

# CORRELATES PARENTS' INVOLVEMENT IN READING ACTIVITIES AND PUPILS' READING PERFORMANCE

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**Abstract:** Parents, based on their backgrounds, and educational experiences, have different ideas, perceptions, and attitudes of what their involvement in their child's reading achievement. This study finds strength at parental involvement with different reading activities to help learners improve reading achievement. It examines the extent of parents' involvement in the different reading activities and its correlation to the reading performance of the pupils in Marihatag District. Survey questionnaires were used in gathering the data. The researcher conducted the study in three schools of Marihatag District Marihatag Central Elementary School, Hinogbakan Elementary School, Lingaya Elementary School. Parents answered questionnaires during the HRPTA meeting. Interview was also conducted to affirm the responses of the parents to the instrument. Phil-IRI Pre-test result of July of this School Year 2017-2018 was used to identifying Pupils' reading performance. 127 parents returned questionnaire and pupils participated the Phil-IRI. These data were used for the analysis. Decision rule was for the rejection of the null hypothesis. Results show that pupils with high reading achievement have parents who were involved in comprehension activities while those parents who have less participation in reading activities, pupils tend to be at the lower level of reading achievement. It recommends encouraging and strengthening the involvement of parents in reading activities at home and school.

**Keywords:** Correlation, Involvement, Phil-IRI.

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## 1. INTRODUCTION

Reading plays a significant role in children's educational development. It is the foundation of independent learning; children can read well and enjoy reading if their reading skills are well developed. They are always motivated to read and share what they have read. Children, who have developed in an environment where they have been encouraged to learn, use their language and have the opportunity to learn firsthand compared to children who have not have such advantages (Wells, 2011). It is discovered that children with home communication teaching done by parent acquire skills multiple times, while children with school communication teaching acquire skills only once (Dr. Hammer, et al. 2012). Reading is the magic key to the world of enlightenment and enjoyment, and it is the essential tool to all subject areas taught in school. This study aimed to determine parents' attitude towards reading and its effect on the reading performance of their children.

In today's society, reading permeates all practices encountered in daily life and is an active, dynamic and interactive practice of making meaning that occurs between individuals, their world and their text (Anstey & Bull, 2010). Parents' attitude towards reading and their involvement with regards to pupils' reading performance expose the child to different activities and represents knowledge as stored information that the child has in his/her schemata. Similarly, Schaps (2014) concluded that pupils who feel their home and school as a caring community become more motivated, ambitious and engaged in their learning. Based on DepEd Order No. 12 s. 2015 early childhood years from birth to age 8, comprise the most important period of language, literacy and numeracy development. Hence, Every Child a Reader Program (ECARP) is strengthened through the Early Language, Literacy, and Numeracy Program Kinder to Grade Three, a stage that basic skill should be mastered to prepare the learners to complex task in the intermediate level. The study investigated parents' involvement in their children's reading development and how it impacts reading achievement.

For the past thirty years, the number of students reaching the basic level in reading has grown 60 to 67 percent in 1990, over twenty years, the percentage of students having proficiency increased from 27 to only 34 percent, based on the results of National Assessment of Educational Progress (NAEP). Looking at these numbers relates to the oral reading results of Grade III pupils in June 2017 Pre-test Phil-IRI shows the poor performance of Grade III pupils of Marihatag

Central Elementary School. Frustration level pupils dominated with 34.88 percent. This level implies a low reading performance. Many teachers lament the tough times in teaching reading skills not just encoding but also the decoding process.

The study is deemed significant in regarding programs and intervention formulation, through this parents and teachers partnership study was instrumentalized. Nevertheless, it was able to tap parents' awareness to impart time in developing their child's reading performance by reading aloud and making different reading materials available at home. The result of this study may help the administrators in managing parents regarding involvement in the reading development of the child. Furthermore, the offshoot of this study is to offer recommendations to enhance parents' involvement in reading activities aimed to help in improve pupils' reading performance.

