



# International Journal of Research Publication and Reviews

Journal homepage: [www.ijrpr.com](http://www.ijrpr.com) ISSN 2582-7421

## Learners' Reading Difficulties and Interventions of Parents and Teachers

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### ABSTRACT

*Learners' Reading Difficulties and Interventions of Parents and Teachers*, Lezza Mae R. Azucena, Master of Arts in Teaching, Major in Social Studies. Valencia Colleges (Bukidnon) Incorporated. Valencia City, Bukidnon. April (2024).

This study was accomplished to determine the shared responsibility between schools and parents in implementing intervention for learners with reading difficulties. It followed the descriptive-correlational research design. It was administered in the elementary schools in District IX of Malaybalay City Division, School Year (SY) 2023-2024. The respondents were all the public-school teachers and learners' parents in the aforementioned place who were identified through purposive sampling. This study utilized a researcher-made survey questionnaire as the instrument in gathering the data.

The following findings were noted in this study: extent of implementation of the reading interventions performed by teachers at school in terms of Technology-Based Interventions, Peer-Assisted Learning, Scaffolded Reading Support, Remedial Reading, and Pullout Reading Sessions in District IX of Malaybalay City Division, School Year (SY) 2023-2024 was a Very Large Extent. The extent of implementation of the reading interventions performed by the parents at home was generally rated with Small Extent. The majority of the learners in District IX of Malaybalay City Division, School Year (SY) 2023-2024 are Instructional Readers. There was no significant relationship between the extent of implementation of the reading interventions performed by teachers. There was no significant relationship between the extent of implementation of the reading interventions performed by the Parents and learners' reading level.

This study offers the following recommendations: teachers in District IX of Malaybalay City Division may optimize their efforts to meet their learners' reading demands. The teachers in District IX of Malaybalay City Division may take an active role in developing parental awareness about the value of reading interventions at home. They may encourage parents to participate in activities such as reading aloud, shared reading, sight word practice, and building a consistent reading pattern by providing materials, advice, and frequent communication. The learners may continue to develop their independent reading skills as Instructional Readers. Teachers may critically examine the effectiveness of reading treatments and consider other techniques for improving students' reading ability. Parents may take a broader strategy to support their child's reading development.

**Keywords:** *Learners' Reading Difficulties, Interventions of Parents and Teacher*

### Introduction

Learners with reading difficulties face unique challenges in their educational journey, requiring targeted interventions and support to overcome barriers to literacy development. Research conducted by prominent authors in the field has shed light on the nature of reading difficulties and the importance of effective interventions. According to Shaywitz (2003), reading difficulties, such as dyslexia, are neurobiological and affect individuals across various language backgrounds and socioeconomic statuses.

Additionally, Snowling (2020) highlights the persistence of reading difficulties throughout schooling, emphasizing the need for early identification and intervention to prevent long-term academic and social consequences. Understanding the impact and implications of reading difficulties on learners is crucial for educators, researchers, and policymakers in designing effective interventions that promote literacy skills and foster educational success.

Research has shown that learners with reading difficulties often require targeted interventions to address their specific needs. According to Torgesen (2004), evidence-based intervention programs that incorporate systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension are effective in improving reading outcomes for struggling readers. Moreover, Vellutino et al. (2004) emphasize the importance of early intervention and prevention strategies to mitigate the negative impact of reading difficulties on academic achievement and self-esteem. These interventions not only focus on building foundational reading skills but also address the underlying cognitive processes involved in reading to support long-term reading success.

By building upon the research of these authors and others in the field, educators and policymakers can develop comprehensive and evidence-based approaches to support learners with reading difficulties. Early identification, targeted interventions, and a collaborative approach between schools, parents, and other stakeholders are crucial in ensuring that these learners receive the necessary support to overcome reading challenges and thrive academically.

The collaboration between schools and parents in developing interventions for learners with reading challenges is a vital component of effective and comprehensive support systems. Reading challenges can have a substantial effect on a student's academic advancement and overall educational journey. Acknowledging the significance of cooperation and collective accountability, educational institutions and parents are progressively collaborating to offer focused interventions that cater to the distinct requirements of these students. This cooperative approach recognizes that both educational institutions and parents have crucial roles in facilitating and advancing good reading progress.

