverage this as a strength by promoting multilingual literacy strategies.

While access to reading tools exists, it remains inadequate. The school could initiate resource sharing, such as a community reading center or mobile library. The relatively positive response here suggests potential for strengthening parent-child reading practices, especially to boost comprehension and oral language skills.

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The data reveal that while families show willingness and some practices that support language development, proficiency gaps and limited resource access remain major challenges. These findings suggest that for an effective school-family partnership in promoting language proficiency, schools must provide both support and materials, especially for English and native languages, and foster deeper interactive reading habits at home.

These findings are supported by the works of Vygotsky, Lev (1978) in his work "Mind in Society," he cited that "language development through social interaction (socio-cultural theory). Thus, Zone of Proximal Development (ZPD), children learn language best with guidance from more capable peers or adults. Supports interactive reading and discussion as effective ways of developing language proficiency at home.

Parental involvement in teaching practices at home significantly contributes to children's literacy development and academic growth. This component of the study examines how frequently and effectively parents engage in key teaching practices, particularly related to reading habits and interactive storytelling. Understanding these practices provides insight into the support systems available to pupils outside the classroom and helps identify areas where parental guidance can be enhanced.

Table 2 a. Summarizes parent responses on five teaching practices related to literacy at home, using a Likert scale: 3.50 – 4.00: Strongly Agree (SA), 2.50 – 3.49: Agree (A), 1.50 – 2.49, Disagree (D) 1.00 – 1.49: Strongly Disagree (SD) (1) Set aside time for reading together with the child 2.05 Disagree. (2) Reads stories to the child before bedtime, 2.40

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Disagree, (3) Retelling old stories to children 2.42 Disagree, (4) Reads aloud to the children regularly 2.35 Disagree (5) Asks questions about the story and relates it to life experiences 2.23 Disagree, with the overall weighted average 2.29 Disagree.

All five indicators received average ratings below 2.50, falling into the "Disagree" range. This reflects a general lack of engagement in teaching practices related to reading at home. The lowest-rated item was "Set aside time for reading together with the child" (2.05), indicating that parents rarely dedicate regular time to read with their children. Slightly Better Practices: "Retelling old stories" and "Reading before bedtime" were slightly higher (2.40–2.42), but still fell short of the "Agree" threshold. Asking questions about stories and relating them to real-life experiences was also rated low (2.23), suggesting minimal critical or reflective reading at home. Reading Aloud, mixed responses—some groups rated it close to "Agree," but the average was still 2.35 (Disagree).

The data reveal that most parents do not regularly engage in essential reading and teaching practices at home, which could hinder children's literacy and comprehension development. Practices like reading aloud, bedtime storytelling, and asking reflective questions are proven to boost language skills. Their low implementation indicates missed opportunities for language enrichment.

Children lose out on important chances to improve their vocabulary, listening comprehension, and critical thinking abilities when parents don't routinely use these techniques. For instance, reading aloud to kids demonstrates fluent reading technique while

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 also introducing them to new words and sentence structures. While asking thoughtful questions stimulates thinking, bedtime storytelling fosters a love of literature and improves narrative abilities.

Further, schools could organize parent workshops or reading campaigns to train caregivers in simple, effective teaching practices, such as shared reading and interactive questioning. The lack of time may be due to work schedules or a lack of awareness. Flexible, home-based literacy programs or take-home reading kits might help bridge the gap.

These findings aligned with broader research indicating that parental involvement is a key predictor of student literacy success. However, the low engagement in teaching practices at home suggests the need for stronger school-family partnerships. Interventions must focus on equipping parents with practical skills and resources to support literacy at home, fostering a more robust foundation for reading development.