## **2. THEORETICAL/CONCEPTUAL FRAMEWORK**

The bases that directed the researcher on this study include the Parental involvement Theory of Epstein (2009) which counted six types of involvement: parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. Epstein (Graue, 1999) noted that the center of the model is the child. Practices on home-school partnership do not mainly aim to make family and school successful instead push the children to make their success.

Children's intellectual development in early age eminently depends on its environment (acquired at home). Thus the parents, based on their backgrounds and educational experiences, have different ideas, perceptions, and attitudes of what their involvement in their child's reading achievement (Carol Hammer, et al. (2007)

Schema theory points reader's background knowledge structure. Carrel and Eisterhold (2008) proposed that the text itself does not carry meaning. It only refers to readers to find out definitions. Comprehension occurs when readers' background knowledge interacts with texts. It stresses much on child's experiences that will relate to the text read. The more exposure of the child at home to interpreting materials and communicate well his/her readings, the more confident he/she will be at school.

Rumelhart (2012) has proposed an interactive view of reading holds that reading is both "top-down" and bottom-up." Rumelhart indicated that part of the reading process involves interpreting visual information from the page (bottom-up) and the relating experiences of the reader to the graphic ideas from the page (top-down). According to him, both top-down and bottom-up theories are linear that passed the information along in one direction only without the need of the information contained in a higher stage interacting with that of a lower step to compensate for the inadequacy. The theory elaborates that there is an interaction in reading. Hence parents should always ask a question when they are telling a story so to track the thinking skill of their child and develop self- esteem.

Metacognition refers to awareness of one's reading process (Brown, 2010). It means cognizance of one's understanding and non-understanding of reading strategies, and monitoring comprehension during reading strategies, and monitoring comprehension during reading. Nutal (2016) proposed that learners needed to understand how text operated and what the learners did while reading. Meanwhile, the children should keep track of their understanding. Through story reading at a young age, learners can practice checking their comprehension, and at school, the monitoring is assessed by Phil-IRI.

Charlie Fries' Reading Readiness Theory explains the child's acquisition of knowledge on written and printed text. Wherein it undergoes three stages of the process. First is Transfer Stage; next is a productive stage and lastly is Vivid, Imaginative and Realization of Vicarious experience (VIRVE). However, a child always is a failure in undergoing the transfer stage if he/she is not able to speak and understand through listening and speaking. This situation means he/she has acquired sizeable vocabulary and grammatical structure of the language well enough that is he is no longer conscious of its use through listening elders reading at home.

On the same note, Santrock (2011) mentioned that Bronfenbrenner's Ecological Theory community has a part in the development of children because of linkages between family, school, peer, and neighborhood influence children development. The theory shows that these contexts of children's lives are interconnected. Hence, teachers should evaluate not just what is going on in the classroom but also what happens in students' families, neighbourhood, and peer groups.

Education Act of 1982 (Batas Pambansa Blg. 232) Section 14 stated that it is the duties of parents to help carry out the educational objectives by national goals. Thus, parents have a vast responsibility in assuring the implementation of educational activity at home and prepare the child for formal education in school.

In support to the 10 point Basic Education Agenda of Aquino Administration the Department of Education is initiating programs to enhance reading and literacy, motivate the learners to acquire knowledge from eminent Filipinos and make

reading a shared experience. To encourage learners, teachers are organizing storytelling sessions, reading list preparation, and readers' training and development program. DepEd Memorandum No.: 371, s. 2010

Likewise, DepEd is conducting Phil-IRI, under DepEd Memo No. 143, series of 2012 that requires all elementary pupils in public schools to assess their reading and comprehension skills. According to Sec. Br. Armin A. Luistro, FSC., it is substantial to evaluate the reading potentiality of students because reading is the beginning of academic learning. The information culled by the teachers from the assessment shall serve as one of the bases in making decisions for planning appropriate school-based teaching and learning instructions as well as reading programs to enhance pupils' performance.