In recent years, research has emphasized the significance of shared responsibility between schools and parents in implementing interventions for learners with reading difficulties. Schools provide a formal educational setting and expertise, while parents bring valuable insights into their child's strengths, challenges, and individual circumstances. By joining forces, schools and parents can create a supportive and cohesive learning environment that maximizes the impact of interventions. Collaboration between schools and parents allows for a holistic understanding of the learner's needs and facilitates the development of personalized strategies tailored to their unique requirements.

The shared responsibility between schools and parents involves active communication, collaboration, and joint decision-making. Schools must establish effective channels of communication to regularly exchange information, progress updates, and intervention strategies with parents. This open dialogue promotes transparency, enhances the parent-school partnership, and ensures that interventions are consistently reinforced across different learning environments.

Furthermore, shared responsibility encourages parents to actively engage in their child's reading development. Parents can support interventions by implementing strategies at home, providing additional resources, and reinforcing learning concepts introduced in the school setting.

By studying the shared responsibility between schools and parents in implementing interventions for learners with reading difficulties, educators, researchers, and policymakers can gain valuable insights into effective collaboration models and strategies. Research in this area helps identify best practices, guidelines, and evidence-based interventions that optimize the joint efforts of schools and parents. Understanding the impact and outcomes of shared responsibility contributes to the development of inclusive and equitable educational systems that prioritize the needs of learners with reading difficulties. Ultimately, the shared responsibility between schools and parents creates a united front in supporting these learners, fostering their reading skills, and empowering them to reach their full potential.

This study was performed to determine the shared responsibility between school and parents in implementing intervention for learners with reading difficulties in District IX of Malaybalay City Division, School Year (SY) 2023-2024.

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### **Significance of the Study**

This study was conducted as the researcher believed that it would gain and provide significance to the following group of beneficiaries:

To the learners, knowing that their parents are actively engaged in their reading intervention can boost learners' motivation. They feel supported, encouraged, and valued in their learning journey. This motivation can enhance their willingness to persevere through challenges, engage in reading activities, and actively participate in interventions, ultimately leading to improved reading outcomes.

To the teachers, conducting a study on shared responsibility helps them gain a comprehensive understanding of the roles, responsibilities, and perspectives of both schools and parents in addressing reading difficulties. This knowledge allows teachers to view the issue from a broader perspective, leading to more informed decision-making and effective intervention strategies.

To the school heads, understanding the shared responsibility between the school and parents helps them allocate resources effectively. By studying this partnership, school heads can identify the specific needs and challenges faced by learners with reading difficulties and ensure that resources such as personnel, materials, and professional development opportunities are allocated appropriately.

To the schools, by studying shared responsibility, schools can optimize the allocation of resources by leveraging the expertise and support of parents. Schools can collaborate with parents in identifying available community resources, accessing additional support services, or sharing relevant materials and strategies.

To the future researchers, research on shared responsibility can inform the development of policies, guidelines, and best practices in education. Policymakers and practitioners rely on research findings to make informed decisions and design effective intervention programs. Future researchers can generate evidence that highlights the benefits, challenges, and effective strategies related to shared responsibility, thus influencing policy and practice in supporting learners with reading difficulties.

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## The Methodology

This chapter presents the research design, research locale, respondents of the study, the sampling procedure, the research instrument, data gathering, scoring procedure, validation and try-out of the instrument, and statistical treatment of data.

### *Research Design*

This study followed the descriptive-correlational research design. It focused on the shared responsibility between school and parents in implementing intervention for learners with reading difficulties in District IX of Malaybalay City Division, School Year (SY) 2023-2024. It asked for the extent of implementation of the reading interventions performed by teachers at school and by parents at home by distributing survey questionnaires.

### *Research Locale*

This study was administered in the public-elementary schools in District IX of Malaybalay City Division, School Year (SY) 2023-2024. The Department of Education-Malaybalay City Division is a government agency responsible for overseeing the educational system in Malaybalay City, located in the province of Bukidnon, Philippines. It operates under the umbrella of the Department of Education (DepEd), which is the main government body responsible for the country's education system.

The Malaybalay City Division works towards providing quality education and ensuring equitable access to learning opportunities for students within its jurisdiction. The Division of Malaybalay City oversees several public schools, which are educational institutions funded and operated by the government. These public schools aim to provide free and quality education to students residing within the jurisdiction of Malaybalay City, located in Bukidnon, Philippines. Public schools in Malaybalay City are strategically distributed across different barangays (neighborhoods) to ensure accessibility for students. The division aims to provide education opportunities for all children within its jurisdiction, regardless of their socio-economic background or geographical location.