Table 2b  
 Factors Contributing to Deficiencies in Reading Development  
 N = 24 (teachers)

Language Proficiency	A		B		C		D		A1	
1. Engage pupils in interactive and	3.75		3.28		3.75	SA				

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collaborative activities.		SA		SA			3.60	SA	3.95	SA
2. Give writing activities on writing simple short stories, fostering narrative skills and imagination.	3.5	SA	3.58	SA	3.38	SA	3.60	SA	3.45	SA
3. Let pupils deliver speeches on various topics, enhancing confidence and presentation skills.	3.25	SA	3.42	SA	3.38	SA	3.40	SA	3.36	SA
4. Allow pupils to practice interview skills, improving communication and professionalism.	3.25	SA	3.28	SA	3.00	A	3.40	SA	3.23	A
5. Encourage pupils to share their personal stories, fostering communication and listening skills.	3.00		3.14		3.00	A				

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		A		SA			3.80	SA	3.23	A
<b>AVERAGE</b>	3.30	SA	3.34	SA	3.30	SA	3.56	SA	3.37	SA
<b>Reading Practices of Parents</b>										
1. Reading aloud	3.25	SA	3.58	SA	3.25	SA	3.40	SA	3.37	SA
2. Pre and post-reading activity	3.50	SA	3.42	SA	3.25	SA	3.40	SA	3.39	SA
3. Shared reading	3.75	SA	3.42	SA	3.50	SA	3.20	A	3.46	SA
4. Paired reading	3.25	SA	3.42	SA	3.62	SA	3.20	A	3.37	SA
5. Language experience approach	3.00	A	3.58	SA	3.62	SA	3.40	SA	3.40	SA
<b>AVERAGE</b>	3.35	SA	3.48	SA	3.45	SA	3.32	SA	3.40	SA
<b>Reading resources at home</b>										
1. Fiction and Non-Fiction Books	3.75	SA	3.14	A	3.38	SA	3.80	SA	3.51	SA
2. Magazine and newspaper	3.25	SA	3.42	SA	3.25	SA	3.20	A	3.28	SA
3. Some toys like puzzles, board games and alphabet blocks	3.75	SA	3.42	SA	3.50	SA	3.20	A	3.46	SA
4. Internet Connection/WIFI	3.25	SA	3.28	SA	3.38	SA	3.20	A	3.27	SA

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5. Cellphone, Television Set and Radio	3.75	SA	3.72	SA	3.62	SA	3.40	SA	3.62	SA
<b>AVERAGE</b>	3.55	SA	3.40	SA	3.40	SA	3.36	A	3.42	SA

In the context of foundational education, the collaboration between school and family plays a pivotal role in the reading development of pupils. This partnership is especially crucial in enhancing language proficiency, establishing consistent reading practices at home, and ensuring access to appropriate reading resources. To evaluate the effectiveness of such collaboration, the perceptions of 24 teachers were gathered and analyzed across three major domains: Language Proficiency, Reading Practices of Parents, and Reading Resources at Home.

The data table 2b presents the summary of teachers' perceptions using weighted mean scores and adjectival ratings. On the Language Proficiency the average ratings across all five items were consistently interpreted as "Strongly Agree" (SA), with mean scores ranging from 3.23 to 3.95.

On Reading Practices of Parents, the teacher respondents strongly agreed on parents' participation, with average mean ratings ranging from 3.32 to 3.48, interpreted as SA. Along with the Reading Resources at Home, this dimension also garnered an overall "Strongly Agree" interpretation with mean values ranging from 3.27 to 3.62, except for one area rated slightly lower.

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These data analyze that on Language Proficiency, the highest score (3.95 SA) was observed in engaging pupils in interactive and collaborative activities. Meanwhile, encouraging pupils to share personal stories received the lowest mean (3.00 A), indicating room for growth in developing personal expression and listening skills. Overall, teachers perceive that the school successfully incorporates activities that nurture pupils' language development.

On Reading Practices of Teachers, teachers perceive a strong engagement from parents in foundational reading practices such as shared reading (3.46 SA), reading aloud (3.37 SA), and pre/post-reading activities (3.39 SA). However, shared and paired reading in some groups showed scores just at or below the threshold of SA, suggesting a slight inconsistency in implementation.

