

Teacher-Parent Collaboration in Improving the Reading Fluency of Pupils in Intermediate Level

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Abstract: *In order to understand how parent-teachers collaboration can help students at the intermediate level to improve their reading fluency, this study was conducted. McDermott (2013) contends that students can become responsible adults with the help of a solid literacy foundation. Numerous advantages for students could result from the effective school-parents collaboration. The students were encouraged to reflect thoroughly on what they had read and draw connections between what they read and what they already knew through the involvement of the instructors and parents, but improving the students' reading fluency is what matters most. The survey questionnaire was used as the primary instrument in the study project's descriptive correlational research design to acquire the necessary data. The t-test was used in choosing the respondents of the study, who were the thirty (30) teachers of the Sta. Cruz Elementary School in Lubao, Pampanga. The findings of the study revealed that parent-teachers collaboration is of vital importance in improving the reading fluency of the intermediate pupils in terms of speed, accuracy, and proper expression. Likewise, the results indicated that parents' support and involvement are significant in the reading and reading practices of the pupils, and their children. This concluded that there was no significant relationship in the null hypothesis; this only shows that teacher-parents collaboration can be associated with the pupils reading fluency.*

Keywords— *Collaboration, Reading Fluency, Parental Involvement, Intermediate Level*

CHAPTER 1: THE PROBLEM AND ITS BACKGROUND

INTRODUCTION

Reading is the first step in which a child may develop at home. It is the ability that enables one to satisfy both his/her personal and functional needs. Parents should teach their children the basic steps in reading vowels, producing sounds, pronouncing the word, or naming a certain thing. Once a child knows how to read, one can gain knowledge in critical thinking and has broad ideas about language literacy. Children may widen their vocabulary skills, understand the meaning of each word and phrase; learn to combine specific sounds and letters or words to form a new one. Researches showed that some children have rich experiences and language backgrounds that they can easily learn to read even at a young age. Some children have a hard time processing and understanding even a single word because of a lack of language and literacy background.

In this case, there are school programs that help children to develop their reading skills. Most schools implement basic reading programs which cover a wide range of reading skills among pupils. With the help of the teachers, pupils are guided to learn how to read. Not only that, parents should communicate with the teachers so they can get ideas on how to teach their children to practice reading even at home.

There was the compelling evidence that educators and parents should collaborate to assist the pupils' literacy

development and boost the pupils' accomplishments. Educators and parents must collaborate to give the pupils a strong literacy foundation that they can keep grow on for the rest of their and life, hopefully them to graduate from college and establish a profession. A strong literacy foundation can assist pupils in becoming responsible adult citizens. Strong school-parents cooperation has the potential to provide the pupils with many benefits (McDermott 2013).

Reading fluency is an important indicator of a pupil's ability to read well. Intermediate Grade school students read at a "basic level" or below and "have little to no mastery of the understanding of abilities" required to complete tasks at each grade level. According to Alowais (2021), leveled texts aim to make reading an authentic experience and emphasize the pupils' comprehension of the text. Suppose a kid was given illegible text because of the difficulty level, then there is no sense in determining how much the reader knows. Additionally, readers who read at their own pace are acquiring knowledge to become fluent and pick up new words. Leveled reading helps pupils familiarize with reading and ensures readers' success as they slowly build up their reading strategies, which result in better reading skills (Zrna, 2012). Developed nations like the UAE English Language Learners (ELLs) may find it frustrating in situations where English is a second language. Learning to read in a second language often results in students giving up and losing interests. The methods used in reading education have a big impact on how students feel about reading. Leveled messages can be helpful in this situation. Using appropriate literature for the children will

keep them from getting discouraged and will boost their confidence in their reading abilities, keeping in mind Betts' reading problem levels. Additionally, there should be a concentration on the on-going evaluation to ensure reading accuracy.

Learners frequently abandon their efforts and lose enthusiasm for studying reading in a second language. Pupils' attitudes regarding reading are influenced by reading education strategies. Leveled messages can help in this situation. Using appropriate literature for children prevents them from becoming irritated and increases their confidence in their reading skills, according to Betts's reading challenge levels. Furthermore, the focus should be placed on continual assessment to ensure that reading accuracy is maintained.