These mentioned theories and concepts served as the bases for formulating the variables of the study in parenting, reading, learning at home, decision-making and collaborating with the community in pushing children to make their success in understanding reading and in reducing the space between family and school. That is why the researcher formulated a schematic diagram which shows the correlation of parents' involvement in reading activities and pupils' reading performance below.

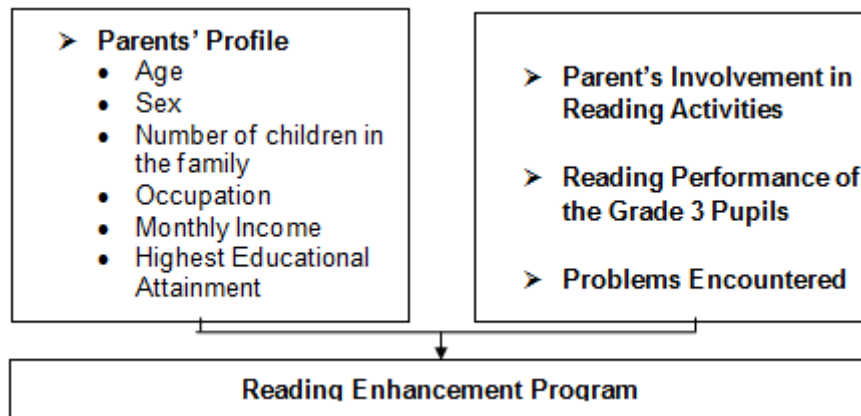


Figure 1: Schematic Diagram of the Study

The schematic diagram of the study in Figure 1 seeks to evaluate the involvement of parents' towards reading activities and its relationship to the reading performance of the child.

The independent variables in the first box consist of the profile of the respondents such as the family income, educational attainment of parents, size of the family. The second box contains the dependent variables which are the parents' involvement in reading activities, the problems encountered by parents and the reading performance of the pupils.

The result of the correlation between the independent and the dependent variables is the proposed reading enhancement program for parents. This intervention activity is designed purposely to tap the parents' involvement in developing the reading performance of their children at home. Thus, this study aims to determine the parents' intervention in developing the reading performance of their children and devise an intervention program to strengthen parents' involvement in developing their child's reading performance.

### 3. RESULTS

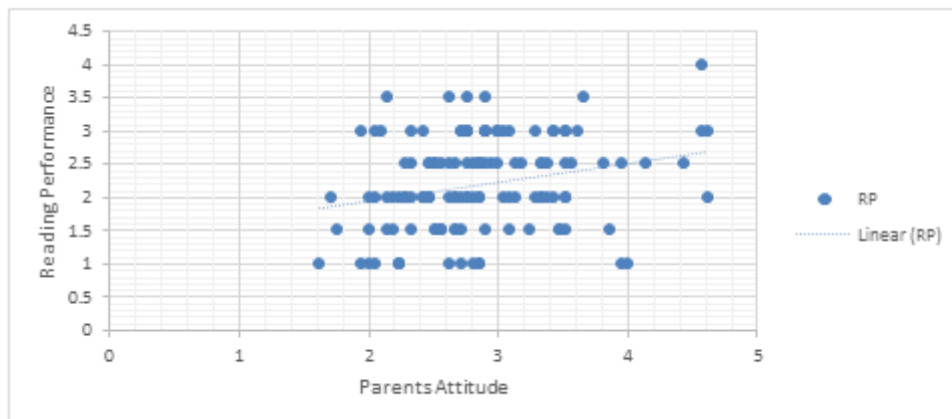


Figure 2

**Correlation of Parents’ Involvement in Reading Activities and Pupils Reading Performance**

Figure 2 shows the relationship of parent’s involvement in reading activities and pupil’s reading performance. This explains that if the value of parent’s attitude increases pupils reading performance also increases. There is a positive relationship between the parent’s reading attitude and pupil’s reading performance.