The availability of resources such as fiction/non-fiction books (3.51 SA), educational toys (3.46 SA), and media (3.62 SA) were perceived positively. Nonetheless, access to internet/Wi-Fi (3.27 SA) and magazines/newspapers (3.28 SA) scored comparatively lower, which may indicate limited access to diversified or updated reading materials in some households.

Hence, the data suggest that both the school and families contribute significantly to pupils' reading development. Teachers perceive that Classroom-based language activities are effectively implemented and aligned with developing pupils' literacy skills. Most parents actively engage in their children's reading development, though shared practices vary slightly across households. Homes are generally well-equipped with reading materials and media

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tools, although internet access and print materials like newspapers remain uneven. The slightly lower ratings in activities like storytelling and practicing interviews may reflect either a lack of confidence among pupils or insufficient emphasis within school or home routines.

Likewise, the data in table 2b implicate that the teachers' responses indicate a high level of satisfaction and optimism regarding the school and family partnership in reading development. Teachers believe that both school-based strategies and home practices contribute significantly to literacy growth. The alignment of instructional efforts with parental support, alongside the availability of reading resources, creates a strong foundation for pupils' reading success. Continued collaboration and resource development are key to sustaining and improving these outcomes.

The findings support the broader educational theory that literacy development thrives in environments where school and home collaborate closely. According to Epstein's Framework of Six Types of Involvement, both Learning at Home and Communicating are essential to successful school-family partnerships. The data suggest that while foundational partnerships are strong, opportunities remain to reinforce less common but impactful activities, such as oral storytelling and structured communication exercises. These could further develop both expressive and receptive language skills, which are vital for comprehensive literacy.

## 2. Relationship between Reading Development and the Factors Contributing to Deficiencies in Reading Comprehension Development

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Table 3 shows the relationship between the reading comprehension development of the pupils and the factors contributing to the deficiencies in Reading comprehension development

Table 3

Significance of the Relationship between Reading Development and the Factors Contributing to Deficiencies of Reading Comprehension Development

Indicators	Computed r	Computed t- value	Tabulated t-value at 5%	Remarks
RCD and the FCDRCD	1.10	t = .14	t=1.8	Ho = accepted

Table 3 revealed that Hypothesis Testing: Ho (null hypothesis): The null hypothesis states no significant relationship exists between the variables reading comprehension development and factors contributing to the deficiencies of reading comprehension development. The test involves comparing the computed t-value to the tabulated (critical) t-value to determine whether to accept or reject the null hypothesis. The study aimed to determine the significant relationship between reading comprehension development and the factors contributing to reading comprehension development deficiencies. Understanding this relationship is essential to enhancing student behavior through coordinated efforts between teachers and parents.

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The data revealed the following statistical outputs: Computed Pearson r: 1.10 (Note: this value appears to be invalid since Pearson’s r ranges from -1 to 1. We may assume this is a typographical error—perhaps 0.10 was intended?), the Computed t-value: 0.14. The Tabulated (critical) t-value at 5% significance level: 1.8. The result decision gleaned that  $H_0$  is accepted (no significant relationship)

Since the computed t-value (0.14) is less than the tabulated t-value (1.8), the null hypothesis is accepted. This means that the data does not support a statistically significant relationship between reading comprehension development (RCD) and factors contributing to the deficiencies of the reading development (FCDRCD) at the 5% significance level.

The acceptance of the null hypothesis implies that the reading comprehension development (RCD) do not have a significant correlation with factors contributing to the deficiencies of the reading development (FCDRCD). This suggests that discipline implementation in the classroom may be functioning independently of parental engagement in this context.

This result aligns with findings in similar educational studies where communication and discipline were treated as distinct processes. According to Epstein’s Framework of Six Types of Involvement, “communicating” and “parenting” are separate types of involvement. Thus, a lack of correlation may reflect the reality that teachers often manage discipline within the classroom setting without necessarily involving parents in routine discipline matters.