According to Cadime (2017), oral reading fluency in European Portuguese, an orthography of intermediate depth, aimed to look at the direct impacts of these three factors on reading comprehension and to see whether there are any indirect effects of word recognition and listening comprehension on reading comprehension. Learners differ when it comes to learning because every child is unique. Some learners can learn easily by reading at an early age, but some learners do not learn to read at an early age but they are good at memorizing when parents teach them. Examples of these are colors, shapes, and animals.

The study conducted by Wilder (2014), revealed that pupils' families differed in marital status, socioeconomic status, and ethnicities. The Slosson Oral Reading Test, Aims We Plus Oral Reading Fluency, and Fountas and Pinnell's Benchmark Assessment were used to measure baseline data and improvements in text level, oral reading fluency, and sight word knowledge. Daily book log signatures, cut-up sentence completion, parent phone and/or email correspondence with the reading instructor, SeeSaw views, attendance at family night, attendance at student/teacher conferences, and observation of a reading lesson were all used to gauge parental involvement. Lesson on reading whose reading skills are most urgently needed in accelerating support was not given enough parental attention. Durisic & Bunijejac (2017), claimed successful pupils have strong academic support from their involved parents.

The term "parental involvement" refers to the parent's dedication to and his/her active participation in the student's life. Parental participation in improving the reading fluency of the pupils had advantages that go beyond literacy and educational attainment. Home reading programs had significant favorable effects on students' interest in reading, reading attitudes, and attentiveness in class, in addition to their reading proficiency, language comprehension, and expressive language abilities. Parents were urged to read to their children, participate in the phonemic awareness activities with them, point out each word as they read, and create a conducive environment at home for literacy learning during the course of the mission. The fundamental objective of this research was to assist the children in their reading progress, improve their literacy, assist them in becoming more

efficient learners, and discover a passion for reading that lasts a lifetime.

It has to grow in the pupils' capability the reading fluency for teaching pupils where the assessed value for both pupils and parents would have come so far for their understanding. They are the assistance to support accelerating students learning in reading achievement and to establish their dream in their futures lives. Parental involvement is one which can support their children in reading fluency for the children learn first at their home through the parents. According to Lumapenet, (2017), the study aimed to examine the impact of parents' support on their children's reading abilities.

Its specific goals were to define the socio-demographic profile of parents of the pupils in Pagalungan District, to establish the extent of parental reading support, on the pupils' reading abilities, and the impact of parents' profiles and assistance on their children's reading abilities. There were 254 parents and 291 pupils who participated in the study. The socio-demographic profiles of the parents were described using percentages and frequencies. The mean was used to determine the extent of parental support on the reading abilities of the pupils. The study's hypotheses were tested using multiple regression analysis.

As in the study of Navarrete (2019), Comprehension is an important part of the reading process that is linked to a pupil's performance in school and in life. However, other studies revealed that many kids have difficulty understanding what they read, particularly literature that requires higher-order thinking skills. This problem can be attributed to several factors, one of which is the lack of pedagogical competence among teachers. Many of them were unqualified to teach reading skills and techniques and instead concentrated on measuring the pupils' reading comprehension rather than teaching them how to improve their understanding.

In the light of this, the purpose of this study was to discuss some of the hypotheses that explain how reading comprehension is achieved. It also examined the various studies that have been undertaken on teaching reading comprehension skills. To grasp a written passage of material, one must have reading comprehension. Additionally, it enhances students' classroom conduct. The student's grades increase and he or she feels more inspired to learn. It improves reading's effectiveness and enjoyment and the benefits students' personal, professional, and academic lives.

Pupil reading comprehension is the understanding and interpretation of the students on what they read. Through teacher and parents' collaboration, the pupils are guided to think deeply about what they have read and make connections between what was read and what they already know, but the most important thing is to improve their reading fluency.

As studied by Medrano (2021), education of the young people is no easy task. The formidable challenge of shaping the minds and hearts of the young takes not only intelligence and potentials, but also resilience and a firm determination. It is important to note that quality education is not the sole responsibility of the school. It is and should be everybody's responsibility.

The school personnel should not be alone in developing and improving the education process. They have social partners and fellow stakeholders. These are the parents, government organizations (GOs), non-government organizations (NGOs), and civic organizations. At the local level, the GOs that can serve as partners are the Local School Board and the Barangay Council. There is also the Parents Teachers Association (PTA), of course, that has proven time and again its reliability as a partner. That is why the researchers conducted this study entitled “Parent- Teacher Collaboration in Improving the Reading Fluency of Pupils in the Intermediate Level” which aimed to identify the effects of parents' and teachers' collaboration in the reading fluency comprehension among the Intermediate Level Learners in Sta. Cruz Elementary School.

