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Voices of Parents and Teachers in Addressing Learning Loss in Reading Among Learners

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ABSTRACT

This study was conducted to uncover the lived experiences, subjective meanings, and unique perspectives and hear the voices of parents and teachers in addressing learning loss in reading among learners in District VI Division of Valencia City, School Year 2023-2024. In particular, it delved into the teachers' and parents' voices about the severe problem of learning loss in reading among the learners and the interventions done to address it. It utilized the phenomenological qualitative research design. Data were collected using a researcher-designed questionnaire, individual interviews, and focused group discussions. It was conducted in District VI of Valencia City Division. The respondents were the five teacher-advisers with the most significant number of non/frustrated readers and the five parents of the identified non/frustrated readers students.

The parents' voices about the severe problem of learning loss in reading among the learners emphasize the difficulties, letdowns, and substantial commitment required to tackle the issue of reading learning loss among students. The voices of the teachers about the severe problem of learning loss in reading among the learners demonstrate their techniques and methods to overcome challenges and promote reading proficiency. Interventions to address the learning loss in reading are the following: Interventions to address learning loss in reading, as suggested by parents and teachers could include Customized Reading Programs, Creative Approaches, Parental Involvement, Support Systems, Personalized Assistance, Evidence-Based Techniques, and Regular Monitoring to monitor students' progress in reading continuously.

This study recommends that parents seek the aid of proficient instructors or tutors to assist their children in acquiring reading proficiency. Teachers can use engaging techniques like multimedia materials and personalized learning experiences to cultivate a passion for reading. Teachers may give priority to differentiation to support diverse reading abilities.

Keywords: *Voices of Parents and Teachers, Addressing Learning Loss in Reading, Learners*

Introduction

It is widely recognized that learning loss in reading among students is a concern for educational authorities and organizations, including the Department of Education in many countries. Considering the disturbances produced by the COVID-19 epidemic, which led to school closures, remote learning, and changes in instructional modes, concerns about learning loss have been heightened.

Like many other educational institutions, DepEd acknowledges the impact of learning loss on students' reading abilities. They recognize that extended periods of disrupted or reduced access to quality education can result in setbacks in students' reading skills and overall academic progress. To address this issue, educational authorities often emphasize the need for targeted interventions, enhanced support systems, and the collaboration of various stakeholders, including parents, teachers, and community members.

DepEd may implement initiatives such as remedial programs, learning recovery plans, or additional support services to mitigate the effects of learning loss in reading. Smith, 2018; Johnson et al., 2020).

Parents, being the primary educators in a child's life, have exclusive knowledge of their children's learning experiences and can offer significant details about their reading skills, difficulties, and preferences (Wilson, 2017). Their observations and concerns can provide insight into the precise areas where learners may encounter trouble and assist in identifying suitable treatments (Jones, 2019). Due to their closeness to learners and deep understanding of their child's requirements, parents provide vital insights regarding the efficacy of instructional techniques, learning materials, and support systems (Brown, 2021).

Conversely, teachers are at the forefront of addressing learning loss in reading in the classroom. Their expertise, experience, and daily interaction with learners provide critical insights into the instructional strategies, assessments, and interventions that can effectively support reading development (Smith, 2018). Teachers' perspectives on learners' strengths, weaknesses, and progress can inform the design and implementation of targeted interventions to

address learning gaps (Johnson et al., 2020). Additionally, teachers' collaboration with parents can foster a supportive home-school partnership, where both parties share insights to develop comprehensive and tailored approaches to address learning loss in reading (Wilson, 2017).

By listening to the voices of parents and teachers, education stakeholders can gain a more comprehensive understanding of the challenges faced by learners in reading and develop evidence-based, context-specific interventions. This collaborative approach recognizes the expertise and unique perspectives that parents and teachers bring to the table, ensuring that the strategies implemented to address learning loss in reading are holistic, inclusive, and responsive to the needs of learners (Brown, 2021). Effective communication and collaboration between parents, teachers, and educational policymakers are essential for creating a supportive learning environment that empowers learners and facilitates their reading development (Jones, 2019).