Public schools in the division typically offer education from kindergarten to Grade 12. This includes elementary schools covering Grades 1 to 6, and secondary schools providing education from Grades 7 to 12. Some public schools may also have pre-elementary programs for younger children.

The public schools in Malaybalay City follow the curriculum prescribed by the Department of Education (DepEd). This curriculum emphasizes the development of core competencies in various subject areas, including language, mathematics, science, social studies, and physical education. It aims to provide a well-rounded education that prepares students for further studies or employment.

The public schools in the division employ qualified and licensed teachers who undergo rigorous training and meet the standards set by the DepEd. These teachers are responsible for delivering the curriculum, facilitating learning, and assessing students' progress. They play a vital role in the education and development of students.

Public schools in Malaybalay City strive to provide adequate facilities and resources to support effective teaching and learning. This includes classrooms, libraries, science laboratories, computer labs, sports facilities, and other essential amenities. The availability of these resources may vary among different schools. Public schools in the division offer a range of co-curricular and extracurricular activities to enhance students' holistic development. This may include clubs, sports teams, cultural events, competitions, and community engagement initiatives. These activities provide opportunities for students to explore their interests, develop leadership skills, and foster social interaction.

Public schools encourage active participation and involvement of parents and the community in the education process. They may organize parent-teacher associations, community outreach programs, and other collaborative efforts to support students' educational journey.

This study was particularly performed in Langasihan Elementary School, Managok Central School, Bagong Silang Elementary School, Dumayag Elementary School, Maligaya Elementary School, Lunokan Elementary School, Matangpatang Elementary School, and Miglamin Elementary School

### *Respondents of the Study*

The respondents of the study were all the public-school teachers and learners' parents in District IX of Malaybalay City Division, School Year (SY) 2023-2024. These teachers were presently assigned to Langasihan Elementary School, Managok Central School, Bagong Silang Elementary School, Dumayag Elementary School, Maligaya Elementary School, Lunokan Elementary School, Matangpatang Elementary School, and Miglamin Elementary School.

### *Sampling Procedure*

Purposive sampling was used as a sampling procedure for this study. All the public school teachers in District IX of Malaybalay City Division, School Year (SY) 2023-2024 were requested to participate as respondents of the study.

### *Research Instrument*

This study utilized a researcher-made survey questionnaire as the instrument in data gathering.

Part I was answered by the parents. It elicited about the extent of implementation of the reading interventions performed by the parents at home. Each of the areas has five items. Columns for the choices are based on the five-point Likert scale. The respondent will simply check the column for his chosen answer.

Part II was answered by the teachers. It asked for data on the extent of implementation of the reading interventions performed by teachers at school.

Part III required the reading level of the learners based on the First Quarter Reading Assessment.

#### *Validity of the Instrument*

The instrument was submitted to a validity and reliability assessment, which involved the tryout of sample instruments to 30 respondents who were not part of the study. They were requested to answer the said instruments which were coded and processed garnering a Cronbach's Alpha of 0.70 which means that it passed and was fit for launching. According to Bujang, et., al. (2018), a Cronbach's Alpha value of .70 or higher is considered good, .80 or higher is considered better, and .90 or higher is considered best.

#### *Data Gathering Procedure*

This research adhered to the appropriate protocol and standard operating procedures for conducting a study at Valencia Colleges (Bukidnon) Incorporated. The process began by seeking the approval and endorsement letter from the Dean of Graduate Studies. This letter was then submitted to the Schools Division Superintendent of the Division of Malaybalay City for further review and approval.

Once the necessary approvals were obtained, the researcher sought permission from the Public Schools District Supervisor of District IX-Malaybalay City Division. Additionally, the researcher asked for approval from the school heads of the selected schools to conduct the study within their respective institutions. Finally, the questionnaires were launched to the chosen respondents to gather the necessary data.

#### *Scoring Procedure*

The data were processed and interpreted using the rating scales below. For the extent of implementation of the reading interventions performed by teachers at school and by the parents at home, the mean was interpreted using the Five-Point Likert Scale.

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## **Findings**

This study highlights the following findings:

There was a Very Large Extent of implementation of the reading interventions performed by teachers at school in terms of Technology-Based Interventions, Peer-Assisted Learning, Scaffolded Reading Support, Remedial Reading, and Pullout Reading Sessions in District IX of Malaybalay City Division, School Year (SY) 2023-2024.