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The study entitled "School and Family Partnership in Reading Comprehension Development of Grade Six in Legazpi District 2" sought to explore the relationship between the Reading Comprehension Development (RCD) and the Factors Contributing to the Deficiencies on Reading Comprehension Development (FCDRC). Based on the hypothesis testing conducted, the computed t-value (0.14) was significantly lower than the critical t-value at the 5% level of significance (1.8), leading to the acceptance of the null hypothesis. This indicates that there is no statistically significant relationship between the reading comprehension development of the pupils and the factors contributing to the deficiencies in the reading comprehension development of the pupils.

The findings suggest that teachers' implementation of discipline within the classroom may operate independently of parental involvement, particularly in the context of communication specific to discipline-related matters. This result resonates with Epstein's Framework of Six Types of Involvement, which identifies "communicating" and "parenting" as distinct dimensions of school-family partnerships. Therefore, while both classroom discipline and parent communication are vital elements of student development, their lack of significant correlation in this study may reflect a compartmentalized approach within the school system, where teachers address behavioral concerns internally without necessarily engaging families.

Given these findings, it is recommended that schools reassess and potentially strengthen their channels of communication with families, particularly in matters concerning student discipline, to foster a more integrated and collaborative approach in supporting student behavior and overall academic performance.

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### 3. Intervention Plan

An intervention strategy was created by this study to increase parental participation in the impact of parents on sixth-grade students' reading comprehension growth. It makes use of the strength of school-family relationships to help sixth-grade students become more proficient readers. Students are provided with a rich and encouraging environment that promotes ongoing reading development both inside and outside of the classroom when focused school interventions are combined with active family involvement.

### CONCLUSION

The study underscores a generally positive trend in the reading development of Grade Six pupils, with a notable portion achieving fluency; however, significant disparities in proficiency levels and school performance reveal the need for targeted interventions and enriched instruction. It highlights the critical role of both home and school environments in shaping literacy outcomes, emphasizing that parental involvement, language exposure, and access to reading resources directly affect student success. Despite strengths in school-based practices, gaps in home literacy engagement and inconsistent school-family coordination, particularly in discipline-related communication, suggest areas for improvement. Grounded in established educational frameworks, the findings advocate for a balanced, inclusive literacy program and stronger home-school partnerships to support both struggling and advanced readers, ensuring equitable and holistic academic development for all learners.

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## RECOMMENDATIONS

In light of the findings from the study on *School and Family Partnership in Reading Comprehension Development of Grade Six in Legazpi District 2*, the following recommendations are proposed:

1. Enhance Communication Strategies Between Teachers and Parents  
Schools should develop more proactive and consistent communication systems to ensure that parents are informed and engaged in matters related to student discipline. This could include scheduled updates, behavior reports, or digital platforms for real-time communication.

2. Professional Development on Family Engagement.

Teachers and school staff should be provided with training and workshops on effective family-school partnership practices, based on frameworks like Epstein’s Six Types of Involvement. Emphasis should be placed on the role of “communicating” to bridge classroom practices with home support systems.

3. Establish Collaborative Behavior Management Plans  
Schools may consider involving parents in the development of classroom behavior policies or individualized discipline plans, especially for students requiring more support. Collaborative approaches can promote consistency between school and home environments.

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4. Create Opportunities for Two-Way Communication

Encourage not just teacher-to-parent updates, but also parent feedback and participation in decision-making related to student conduct and classroom discipline. This may include regular parent-teacher meetings, focus groups, or surveys.

5. Strengthen School Policies on Discipline and Parental Involvement

Institutional policies should recognize the importance of parent involvement in discipline and clearly outline strategies to engage families in supporting positive behavior among students.

6. Monitor and Evaluate Partnership Efforts.

Schools should implement systems to periodically assess the effectiveness of family engagement strategies in improving student behavior and reading comprehension. Feedback mechanisms should guide continuous improvement.

These recommendations aim to foster a more unified effort between school and home, ensuring that classroom discipline becomes not just a teacher responsibility, but a shared commitment to student success.

