

Parental Assistance in Reading at Home: An Intervention to Increase Reading Proficiency of Pupils

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The main objective of the study is to determine the level of reading the profile of Grade I pupils of the control and experimental groups in the pre and post-reading activity. A descriptive research design was employed to describe the reading performance of pupils in the control and experimental groups through parents' assistance at home. Research participants of the study were the 15 Grade I-lily pupils in the control group and likewise, the 17 Grade I pupils in the experimental group.

Most of the parents in the control group have a monthly income of Php 5 001 to 8 000. Likewise, most of the parents in the experimental group have a monthly income of Php 10 000 and above. Moreover, most of the parents of the respondents are married and living together and have stability in the family relationship. Furthermore, the percentage of frustrated pupils in the experimental group is higher than in the control group in the pre-reading activity. The group of pupils with parents' assistance garners a high percentage in independent reading proficiency compared to the pupils whose parents did not commit to assisting their child in the post-reading activity. Furthermore, there is a significant relationship between pupils' reading proficiency to their family's monthly income. Finally, there is a significant difference in the reading proficiency of the pupils in the experimental group between pre and post-reading activities.

Keywords — *Control group, Experimental group, Frustration, Instructional, Independent*

I. Introduction

Grade I pupils are supposed to read in their own local dialect or mother tongue at the end of the school year. Moreover, presumed to be ready to read the second and third languages and best if they can read the three languages- mother tongue, Filipino and English. Based on the teachers' observation in Valencia City Central School on their pupil's academic skills specifically in reading despite the compulsory kindergarten in the recent curriculum (K-12), most of the pupils upon attending their first elementary level are not well equipped mentally on the fundamental knowledge in learning reading- learning the sound of the alphabet or reading with the consonant-vowel-consonant (CVC) words. In line with pupils' performance, teachers met obstacles in teaching reading in the first semester. Thus, parents' assistance is very necessary as teachers associate with the reading development of pupils.

Parents' assistance is the perceived factor that affects pupils' reading. Hence, this study is conducted hoping to address the reading difficulties of grade I pupils. It is the hope of the researcher that the result may further expand the support given by parents to their children to boost their reading skills as the main foundation for acquiring knowledge in another field of learning.

Literature Review

Parents' Involvement

A child's education can be greatly enhanced by their parent's involvement in the classroom and at home. Parent-teacher interactions during parent-teacher conferences, at an open house, and throughout the school year could enhance pupils' performance (Nadeem, 2016).

This gains support from Haahr (2005), "good communication between home and school helps both the teachers and the school do their jobs better. And maintaining strong communication helps parents better understand teachers' expectations for academic work and behavior. Good communication can help deal with or eliminate inappropriate pupil behavior.

As supported by Capretto (2008) teachers usually have to teach to a wide range of abilities. Having parents on hand to give one-on-one support to students on the high and low ends of the spectrum gives a positive impact on pupils' academic development.

Parent's Monthly Income

A considerable literature has focused on the effects of parental background on outcomes for their children such as cognitive skills, education, health, and subsequent income Black and Devereux (2011).

Family income, high or low, can have an impact on student's achievement in all their learning years. Since they are in their early years, their family incomes can affect their education. Some schools and colleges may look carefully at this point. They may ask for family resources and how can they pay their children's tuition. Otherwise, they may not have a place in that college. If the family has a high income at the early of the student's learning, may help to accept him/her at that school. This makes a huge difference from that student whose family has a high income in his late learning (Humlum, 2011). Another difference is the environmental impact of families with high/low income on their children's learning. Some students from low income have difficulties understanding or learning as fast as others. Their vocabulary can be less and not as much as the other students from different backgrounds. Also, their way of learning and understanding is different from others, because their parents may not help them at home or they have single parents. If they are poor then their parents must work all day for them, which will be no time to help their children with homework. Another thing is the stress they have and their family at home. These may affect their grades because no one helps them or even, sometimes, care about their success in school (Jensen, 2013).

Support on Classroom Activities

Teachers want parents to support student learning activities such as listening to students read, tutoring, and helping with homework. Parents know how their support in targeted academic areas will boost student achievement Bantuveris (2013). On the other hand, Burdett (2013), pointed out that kids need to see school as a place where their efforts lead to success. Their investment in school increases when they know their parents and school staff are on the same team, ready and willing to help them should then.

As supported by Dillon (2015) said that a positive and supportive school culture will bolster academic achievement and minimize behavioral problems. Parental involvement is crucial to building this culture. Kids need to know they are not making their life journey alone.

It is further emphasized by Eamon (2005) in his study that supportive and attentive parenting practices positively affect academic achievement. High parent aspirations have been associated with increasing pupils' interest in education.

Follow-up on Child's Performance.

Successful parent involvement can be defined as the active, ongoing participation of a parent or primary caregiver in the education of his or her child. Parents can demonstrate involvement at home-by reading with their children, helping with homework, and discussing school events-or at school, by attending functions or volunteering in classrooms. Schools with involved parents engage those parents, communicate with them regularly, and incorporate them into the learning process (Metlife, 2005). Moreover, parents are often guided on ways to help their child with a learning difficulty, but providing teachers with the necessary guidance towards enhancing the teaching and learning process is just as important. As a teacher, providing the best help to children with learning difficulties can be challenging, particularly in mainstream education where there are heterogeneous learners. (Iansyst 2014).

It is well stated by Brown (2006) reminded that teachers need to consider families' lifestyles and cultural backgrounds when planning home activities. However, some activities can be adapted to almost any home situation. These are activities that parents or children engage in on a day-to-day basis. Teachers can encourage parents and children to do these activities together and can focus on the opportunities that the activities provide for learning.