Statement of the Problem

The general problem of the study focused on the Teacher-Parent Collaboration in Improving the Reading Fluency at the Intermediate Level. Specifically, this study sought answers to the following questions:

1. To what extent does parent-teacher collaboration improve the reading fluency of the intermediate-level pupils with regard to:
 - 1.1. Speed;
 - 1.2. Accuracy; and
 - 1.3. Proper expression?
2. To what extent do teachers assess parents’ collaboration in improving the reading fluency of the intermediate-level pupils with regard to:
 - 2.1 Involvement in reading practice; and
 - 2.2. Parental support to improve reading fluency?
3. Is there a significant relationship between the extent of the parent-teacher collaboration in the reading fluency of the intermediate-level pupils as perceived by the teachers and the parents?
4. What framework can be developed out of the results of the study?

Conceptual Framework

This study used the Schematic Table Chart to represent the conceptual model of the study.

The first frame, the Input, indicates the different variables employed such as how parents and teachers collaborate in improving the reading fluency of Pupils with regard to speed accuracy and proper expression, how the teachers assess the parents in improving the reading fluency of Pupils with regard to reading practice and parental involvement and lastly the relationship between the teacher and the parents in improving the reading fluency of Pupils.

The second frame showed the process of gathering and collecting the data by using the survey questionnaire of which copies were given to the respondents.

The third frame showed the output of the study. How children may improve their reading comprehension and vocabulary skills after the collaboration of the teachers and the parents in their reading fluency skills.

Figure 1 represents the connection of the variables with the outcomes of the study and the connection between the teacher and the parents’ collaboration in improving the reading fluency of the pupils

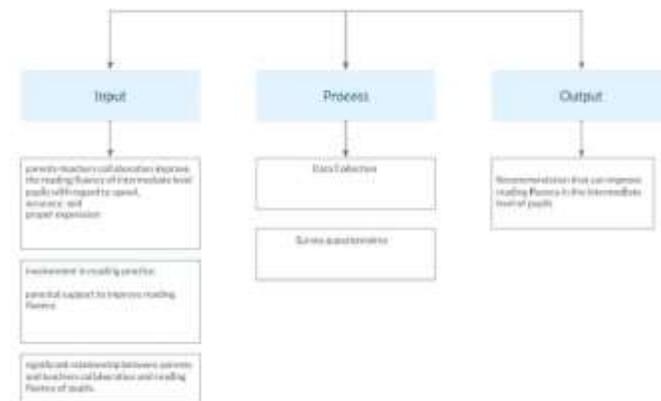


Figure 1
Conceptual Framework of the Study

Hypothesis of the Study

There is no significant relationship between the extent of the parent-teachers collaboration and the reading fluency of the pupils at the intermediate level.

Significance of the Study

The following stakeholders directly or indirectly benefited from the findings of this research undertaking:

Pupils. The findings of the study served as a guide on how to improve the reading fluency of the pupils at the intermediate levels. Individuals would have a hypothesis on how they were able to at least do such with a teacher with the help of the parent. Although it implied extra efforts capability on each one of them but with the collaboration each teacher and parent would help forward movement toward cognitive development of learning.

Teachers. The result of the study may give them better insights on how to improve the reading fluency of their pupils. Pupils' vocabulary, writing skills, problem-solving, focus, and cognitive development increased when teachers incorporated more reading activities into classroom courses, this laying the solid basis for future learning.

Parents. The findings of the study will be eye openers for them to interact more when it comes to the academics of their children.

School Administration. The results of the study would give them a key information function for both the pupils and

the teachers in terms of how they to deliver a popular and diverse education and collaboration. Each teacher has the primary responsibility in improving their pupils' learning environment and the overall progress.

Future Researchers. May use the study's findings as a guide to help them to come up with a study using other variables on the same topic and offer insightful recommendations.

Scope and Delimitation

This study focused on the Teacher-Parents Collaboration in Improving the Reading Fluency of the Pupils.

The data collection randomly selected the thirty (30) respondents composed of teachers at Sta. Cruz Elementary School and some parents, as well that involvement in helping their children improve their reading fluency.

This study used the quantitative research for its research design and the survey questionnaire as the main instrument for gathering the needed data.