The researcher, who is the reading coordinator of their school, found it very interesting to hear and uncover the voices of parents and teachers in addressing learning loss in reading among learners in District VI Division of Valencia City, School Year 2023-2024. The teachers can express concern about the significant issue of learning loss in reading among learners despite their best efforts. They can acknowledge the frustration of witnessing some learners appearing to grasp the concepts during the day, only to arrive the next day seemingly having forgotten what was learned. Parents have a voice in expressing their concerns about their role as tutors at home. They observe that the learners need more interest and cooperation despite their best efforts to create an inviting environment and encourage their children to practice reading.

Conceptual Framework

This study was based on Lev Vygotsky's Socio-Cultural Theory. This learning theory advocates for the collaboration of parents and teachers in instructing learners on reading skills while highlighting the significance of social interactions and cultural contexts in the learning process. According to Vygotsky, learning is a cooperative effort that involves assisting and encouraging persons with more excellent knowledge, such as parents and teachers.

The Socio-Cultural Theory proposes that effective reading instruction involves collaboration between parents and teachers to establish a nurturing educational setting that promotes the growth of language and literacy skills. This collaboration facilitates the transfer of knowledge, expertise, and tactics from seasoned individuals to learners, enhancing their reading proficiency.

Parents, as the primary educators of their children, play a crucial role in establishing the basis for language development and fostering literacy experiences. Children participate in daily activities, such as reading books, engaging in storytelling, and having discussions, which provide them with exposure to language and written material. Parents can also act as exemplars of proficient reading and offer chances for significant literacy encounters within the household.

Teachers, on the other hand, possess specialized knowledge and instructional expertise. They can design and implement systematic reading instruction, introduce appropriate reading materials, and assess learners' progress. Teachers can also offer guidance and support to parents, sharing strategies for supporting reading development at home and involving them in the learning process.

Based on the Socio-Cultural Theory, the partnership between parents and teachers recognizes that the learning environment extends beyond the school walls. Collaboration between these critical stakeholders allows for integrating home and school experiences, creating a cohesive approach to teaching reading. By aligning their efforts, parents and teachers can reinforce each other's practices, provide consistent support, and tailor instruction to the specific needs and interests of the learner.

Ultimately, the Socio-Cultural Theory advocates for the collaboration of parents and teachers in instructing students on the skill of reading. This theory highlights the significance of social interactions and cultural environments in acquiring knowledge. Through collaboration, parents and teachers may establish a stimulating educational setting that amplifies language and literacy growth, fosters significant reading encounters, and bolsters learners' overall reading aptitude.

Therefore, this study employed phenomenology, as Creswell (2013) suggested. A phenomenological research study aims to gather data by conducting primary in-depth interviews with parents and teachers to investigate learning loss in reading.

Scope

This study was conducted to uncover the lived experiences, subjective meanings, and unique perspectives and hear the voices of parents and teachers in addressing learning loss in reading among learners in District VI Division of Valencia City, School Year 2023-2024.

In particular, this study answered the following questions:

1. What voices do the teachers and parents have about the severe problem of learning loss in reading among the learners?
2. What interventions could be done to address the learning loss in reading

This study focused exclusively on examining the perspectives of parents and teachers regarding the issue of learning loss in reading among learners in District VI Division of Valencia City during the School Year 2023-2024.

The study involved selecting the five teachers who have the highest number of learners experiencing frustration, as shown in the Phil-IRI Report. Additionally, the study will include the five parents of these students, who were identified from the District VI Division of Valencia City during the School Year 2023-2024.

The basis of the participant identification is the learners' reading level, as reflected in the Phil-IRI Report. This study utilized a custom-designed interview guide to ask questions of the study participants.

Review of Related Literature and Studies

This section presents the studies and literature the researcher read and found to contain bearing and significant reviews that may support or oppose this study's findings.

Phenomenology elucidates phenomena by scrutinizing them from the vantage points of the individuals implicated. This methodology entails acquiring a comprehensive understanding and profound insights by employing qualitative techniques such as interviews, discussions, and participant observation. The primary objective is to present the phenomenon from the perspective of the individuals involved in the study. Phenomenology investigates individual experiences by disregarding assumptions and widely accepted views (Faklaris, 2013).

Faklaris (2013) did a qualitative study employing a phenomenological technique to investigate school leaders who positively impacted school growth in a foreign setting. The study was influenced by Vegafria's (2014) Filipino phenomenological research, including ideas, concepts, and methodologies to achieve clarity and appropriateness.