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## Major Final Output

### Intervention Plan: Enhancing Reading Comprehension for Grade 6 Learners through School-Family Partnership

#### Rationale:

This intervention plan leverages the power of school-family partnerships to improve the reading comprehension skills of Grade 6 learners. By combining targeted school interventions with active parental involvement, students are given a rich and supportive environment that fosters continuous reading growth both in and outside the classroom.

#### Objective:

To improve the reading comprehension skills of Grade 6 learners by leveraging the collaborative efforts of both the school and family, creating an environment where students are supported in their reading development both at school and at home.

#### 1. Program Overview:

The program will include:

- a. Family Workshops: Educating families on how to support reading at home.
- b. School-based Interventions: Providing teachers with strategies to engage students and track progress.
- c. Home-School Reading Activities: Encouraging shared reading practices between parents and children.

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- d. Regular Communication: Keeping an open line of communication between teachers and families regarding students' progress.

## 2. Target Group:

Grade 6 learners (students aged approximately 11-12 years).

## 3. Key Components of the Intervention:

### A. School-based Interventions:

#### 1. Targeted Reading Comprehension Lessons:

#### 2. Focus on Skills – Organize reading comprehension lessons

around critical skills like:

a. Main Idea Identification

b. Inferences and predictions

c. Summarizing Texts

d. Questioning Strategies

e. Critical thinking and vocabulary development

#### f. Differentiated Instruction: Tailor lessons to meet diverse learners'

needs, including remedial sessions for students struggling with comprehension.

#### a. Interactive Reading Sessions: Use activities such as group

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discussions, role-playing, and comprehension games to

engage students actively.

### 3. Peer Reading Programs:

- a. Pair students with reading buddies or organize reading groups where they can read aloud and discuss texts together.
- b. Older students or peers who excel at reading can serve as mentors to struggling learners, fostering cooperative learning.

### 4. Daily Reading Time:

- a. Set aside a specific time during the day for independent or guided reading, encouraging students to read a variety of genres, including fiction, nonfiction, and informational texts.
- b. Include comprehension questions at the end of reading sessions for assessment.

### 5. Reading Comprehension Journals:

- a. Have students keep journals where they summarize what they've read, make predictions, and reflect on the text. These journals can be shared with teachers for feedback and guidance.

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## 6. Progress Monitoring:

- a. Use formative assessments, such as quizzes, oral presentations, and reading logs, to track individual student progress in reading comprehension.
- b. Provide regular feedback to students, highlighting areas for improvement.

## B. Family-based Interventions

### 1. Parent Workshops and Training:

- a. Organize workshops or information sessions for parents providing them with strategies to support their children reading at home.

Topics can include:

-Creating a reading-friendly home environment

- Active reading techniques (e.g., asking questions, discussing content)

-Ways to incorporate reading into daily life

(e.g.,

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reading signs, recipes, and instructions)

- Provide reading materials for parents (e.g., tips, activity guides,

books on reading strategies).

## 2. Reading Together at Home

a. Encourage **shared reading** experiences where parents

read aloud with their children. They can take turns reading

paragraphs, discuss characters, or summarize sections of

the text.

c. Recommend age-appropriate books that align with the child's interests to keep them motivated to read.

## 3. Homework Support and Follow-up:

a. Design reading comprehension homework that encourages family participation, such as discussion questions or creative projects (e.g., writing a letter to the main character, drawing scenes from the story).

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- b. Provide regular progress reports to parents via email or parent-teacher conferences to keep them informed about their child's strengths and areas that need improvement.

### C. Family-School Collaboration

#### 1. Regular Communication

-Set up a communication plan between teachers and parents (e.g., weekly newsletters, emails, and parent-teacher conferences) to discuss reading progress and provide tips on reinforcing strategies at home.

- Create a reading log that students take home to track their reading activities and progress. Parents can sign off on reading sessions and add comments about what their child enjoyed or found challenging.

#### 2. Reading Challenges and Incentives.

- Organize reading challenges where both students and parents participate. For example, a "30-Day Reading

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Challenge" where they read together every day for 15-20

minutes.

-Celebrate achievements with certificates, small rewards, or

public acknowledgment during school assemblies to

motivate students and families to participate actively.