Definition of Terms

The following terms are conceptually and/or operationally defined to provide in-depth explanations of some concepts utilized in this study.

Literacy Development. Reading literacy is thought to be important in the development of academic skills (Bocconi et al., 2012). This study indicated that this is the first and basic step for a child to learn before improving his/her reading fluency skills.

Parental Involvement. Parents' involvement could bring a lot of benefits to the school which the children could enjoy or use for a long time (Medrano 2021). In this, it means active participation of parents because they served as guides and encouraged their children to learn and practice reading. Also, parents collaborated with the teachers in assessing their children's reading improvement.

Reading Fluency. Word list reading fluency is theoretically expected to depend on a single word reading speed (Angeliki Altani and George K. Georgiou 2018). This will be used as the need to learn how to read and gain knowledge in reading comprehension.

Teacher-Parent Collaboration. To fulfill the different needs of children, educators must assess their relationships with parents, particularly those parents whose children require additional literacy support (Dewarle 2014). In this study it shows the connection between the parents and the teachers in assessing the improvement of the pupils' reading fluency.

Acronyms

PORF - Plus Oral Reading Fluency

RF - Reading Fluency

TPC - Teacher-Parent Collaboration

CHAPTER 2: METHODS

This chapter presents the methods and techniques, utilized the population, and the sample. The Research instruments, the construction, validation, and distribution of the instrument that was used in the study.

Research Design

A quantitative descriptive correlation study design was used in the current investigation. Studies using a descriptive correlation research approach give information about the variables and the relationships that naturally developed between and among them.

A study is known as a "descriptive correlation study" when it focus on describing the relationships between variables rather than attempting to prove a correlation by accident.

As stated by Creswell (2012), Correlational research is a non-experimental quantitative design in which the researcher. Applies correlational statistics to measure and describe the degree of association among the variables or sets of scores.

This study used the quantitative descriptive correlation in analyzing the problem with the survey questionnaires as the main instrument in gathering the necessary data and getting the total percentage in the study.

Sampling Technique

This study used the T-test; where the respondents in selecting the respondents of the study and in identifying how the parents' and the teachers' collaboration can greatly help in improving reading fluency at Intermediate levels.

Respondents of the Study

The respondents of the study were thirty (30) teachers from the Sta. Cruz Elementary School. Who were randomly selected using the t-test. T-tests are methods for comparing samples to see if there is sufficient evidence to infer that the means of the corresponding population distributions also differ (Warner, 2013).

Research Locale

The researchers where the Sta. Cruz Elementary School as the locale of the study can provide the researchers with the needed information on the teacher-parents collaboration for reading fluency. This study was conducted in the second semester of the Academic Year 2021-2022.

Research Instrument

After receiving a number of related literature and studies, the researchers design their own instrument for gathering the needed data. The first draft was presented to the adviser for

critiques and recommendations. Soon after the recommendations were incorporated in the instrument, a final draft was completed and was subjected to content validation by experts in the field. After the retrieval of the validated instrument, and where all the suggestions and recommendations of the validators were incorporated and represented all the quantitative research instrument it was than tested for its reliability.

Table 1
 Reliability Index Results

Scale: Internal Consistency of the Survey Questionnaire Reliability Statistics

Scale	Number of Items	Cronbach	Alpha
SQ1	9		0.87
SQ2	6		0.89

N = 10

Findings:

The instrument passed the reliability test having Cronbach Alpha Coefficients greater than the threshold of 0.70. This only implies that the self-made questionnaire is reliable.

Validation of the Questionnaire

The instrument for gathering data was the survey questionnaire. The questionnaire was validated by three experts in test construction. The test items were analyzed by the two English language professors at the Don Honorio Ventura State University and one English language professor in the Betis Elementary School. These test items were distributed to thirty (30) teachers in Sta. Cruz Elementary School.

Data Gathering Procedure

The researchers asked permission from the University to conduct this study. They sent a consent letter to the campus director, which has been noted and signed by their research adviser and academic chairman. After its approval, the researchers proceeded to collect the necessary data for this study. The process of collecting data was through online due to safety protocols and restrictions implemented by the University.

The researchers informed the respondents that all data they provided on the questionnaires were used solely for the study and were strictly confidential.

Statistical Treatment of Data

After the data were gathered, they were subjected to statistical treatment, specifically the weighted mean.