This study aimed to investigate the experiences, viewpoints, and attitudes of school administrators who successfully balanced their responsibilities as instructional leaders and school managers, all while improving student achievement. This research aims to comprehend individuals' motivations and actions by exploring subjective experiences and questioning conventional wisdom and preconceptions. As Faklaris (2013) referenced, Husserl states that pure phenomenological investigation seeks to describe occurrences without any predetermined ideas or prejudices rather than providing explanations. Phenomenological studies aim to understand the essence of a notion or phenomenon and the significance individuals assign to their encounters with it (Creswell, 2007).

Furthermore, Colaizzi's (1978) phenomenological method is also to be considered in this study. Colaizzi's process consists of seven steps. First, informants' descriptions of the experiences are read to acquire a sense of the whole. After that, significant statements are extracted. Meanings are formulated from the essential statements. Formulated meanings are organized into themes. Themes are integrated into an exhaustive description. The basic structure of the phenomenon is formulated. Finally, for validation, the informants will evaluate the analysis result and determine if it means the same as their original experiences.

Learning Loss in Reading

Learning loss is the deterioration of knowledge that is forgotten over time (Angrist et al., 2021). Angrist also emphasized in his study that learning loss is an opportunity cost of lost learning that a learner could have the resources and the accessibility to study have been met. During the outbreak of COVID-19, where there was forced closure of schools worldwide, half of the world's students experienced a setback in learning, especially since face-to-face discussions were then prohibited (United Nations, 2020). The closure of schools has increased the number of students who are having difficulties in reading as well as the number of students who have lost the ability to read when schools were opened again (Kaffenberger, 2021)

Learning loss is also defined by Ari (2004), as cited by Demir (2022), as the failure to retrieve the information stored in long-term memory, meaning that learning losses occur after long vacation periods. According to Von Hippel (2019), when learners are not exposed to learning for a significant amount of time, there is an excellent possibility for the learner to lose or fail to retain the knowledge and the memory acquired before the break, which, in the case of the Covid-19, closure of schools for about a year during the Covid-19 has resulted in a tragic educational consequence to the students especially students in grade school, this is backed by the study of Kaffenberger (2021).

In the study conducted by Ardington, Wills, and Kotze (2021), it was revealed in his findings that grade 2 students had lost between 57% and 70% of a year of learning when measured in terms of reading outcomes relative to their pre-pandemic peers. Moreover, grade 4 students have lost between 62% and 81% of a year of learning, and as a point of comparison, there has been a 56%-60% loss in the number of contact teaching days they usually would have received in a pre-pandemic school year due to school closures. His study also emphasized that grade 2 students have weaker pre-pandemic and post-pandemic reading outcomes, implying a higher ratio of learning lost due to the lost school days, causing significant deterioration of knowledge.

UNICEF Philippines (2022) reported that there has been a significant surge in learning loss during and after the COVID-19 pandemic. It is crucial to address this issue promptly to prevent lasting harm to children's well-being and productivity. According to the Global Education Evidence Advisory Panel (2022), if a third-grade student misses one year of school and struggles with reading, they could potentially lose the equivalent of three years of learning in the future. The Department of Education has recognized the necessity of tackling the educational setback experienced by Filipino pupils. Various initiatives have been undertaken to mitigate its long-term impact, including allocating adequate financing to all schools, enhancing learning resources, and offering training and seminars to instructors to improve their skills and equip them with modern competencies.

World (2022) suggests several potential measures to mitigate the global learning loss among kids, including reducing summer vacation, enhancing parental assistance at home, and ensuring every student can access reading materials.

Parents as Teachers in Reading at Home

Parents should know that learning for early learners should start at home since reading is essential to be understood by all young children (Nebraska Department of Education). Being a parent also entails providing opportunities for children to learn, succeed, and flourish and can significantly influence their children. One effective method to foster a positive impact in a child's life is actively engaging in their education (Bullock, 2014).

Annie E. Casey Foundation (2022) has stated in its articles that parents play a vital part in helping a child learn to read, and it is one of the most important roles that parents can play in their child's education. In addition, the foundation has emphasized that parents can influence a child's literacy development and reading abilities around literacy.