There was Small Extent of implementation of the reading interventions performed by the parents at home in terms of Reading Aloud, Shared Reading, Sight Word Practice, and Creating a Reading Routine in District IX of Malaybalay City Division, School Year (SY) 2023-2024.

The majority of the learners in District IX of Malaybalay City Division, School Year (SY) 2023-2024 are Instructional Readers.

There was no significant relationship between the extent of implementation of the reading interventions performed by teachers in terms of Technology-Based Interventions, Peer-Assisted Learning, Scaffolded Reading Support, Remedial Reading, Pullout Reading Sessions, and learners' reading level.

There was no Significant Relationship between the Extent of Implementation of the Reading Interventions performed by the Parents at Home in terms of Reading Aloud, Shared Reading, Sight Word Practice, and Creating a Reading Routine and learners' reading level.

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## **Conclusions**

Based on the findings, the following conclusions are drawn:

Firstly, the teachers in District IX of Malaybalay City Division were strongly committed to adopting a variety of reading interventions throughout the 2023-2024 school year. This demonstrates their commitment to fulfilling kids' reading needs and offering extensive support to help them improve their reading ability. The findings highlight the necessity of integrating technology, fostering peer collaboration, offering focused support, and planning specialized reading sessions to meet students' various learning requirements.

Secondly, the parents in District IX of Malaybalay City Division only partially applied reading interventions at home during the school year 2023-2024. This indicates a possible lack of parental involvement in their child's reading development at home. It emphasizes the necessity of developing parental awareness and encouraging active participation in the development of a reading culture within households.

Then, the majority of learners in District IX of Malaybalay City Division are classed as Instructional Readers during the school year 2023-2024. This shows that a sizable proportion of pupils in this district have independent reading skills and can understand texts at the appropriate instructional level. Being Instructional Readers indicates that these pupils have mastered essential reading skills and can participate in reading activities independently.

Fourthly, there is no significant relationship between the extent to which reading interventions like technology-based interventions, peer-assisted learning, scaffolded reading support, remedial reading, and pullout reading sessions are implemented and learners' reading levels. This shows that the extent to which these treatments were applied had no significant impact on the learners' reading abilities. Further research is needed to better understand the elements that influence reading proficiency and to investigate alternative tactics and interventions for enhancing reading results.

Finally, there is no significant relationship between the extent of implementation of reading interventions such as Technology-Based Interventions, Peer-Assisted Learning, Scaffolded Reading Support, Remedial Reading, and Pullout Reading Sessions and learners' reading levels. Despite different levels of execution, these treatments had no significant effect on learners' reading skills.

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## Recommendations

Based on the findings and conclusions, the following recommendations are hereby offered:

The teachers in District IX of Malaybalay City Division may continue to work hard to meet their students' reading demands. To improve reading instruction, they may actively embrace technology, encourage peer collaboration, provide focused assistance, and create specialized reading sessions that are customized to the various learning requirements of learners. This complete strategy would help to improve reading instruction and literacy outcomes in educational settings.

The teachers in District IX of Malaybalay City Division may take an active role in developing parental awareness about the value of reading interventions at home. They can encourage parents to participate in activities such as reading aloud, shared reading, sight word practice, and building a consistent reading pattern by providing materials, advice, and frequent communication.

The learners in District IX of Malaybalay City Division may continue to develop their independent reading skills as Instructional Readers. They may take pleasure in their ability to read independently and participate in a wide range of reading activities. They may seek out challenging but accessible reading materials that fascinate them.

Teachers may examine the effectiveness of reading treatments and consider other techniques for improving students' reading ability. They may concentrate on getting a greater grasp of the factors that influence reading competency. They may consider using a mix of instructional strategies, individualized support, and compelling reading resources. They may collaborate with colleagues and remain current on research-based techniques to improve reading results. They may continuously assess and change teaching approaches to meet the requirements of individual learners.

Parents may take a broader strategy to support their child's reading development. While specific reading treatments may not have had a major influence on reading abilities, they may foster a literacy-rich atmosphere at home. They may encourage regular reading habits, provide access to a variety of reading resources, participate in book discussions, and consider alternate techniques to improve their child's reading outcomes. They may remember that taking a comprehensive approach and instilling a love of reading in their child can have a significant impact on their overall literacy development.

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