The quantitative responses were processed using the SPSS software to compute the mean of each parameter of the study as reflected in the statement of the problem.

The researchers sought the help of a qualified statistician to compute the data needed.

Ethical Considerations

Since this research dealt with different people, ethical standards must be strictly observed was very important to the respondents of this study. All the important details and documents of the respondents were kept by the researchers for the confidentiality of the identities of the respondents of the study.

CHAPTER 3: RESULTS AND DISCUSSION

The chapter presents the results drawn and the discussion made the presentation of the findings, correspond to the specific question listed in the statement of the problem found in Chapter one study.

1. Intermediate Pupils` Reading Fluency as Perceived by the Teachers and the Parents

1.1. Respondents` Reading Fluency in terms of Speed
Table 1: Descriptive Analysis of Respondents` Reading Fluency in terms of Speed

Table 1 presents the Descriptive Analysis of the Respondents` Reading Fluency in terms of Speed it can be observed on the table that the respondents were good at their reading fluency in terms of speed having an overall mean of 4.03 and a standard deviation of 0.54. Specifically, the respondents were good in terms of their capacity to quickly acquire, interpret the information to recall them and to read fast without stuttering having a mean of 4.07 and 4.03 respectively.

Indicators	Mean	SD	Verbal Description
Pupils' capacity to quickly acquire and interpret written information and be able to recall it.	4.07	0.52	Good
Pupils' rate to read a written material in a certain amount of time.	4.00	0.53	Good
Pupils' ability to read fast without stuttering.	4.03	0.56	Good
Grand Mean	4.03	0.54	Good

Legend: 4.21-5.0 Excellent (E); 3.41-4.20 Good (G); 2.61-3.40 Average (A); 1.81-2.60 Poor (P); 1.0-1.80

Very Poor (VP)

1.2. Respondents' Reading Fluency in terms of Accuracy

Table 2: Descriptive Analysis of the Respondents' Reading Fluency in terms of Accuracy

Table 2 presents the Descriptive Analysis of the Respondents' Reading Fluency in terms of Accuracy. The respondents were good in terms of the ability to decode with less effort while reading having a mean of 3.93 and a standard deviation of 0.69 they were also good with the ability to interpret or make sense to on the text during the reading process and to find meanings of the text without exerting too much effort with a mean 3.83 and 3.93 respectively. In general, the respondents were good in terms of accuracy having a grand mean of 3.90 and standard deviation 0.66.

Indicators	Mean	SD	Verbal Description
Pupils' ability to decode with less effort while reading.	3.93	0.69	Good
Pupils' ability to find meaning out of a text without exerting too much effort during the reading process.	3.83	0.70	Good
Pupils' ability to interpret or make sense of words in the text during the reading	3.93	0.58	Good
Grand Mean	3.90	0.66	Good

Legend: 4.21-5.0 Excellent (E); 3.41-4.20 Good (G); 2.61-3.40 Average (A); 1.81-2.60 Poor (P); 1.0-1.80

Very Poor (VP)

1.3. Respondents' Reading Fluency in terms of Proper Expression

Table 3: Descriptive Analysis of Respondents' Reading Fluency in terms of Proper Expression

Table 3 presents the Descriptive Analysis of the Respondents' Reading Fluency in terms of Proper Expression. Respondents were good in terms of the educational decisions on the needs of individual pupils with the collaboration between parents and teachers having a mean of 4.13 and standard deviation of 0.51. They were good in the development of the children's reading language skills through literacy setting and they were excellent in guiding their pupils in the proper way of reading having the mean of 4.20 and 4.43 respectively. In general, the respondents were excellent in their pupil's reading fluency in terms of proper expression with a grand mean of 4.25 and a standard deviation of 0.56.