Parents who support reading at home understand how essential they take part in making the learners understand and grasp the concepts about parents as teachers in the comfort of their own homes (Nebraska Department of Education). Moreover, the foundation by Annie E. Casey has identified ten tips to help early readers learn and master reading from home and school. Specifically, according to the foundation, a few tips to enhance the skills of young learners include engaging in home activities where the parent and the learner can bond. These can be done through reading daily, making space for reading, making reading silly, visiting local libraries, librarians are resources, seeking adaptations, encouraging writing, building literacy with other activities, partnering with teachers, and leading by example.

Teachers' Challenges in Teaching Reading

Taber (2017) has defined teaching as an activity intended to lead the learning process of an individual, and it is the teachers' actions that want to bring about learning in their students. Moreover, reading is a complex cognitive process of decoding symbols to be able to construct or dream meaning (Sheeba, 2018). It was also mentioned in the study of Sheeba (2018) that reading is a medium for individuals to grasp the idea of language acquisition, communication, and sharing of information and ideas. The Department of Education in the Victoria State Government also has its definition of reading, which is viewed as an ability that is acquired in the early years of schooling.

Hoover and Tunmer (2018) assert that effective reading education necessitates systematically and explicitly teaching phonological awareness and phonics. Additionally, it necessitates offering guidance in understanding, aided by utilizing various metacognitive tactics. The process of teaching reading involves explicitly instructing learners in the skill of reading and assisting them in learning and comprehending the words they read (Zaheer & Rahman, 2016).

Teaching involves various problems, and one of them is instructing students who struggle with reading and have a negative perception of their reading abilities (Kalindi, 2005; Paananen et al., 2009, as quoted by Zaheer & Rahman, 2016). Zaheer and Rahman identified additional problems that hinder teachers in effectively instructing reading, including overcrowded classroom discussions with an excessive number of students, irregular student attendance, and inadequate staffing.

Specifically, the common challenges teachers face in teaching reading are the challenge of behavior management, assessment, technology, overcrowded classrooms, and time management (Zaheer & Rahman, 2016). A study conducted by teachers also faced challenges such as low participation of students in reading or class discussions due to reading difficulties and the lack of interest in learning how to read (Didion, 2020). Gir Korknaz and Mede (2017) also emphasized in their study that reading materials are necessary, and the lack of contextualized learning resources for reading has resulted in a challenge teacher commonly face. Lu (2022) also revealed in her study that existing challenges in teaching reading comprehension to elementary pupils are inadequate understanding of reading, difficulty attending to students' needs, and insufficient reading materials.

The Center for Public Education (2021) states that it is essential for reading to be taught well to elementary students as this would open the sesame for acquiring knowledge: learn to read and learn just about anything. Moreover, it was stated by the National Academic Press (2021) that teachers of reading are essential in the lives of learners as they are called on to prepare students to interpret complex ideas, critically analyze arguments, synthesize information from multiple sources, and use reading to allow the learners to build their knowledge.

Research Methodology

This study utilized a phenomenological qualitative research design. It examined the perspectives of parents and teachers in addressing the decline in reading proficiency among learners in District VI Division of Valencia City during the School Year 2023-2024. A phenomenological study collected and analyzed data on the most profound understandings, personal experiences, and beliefs about learners' decline in reading skills. Data were collected using a researcher-designed questionnaire, individual interviews, and focused group discussions.

The research was performed in District VI of the Valencia City Division. Valencia, also known as the City of Valencia, is a second-class component city located in Bukidnon, Philippines. According to the 2020 census, the area's population is 216,546.

Valencia City is situated in the center region of the Province of Bukidnon. The municipalities of Lantapan and Malaybalay City form the area's northern boundary. To the east is the municipality of San Fernando. The western and southwestern boundaries are shared with the municipalities of Pangantucan

and Talakag. Finally, to the south, the area is bordered by the municipalities of Maramag and Quezon. Valencia City is divided into 31 barangays. Every barangay is composed of puroks, and certain barangays also have sitios.

Valencia City is situated in the heart of Mindanao, the second-largest island in the Philippines. It is nestled in a valley surrounded by lush mountains and fertile agricultural lands. The city covers approximately 587 square kilometers of land, making it a sizable research area. It is home to a growing population, with diverse ethnic groups such as the Bukidnon, Cebuano, Higaonon, and Manobo. The city's population provides a unique blend of cultural practices, traditions, and perspectives that can be explored in research studies.