**Table 1: Significant Relationship of Parents’ Involvement in Reading Activities and Pupils’ Reading Performance**

ANOVA	df	SS	MS	F	Significance F
Regression	1	4.108734	4.108734	8.941349	0.003363213
Residual	124	56.98055	0.459521		
Total	125	61.08929			

The table shows in this study that there is a significant relationship between parents’ involvement in reading activities and pupils reading performance. This implies to reject the null hypothesis. It also convey that pupils performing well in reading have parents with consistent involvement in reading activities and always give time in reading compared to parents who don’t have involvement in reading activities. Thus administrators and teachers should find ways to enhance parents’ involvement in reading activities to be the support system of the school in improving pupils love to reading and skills as well.

It further implies that parents who are reading and have a consistent involvement in reading activities supports and helps pupils improve reading skills and love to reading. Hence, administrators and teachers should take initiative to involve parents in developing child’s reading performance. These will help teachers in achieving school’s educational goal just as their concern on their children’s and academic performance.

**4. DISCUSSION**

Based on the gathered data, majority of the parents were 27-35 years old and most mothers responded the questionnaire. Majority was married and had 1-3 children in the family. Most fathers are self employed while most mothers are unemployed and opted to stay at home and took care of the children. Nearly every one of the respondents had family monthly income of 1,001-3,000 pesos. Common to the respondents were high school and elementary graduate.

There was none most existing reading activities done at home as culled by the data parents were only doing reading if only they felt they wanted to. Most of their responses were sometimes and it indicated that they were in the medial of being involved in reading activities. Among the series of questions there were two that often done by parents, they felt that they had better things to do than read and preferring that someone just would just tell them the information so that they do not have to read a lot. Hating reading and wanting to receive or give books for a gift gained almost never as a response from parents.

There were no non-readers under word recognition & comprehension yet many were in the frustration level and only few of them reach to independent level some were instructional level. At their age level this 3<sup>rd</sup> grade pupils were expected to be independent in reading the materials of their level yet only few of them is independent.

There was a significant relationship between the parent’s reading attitude and pupil’s reading performance. A child looked up to parent, if parents were seen and heard reading, a child would accumulate the attitude and it could help in developing reading.

In terms of problems encountered with reading, often parent were busy marked. Other parents yet almost never that find it a problem in not knowing to read, blinded for eyesight problem, not interested to read and being tired to read.

Most young parents were active in making a living for their children. It should also be their priority to be part of the child’s reading development. Parents could influence to child’s love to reading. In the other way around, even how much a parent would love to be a part of learning and loving to read it would be stressful for the parents it is because they only finished high school and elementary level. They could not be confident in reading or teaching reading because of their low educational attainment.

## 5. CONCLUSIONS

The purpose of this study was to explore the extent of parents' involvement in reading activities. The data collected and analyzed from this research was inconclusive in determining the profile of parent as a predictor of the involvement in reading performance of their child in different reading activities done. Reading at home was a good modeling practice for parents to influence their child to read and love learning. It would help pupils to strengthen comprehension skills, problem solving skill and at the same time communication skills. Parents' involvement in reading activities was helpful way to foster parent and child connection and discipline. This means that parents role in reading development of their child was continuous and the more they were involved in reading activities, the more motivation they were influencing the child to love reading and learn at the same time.

Pupils reading performance in early development should be well crafted. In the place of these learners most of them were still at the frustration and instructional level. They should all reach to independent level so that they will be confident enough in opening books whenever they wanted to at any place and learn on their own.

Problems encountered with reading were met when parents does not know how to read, busy, blind, mute, not interested or tired. All these problems existed but in small number only yet this still needed to be taken an action. These could hinder the pursuit of involving parents in reading activities. The significant relationship between the involvement of parents' in reading activities and pupils reading performance was a determinant of parents' influence in reading development of their child. The more parents' involvement in reading activities, the higher was the possibility of children to attain higher level in reading performance, in word recognition and comprehension and favorable attitudes towards school. Utilization of the proposed parents' involvement in reading activities enhancement program built strong collaboration between teachers and parents in the pursuit of developing reading and comprehension skills and providing children with quality education.

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