Indicators	Mean	SD	Verbal Description
Different abilities, experiences, and knowledge that parents and teachers offer to educational decisions on the needs of individual pupils have been appreciated through collaborative partnerships between parents and teachers.	4.13	0.51	Good
Teachers and parents, as well as the literacy settings, play a significant impact in the development of children's reading and language skills.	4.20	0.55	Good
Teachers guide their students to practice the proper way of reading.	4.43	0.63	Excellent
Grand Mean	4.25	0.56	Excellent

Legend: 4.21-5.0 Excellent (E); 3.41-4.20 Good (G); 2.61-3.40 Average (A); 1.81-2.60 Poor (P); 1.0-1.80 Very Poor (VP)

2. Teachers` Assessment of Parents` Collaboration in Improving the Reading Fluency of Intermediate Level Pupils

2.1. In terms of Involvement of Parents in their Child's Learning Practice

Table 4: Descriptive Analysis of the Teachers` Assessment on Parents` Collaboration in Improving the Reading Fluency of the Intermediate Level Pupils in terms of the Involvement of Parents in their Child's Learning Practice

Table 4 presents the Descriptive Analysis of the Teachers` Assessment on Parents` Collaboration in Improving the Reading Fluency of the Intermediate Level Pupils in terms of the Involvement of Parents in their Child's Learning Practice. Result showed that the teachers and parents have excellent collaboration of the teachers on assessed the parents in teaching their children through reading practice and they support each other in creating meaningful and engaging literacy opportunities for the children having a mean of 4.40 and 4.47 respectively. In generally the respondents assessed the parents and teachers collaboration an excellent with the mean of 4.38 and standard deviation of 0.57.

Indicators	Mean	SD	Verbal Description
Teachers assist parents in teaching their children through reading practice.	4.40	0.56	Excellent
The performance level of the students in reading fluency after the exposure to the parent-teacher collaboration.	4.27	0.52	Excellent
Teachers and parents support each other in creating meaningful and engaging literacy opportunities for a child.	4.27	0.63	Excellent
Grand Mean	4.35	0.57	Excellent

Legend: 4.21-5.0 Excellent (E); 3.41-4.20 Good (G); 2.61-3.40 Average (A); 1.81-2.60 Poor (P); 1.0-1.80 Very Poor (VP)

2.2. In terms of Parental support to Improve their Child's Reading Fluency

Table 5: Descriptive Analysis on Teachers` Assessment of Parents` Collaboration in Improving the Reading Fluency of Intermediate Level Pupils in terms of Parental support to Improve their Child's Reading Fluency

Table 5 presents the Descriptive Analysis of Teachers` Assessment on Parents` Collaboration in Improving the Reading Fluency of the Intermediate Level Pupils in terms of Parental Support to Improve the Child Reading Fluency. The result showed that the teacher and parent have excellent collaboration during the reading process of the pupils with a mean of 4.30 and a standard deviation of 0.60. This process is helpful for them when at school. They were also excellent in supporting their child's achievement and also providing them the materials which they used in improving the child's work having a mean of 4.43 and 4.37 respectively. In general, the respondents assessed the teacher-parent collaboration in terms of parental support to improve their children reading fluency to be excellent with a grand mean of 4.37 and standard deviation of 0.59.

Indicators	Mean	SD	Verbal Description
Parents' involvement in a pupil during the reading process is helpful when at school.	4.30	0.60	Excellent
Parents' support for their child's achievement.	4.43	0.57	Excellent
Parents' provide all materials to improve one's work.	4.37	0.61	Excellent
Grand Mean	4.37	0.59	Excellent

Legend: 4.21-5.0 Excellent (E); 3.41-4.20 Good (G); 2.61-3.40 Average (A); 1.81-2.60 Poor (P); 1.0-1.80 Very Poor (VP)

Table 6: Correlation Analysis between thr Teacher-Parents' Collaboration and the Intermediate Pupils' Reading Fluency in terms of Speed, Accuracy, and Proper Expression

Table 6 shows the correlation Analysis of the Teacher - Parent Collaboration in Improving the Reading Fluency of the Intermediate Pupils in terms of Speed, Accuracy, and Proper Expression the Results revealed that pupils reading fluency was positively correlated with teacher parent collaboration in improving reading fluency of the intermediate levels with a correlation coefficient of 0.75. This implied that the higher the level of the teacher-parents collaboration in improving the reading fluency of their children the higher the level of the children's reading fluency. The null hypotheses of no significant relationship are rejected and it has a computed p-value of 0.000 which was less than the 0.05 level of significance. This only showed that the teacher-parents collaboration can be associated with the pupils reading fluency. According to Medrano (2021), this study identified the features of parental involvement and its relation to the academic performance of pupils in order to propose an intervention scheme toward empowered education leadership. The responses of parents and teachers who served as respondents of the study were compared using the T-test while the correlation coefficient Pearson R was used to establish the relationship of the parents' involvement, indicators of pupils' behavior and discipline, and pupils' performance. Parents' involvement could bring a lot of benefits for the school which the children could enjoy or use for a long time. To increase involvement, education leaders and parents should begin to recognize and understand the importance of parent involvement as well as each other's strengths and weaknesses.