Valencia City boasts several educational institutions, including elementary and secondary schools, colleges, and universities. These institutions serve as potential research partners, providing access to students, teachers, and administrators who can contribute valuable insights to research studies on education, psychology, or social sciences. Researchers can collaborate with these institutions to conduct surveys, interviews, or intervention programs to address learning loss in reading or explore educational practices and challenges in the local context.

Given its location in the agricultural heartland of Bukidnon, Valencia City offers opportunities for research related to agriculture, environmental sciences, and sustainability. The city is known for its vast agricultural lands, which produce rice, corn, vegetables, and high-value crops like coffee and flowers. Researchers can investigate sustainable farming practices, the environmental impacts of agriculture, and potential solutions to enhance productivity while preserving the environment. Additionally, the city's proximity to natural resources such as forests, rivers, and mountains allows for research on biodiversity, conservation efforts, and eco-tourism development.

Valencia City is home to several indigenous groups, including the Bukidnon and Manobo. Researchers interested in cultural and indigenous studies can explore traditional knowledge systems, cultural preservation, indigenous rights, and community development. By engaging with local communities, researchers can document and understand the unique cultural practices, beliefs, and challenges these groups face, contributing to the preservation and empowerment of indigenous communities.

Valencia City is a microcosm of various social issues and community development challenges in many Philippine cities. Researchers can focus on poverty alleviation, access to healthcare and education, gender equality, youth empowerment, and sustainable development. Understanding these issues within the context of Valencia City can provide insights into practical strategies for community development, policy advocacy, and social interventions.

The study's respondents were the five teacher-advisers with the most significant number of non-frustration readers and the five parents of the identified non-frustration readers. Table 1 presents the distribution of respondents by school.

Table 1.

Distribution of Respondents by School

School	Number of Respondents	
	Parents	Teachers
Dabongdabong Elementary School	2	2
Mailag Central Elementary School	2	2
Colonia Elementary School	1	1
Total	5	5

The sample procedure employed in this investigation was a Purposive sample. The study included only the five teacher-advisers with the highest number of non/frustrated readers and the five parents of the identified non/frustrated reader learners.

The instrument utilized in this study was a set of guide questions designed to elicit parents' and teachers' perspectives, experiences, and opinions regarding the significant issue of learning loss in reading. The panel of validators assessed these guide questions to ensure their reliability and validity. This study aligns with Simon's (2011) perspective that experience and behavior should be comprehended as a unified and indivisible interplay between a phenomenon and the individual undergoing the event.

The instrument was validated by a group of experts composed of three (3) Assistant Professors of the Language and Letters Department of the College of Arts and Sciences and the College of Education of Bukidnon State University, respectively, validated the questionnaire, both for the teacher-designed and parents-designed. They are Master of Arts in Education major in English Language Teaching holders and are presently pursuing PhD programs: two (2) Doctor of Philosophy in English Language Studies at Mindanao State University and one (1) English Language Education at the Philippine Normal University. These experts had knowledge and expertise in the field related to the study, were familiar with the construct being measured in this study and had experience in instrument development or validation.

This qualitative study focused on two prominent obstacles in the research sector, subsequently classified as grand tour inquiries. Yin, as cited by Vegafria (2014), states that the grand tour question is the initial stage in qualitative research, providing a foundation for the study topic through interviews. Creswell (2007) states that researchers should create sub-questions focusing on specific issues to gather more interviewee information.

The first grand tour question is: What are the voices of parents and teachers in addressing learning loss in reading among learners in District VI Division of Valencia City, School Year 2023-2024.?

The second question of the grand tour is: What emergent themes are derived from the dominant codes in adjustment challenges, as observed through teachers' lived experiences teachers' lived experiences? This study aimed to elucidate the themes arising from the participants' comments, as outlined in the problem statement.

The data collection process for this study included conducting face-to-face interviews, some of which were semi-structured, and recording notes during each session. The interviews consist of two series and involve 16 teacher participants using Seidman's technique (2013). The participants received information regarding their rights and the level of voluntariness of their involvement from the commencement of the study.