### 3. Book Clubs

- Set up family reading clubs where both students and parents

can discuss books together. After completing a book, families

can join a group discussion to share their thoughts and learn

from others' perspectives.

### Timeline of Implementation:

#### Month 1: Planning and Orientation

-Organize initial family workshops.

-Create reading logs and set up communication channels.

-Establish baseline reading comprehension assessments.

#### Month 2-3: Active Intervention Phase

-Implement school-based interventions such as peer reading,

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differentiated lessons, and daily reading time.

- Launch home-based initiatives, including family reading time, reading journals, and regular communication with parents.

#### Month 4-6: Monitoring and Adjustment Phase

- Collect feedback from families and adjust strategies as needed.
- Track students' progress through assessments and provide additional support to struggling readers.

#### Month 6: Final Assessment and Celebration

- Conduct a final assessment to measure the progress in reading comprehension.
- Hold a celebration event where students, parents, and teachers can share successes and reflect on improvements.

#### 5. Expected Outcomes:

- Improved Reading Comprehension Skills: Students will demonstrate a better understanding of reading materials, including improved ability to summarize, identify main ideas, and answer comprehension questions.

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- Stronger School-Family Partnership: Parents will feel more equipped to support their children's reading development, and teachers will have better insights into how to tailor instruction based on family feedback.

-Increased Motivation and Engagement: The program will foster a love for reading, as students will feel more supported both at school and home.

## 6. Evaluation and Feedback:

-Use surveys and feedback forms from both students and parents to assess the effectiveness of the intervention plan.

-Conduct regular check-ins with parents and students to gather insights on what is working well and what can be improved.

-Analyze reading comprehension scores before and after the intervention to assess growth in students' abilities.

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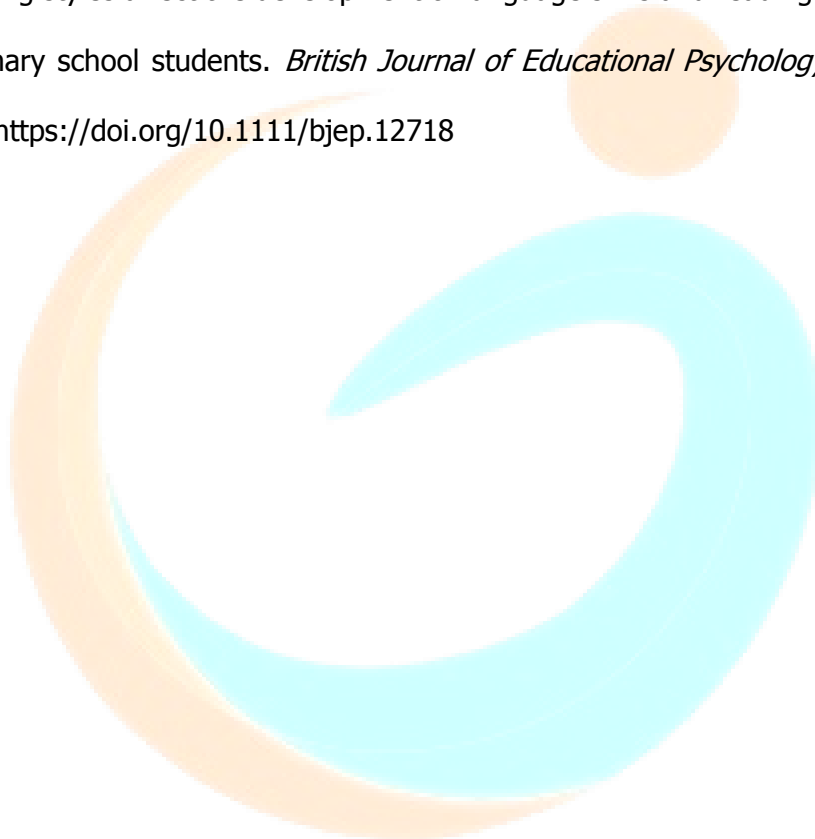
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