Items	Teacher-Parent' Collaboration in Improving the Reading Fluency of the Intermediate Pupul	
	Pearson r	0.75** (strong positive)
Pupils' Reading Fluency	p-value	0.000
	Significance	Significant

4. What framework can be developed out of the results of the study?

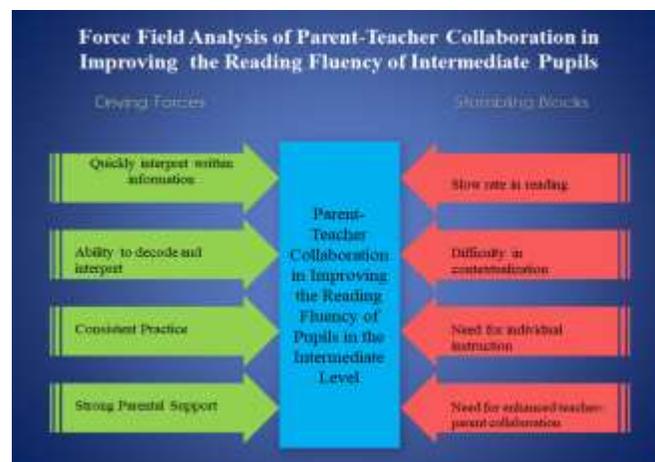
This study used a flowchart as the representation of the conceptual model of the study.

Through Force Field Analysis on the Teacher Parents Collaboration in Improving the reading fluency of the intermediate pupils, this framework was formulated up with the following variables:

For stumbling blocks, these variables need to be improved. A child who has a slow rate of reading, has difficulty in contextualization, needs individual instructions, and needs enhanced teacher-parent collaboration.

For the driving forces, these variables are already sustained and need to be maintained. These variables are: a child may quickly interpret written information, ability to decode and interpret, have consistent practice, and give parental support.

Figure 1 represents the relationship of the variables in the outcomes of the study where show was the connection between the teacher and the parents' collaboration in improving the reading fluency of the pupils.



CHAPTER 4: SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings on the data gathered the conclusion drawn and recommendations offered.

Summary of Findings

Based on the gathered data which were analyzed and interpreted, the following findings are hereby presented.

1. Respondents' Reading Fluency in terms of Speed

The results indicated the weighted mean score of 4.03 with a standard deviation of 0.57 percent and interpreted as "Good" level

2. Respondents' Reading Fluency in terms of Accuracy

The results showed the weighted mean score of 3.90 with a standard deviation of 0.66 percent which indicated "Good" level.

3. Respondents' Reading Fluency in terms of Proper Expression

The results revealed that the weighted mean score of 4.25 with a standard deviation of 0.56 percent which inferred "Excellent" level.

4. In terms of the Involvement of the Parents in their Children's Learning Practice

The weighted mean score which was 4.38 with a standard deviation of 0.57 percent meant "Excellent" level.

5. In terms of Parental support to Improve their Child's Reading Fluency

The result indicated the weighted mean of 4.37 with a standard deviation of 0.61 and was interpreted as the "Excellent" level.

Conclusions

The results drawn from the summary of findings, following conclusions were formulated:

1. There was a higher rate of comprehension and fewer stuttering among the students in the classroom.
2. There was a better increase in the respondents' reading fluency in terms of accuracy.
3. There was a better range in the processing of individual letters and their associated sounds with the word recognition and text-processing abilities of the learners in reading.
4. There was no significant relationship in the null hypothesis; which only showed that the teacher-parent collaboration can be associated with pupils' reading fluency.

Recommendations

Based on the aforementioned conclusions, the following recommendations are hereby offered:

1. Teachers may conduct reading exercises to enhance the level of the pupils reading fluency in speed reading.

2. Teachers may communicate with the parents by listening on the concerns of the parents about the pupils' reading fluency.

3. Teachers may engage parents on a wide scope of reading initiatives that feature beginning and developmental reading and that aim at giving pupils the opportunity to catch up through the reading assistance from the teachers.

4. Future researchers may adopt any of the variables used in this study and may modify the teacher-parents collaboration in improving the reading fluency of pupils at the intermediate levels.

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