In addition, to safeguard the participants' confidentiality while analyzing data, concluding, and presenting findings, a distinct code was assigned to each participant during their initial interview, preserving their anonymity (Boy & Mitchell, 2018). Furthermore, participants will be required to sign a consent form. Interviews were audio recorded, with the participants' cooperation, to ensure the preservation of comprehensive details and subtle nuances for meticulous data analysis.

Phenomenological analysis entails the utilization of bracketing and reduction strategies. Bracketing is required for the study because various coincidences could obfuscate its true nature (Pathak, 2017). In their research, Lactaotao (2016) utilized Creswell's (2013) phenomenological analysis techniques, specifically applying the three Cs of data analysis: codes, categories, and concepts. The subsequent procedures were executed: To mitigate the impact of the researcher's subjective opinions and prejudices on the analysis, it is crucial to minimize them. Additionally, to facilitate the analysis, it is essential to construct initial codes that identify significant themes and patterns in the data, a process referred to as "horizontalizing." Organizing pertinent subjects into meaningful units by generating an initial inventory of categories or core concepts, including direct quotations ("ad verbatim") to support the interpretation by providing a textual description; Creating a structural depiction by reviewing and improving the classifications and sub-classifications; and Performing a comprehensive structural analysis to acquire a more profound comprehension of the facts.

Lichtman (2006, as referenced by Naong 2019), suggests that it is advisable to restrict the number of ideas in a dataset to five to seven. After the initial coding phase, a different transcript is chosen, and an identical procedure is done. Several codes were compressed, renamed, and updated as expected. Later, the wide range of codes was separated into many categories, with interconnected codes acting as more minor parts. Removing redundancies prompted researchers to discover the crucial components (Lactaotao, 2016).

An audit trail and participant checks were carried out to guarantee a precise understanding of participant remarks. An audit trail is consistently kept throughout the investigation, starting with its initiation and continuing until the findings reports are published. Participant checks entailed providing interview transcripts or summaries to participants for their inspection, enabling them to correct any mistakes (Simon, 2011). Frames were used throughout the conversation to structure participants' comments, making identifying and categorizing topics easier.

Colaizzi's descriptive phenomenological method, often called Colaizzi's method of data analysis, is a qualitative research approach frequently employed in phenomenological investigations. Gary Colaizzi, a psychologist and phenomenologist, developed it.

Colaizzi's method aims to reveal the fundamental structure and significance of participants' experiences, enabling researchers to understand a phenomenon's essence deeply. This approach entails a systematic procedure for examining qualitative data to discover and define the fundamental themes and elements that arise from the participants' descriptions. Below is a concise outline of the sequential procedures encompassed in Colaizzi's descriptive phenomenological approach:

Familiarization with the data: The researcher immerses themselves in the qualitative data, including interview transcripts, field notes, or other relevant materials. The researcher becomes familiar with the participants' experiences by thoroughly reading and re-reading the data.

Identifying significant statements: The researcher identifies critical statements, phrases, or sentences that are particularly relevant or meaningful about the research question and objective. These vital statements capture the essence of the participants' experiences.

Formulating meaning units: The researcher extracts meaningful segments from the significant statements, creating distinct units of meaning. These meaning units are condensed expressions that capture the essence of a specific aspect of the participants' experiences.

Clustering meaning units into themes: The researcher organizes them into clusters or themes based on their shared content or underlying concepts. These themes represent the central ideas or patterns that emerge from the data.

Developing an exhaustive description: The researcher develops a thorough description for each identified theme, providing a detailed account of the phenomenon experienced by the participants. This description captures the themes' essence, structure, and context, supported by the extracted meaning units.

Creating a comprehensive description: The researcher integrates the individual descriptions of each theme into a comprehensive and coherent overall description of the phenomenon. This description synthesizes the key themes and provides an in-depth understanding of the essence and meaning of the participants' experiences.

Validation: The researcher seeks validation of the findings by returning to the participants, sharing the themes and descriptions, and seeking their feedback. This member checking process helps ensure the accuracy and credibility of the interpretations.

Colaizzi's descriptive phenomenological method prioritizes the methodical examination of qualitative data to reveal the fundamental structures and significances of participants' experiences. It offers a methodical technique to comprehending and articulating the firsthand encounters and viewpoints of persons inside a particular phenomenon of interest.

Findings

This study found out the following findings:

The parents' voices about the severe problem of learning loss in reading among the learners are the following: Parents' voices emphasize the difficulties, letdowns, and substantial commitment required to tackle the issue of reading learning loss among students. Parents stress the significance of seeking help, utilizing creative approaches, recognizing their constraints, and nurturing their child's perseverance. In addition, they emphasize the importance of parental involvement, collaboration with instructors, and the creation of support systems to improve the effectiveness of reading education. The teaching process encompasses complexities such as uneven attention and parental frustration. Still, it is enhanced by the child's perseverance and the attributes of persistence and flexibility demonstrated by both parents and children.

The voices of the teachers about the severe problem of learning loss in reading among the learners are as follows: Teachers' perspectives on the significant issue of reading learning loss among students demonstrate their techniques and methods to overcome challenges and promote reading proficiency. Their primary focus is customization and tailored training to cater to students with varying reading abilities. They adapt teaching methods to suit individual needs and prioritize the development of core skills such as fluency and vocabulary to enhance comprehension. Teachers emphasize the need to customize education to meet the needs of children, support inclusive methods, and empower students through collaborative efforts that entail parental participation, personalized assistance, evidence-based techniques, and ongoing monitoring. These initiatives aim to narrow the disparity in reading abilities and promote continuous improvement in students' reading proficiency.

Interventions to address the learning loss in reading are the following: Interventions to address learning loss in reading, as suggested by parents and teachers, could include Customized Reading Programs that Implement tailored reading programs that cater to individual student's needs, focusing on building core skills like fluency and vocabulary. Creative Approaches that utilize innovative and engaging teaching methods to make reading enjoyable and effective for students, such as incorporating games, technology, and interactive activities. Parental involvement to encourage active parental involvement in their child's reading education. Support Systems will establish support systems within the school community to provide additional resources, guidance, and assistance for students struggling with reading comprehension. Personalized assistance offers personalized assistance and individual instruction to students based on their specific learning needs, providing extra help, tutoring, or interventions as necessary to address gaps in reading proficiency.

Conclusions

The following conclusions were drawn on this study:

Teaching parents to read is challenging, requiring adaptability and creativity. Parents face frustration but acknowledge progress and seek support. They use strategies like personalized methods and collaboration with teachers to overcome obstacles and foster their children's literacy development.

Teachers encounter difficulties because of the varying talents of their students, which has an impact on both learning and classroom management. They derive pleasure from the advancement of students. By utilizing techniques such as the Marungko method, letter sound training, and tailored sessions, they effectively target specific requirements and improve reading abilities. Recognizing the challenges kids face in understanding and acquiring vocabulary, the educational institution places a high value on tailoring instruction to individual needs and providing assistance. This includes actively incorporating parents and utilizing methods that are backed by research and proven to be effective. Teachers strive to enhance reading skills and minimize the negative impact of learning setbacks through commitment and customized teaching methods.

To tackle the issue of learning regression in reading, it is necessary to implement comprehensive interventions and involve multiple aspects. Personalized reading programs designed to meet specific requirements, innovative methods that include games and technology, and active parental engagement are crucial. Support systems and specialized assistance provided by schools offer essential resources. We can ensure consistent growth and effectively close reading gaps by implementing evidence-based strategies and continuous monitoring. Effective intervention options for students' reading development rely on collaborative efforts among parents, teachers, and the school community to provide a supportive atmosphere.

Recommendations

The following recommendations are hereby offered in this study:

Parents may seek the aid of proficient instructors or tutors to assist their children in acquiring reading proficiency. They can include a variety of engaging techniques, such as multimedia materials and personalized learning experiences, to cultivate a passion for reading. Parents can overcome hurdles and bridge knowledge gaps in teaching reading by seeking resources, support, and expert assistance.

Teachers may prioritize differentiation to support diverse reading abilities while finding a balance between individual and collaborative instruction to ensure adequate student engagement. They may consistently investigate and implement various customized methods to meet each student's specific needs, considering elements such as attendance and interactions. By prioritizing strategies that improve understanding, such as expanding vocabulary and practicing fluency, pupils can overcome challenges in reading.

A thorough approach is necessary to address learning loss in reading. DepEd may develop and execute personalized reading curricula to meet individual learners' requirements, specifically emphasizing fundamental abilities. The department may promulgate innovative instructional techniques such as gamification and technology integration to enhance reading enjoyment.

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