II. Methodology

Research Design

A descriptive research design was employed descriptive method was used since it was designed to describe the reading performance of pupils in the control and experimental group through parents' assistance at home. The process allowed the researcher to gain an understanding

of the reading proficiency of pupils after the assistance given by parents to the children to increase reading proficiency.

Locale of the Study

The study was conducted in the Department of Education, Division of Bukidnon, District I, Valencia City Central School during the school year 2018-2019. It has a total population of 190 from kindergarten, Grade school, Special Program for the Arts (SPA), Arabic Language and Islamic Values Education (ALIVE), and Special Education (SPED). The school is managed by the six principals assigned in each department and headed by a district supervisor. In Valencia City Central School, it is observed that with all the efforts exerted by the teachers, the reading progress of pupils is not so speedy that needs intervention at home. The record shows that there are still repeater pupils at the end of the school year who did not meet the reading competency

Participants of the Study

Research participants of the study were the Grade I 15 pupils in the control group with a frustrating reading profile in the first quarter and whose parents did not commit themselves to give reading assistance by parents at home. Likewise, the 17 Grade I pupils in the experimental group with frustration as their reading profile in the first quarter, and parents committed themselves to give reading assistance to their children at home.

Convenience Sampling

In the later part of the first grading period, Grade I –Lily pupils were given pre-reading activity using the EGRA-ARATA toolkit to determine their reading proficiency. It found out that there were 32 pupils with reading proficiency or frustration. Parents were called through Parent Teacher Conferences (PTC) to inform them of the reading proficiency of their child and asked to assist their child at home in reading. There were only 17 parents out of 32 committed to assisting their children at home. A short workshop and teacher’s demonstration to parents on how to conduct reading remediation at home with the use of the teacher-made reading material. There were 3 parents volunteered to perform a return demonstration to show how to teach reading at home using the material.

Research Instrument

Early Grade Reading Assessment Toolkit “Sinugbuanong Binisaya” in component 4 (Familiar Word Reading) with 50 words was used as a reading instrument in pre-reading and post-reading activities. Pupils were called individually and asked to read words in component 4. Those who read with 45-50 words were described as independent, 38-44 words were described as instructional and 37 below were frustrated.

The instrument measured the level of pupils reading ability with the following limits, descriptive rating and qualitative interpretation.

Scale	Range	Descriptive Rating
45-50 words	90%-100%	Independent
38-44words	76%-89%	Instructional
37 below	75% or below	Frustration

Data-Gathering Procedure

Formal permission to conduct the research was secured from the Chief CID/OIC-Schools Division Superintendent. The permission was made for the data gathering activity official. The researcher conducted the pre-reading, PTC, and post-reading activities. In order to gather relevant information needed in the study, the researcher conducted a pre-reading test for the pupils to identify their reading level in the month of September 2018 and a post-reading test in the last week of December 2018.

A pre-reading activity was conducted on the month of September 2018; which was the end of the first quarter, to determine the reading profile of the Grade I Lily pupils. There were 32 out of 42 pupils were frustrated with their reading profile and the rest were instructional. Through the Parent-Teacher Conference (PTC), parents were informed about the reading capability of their child and given reading materials to be used for their reading assistance at home and oriented on how to conduct reading assistance to their child but only 17 parents committed themselves to involve themselves in reading activity at home. The parents or guardians of the 15 pupils with frustration in their reading profile refused since they do not have the time and capability to teach reading at home, and others did not come on behalf of the teacher’s invitation to them to come and know the academic performance of their child.

At the end of the second quarter; the month of December 2018, the post-reading activity was conducted with the 17 pupils with whom parents accepted and committed the responsibility to assist their child at home in teaching and practicing reading with the aid of the reading materials given. Furthermore, conducted to the 15 pupils with frustration as their reading profile in the pre-reading activity and parents did not commit themselves to giving reading assistance at home.

Table 1. Date, activity, and person involved in the process of assessing the reading level of pupils.

Date	Activity	Person’s Involved
September 2018	Pre-reading Assessment	Teacher, and Pupils
December 2018	Post-reading Assessment	Teacher and Pupil

Statistical Treatment of Data

To determine the profile of the parents of the pupils according to their family economic status and marital status in problem no. 1, the frequency and percentage were taken. The percentage also was taken in problem no. 2 in determining the reading profile of the pupils both in pre and post-reading. To determine the significant relationship between pupils' reading proficiency of control and experimental groups of family income and marital status of parents, and to determine the significant difference between the pre and post-test reading profile in problem 4, Pearson Correlation was used.

III. Results and Discussion

Parents' Profile of the Control and Experimental Groups According to Monthly Income and Family Marital Status

Table 2 presents the distribution of the parents' profiles in the control and experimental group by monthly income. Frequency count and percentage were used to treat the data.

Table 2. Parents' profile of control and experimental groups by monthly income.

Monthly Income	Control Group (f)	Experimental Group (f)	Percentage (%)	
			Control group	Experimental Group
Php 3 000 and below	2	0	13.3	0
Php 3 001-5 000	5	2	33.33	11.8
Php 5001-8 000	6	4	40.0	23.5
Php 8001-10 000	2	5	13.3	29.4
Php 10 000 and above	0	6	0	35.3
Total	15	17	100	100

It shows that 40% of the parents of the control group have a monthly income of Php 5001 to 8 000 with a frequency of 6 out of 15. This is followed by 33.3% of the parents who have a monthly income of Php 3 001 to 5 000 which is 5 out of 15. Then, 13.3% of the parents have a monthly income of both Php 3 000 and below and Php 8001 to 10 000.

The results show that commonly of the parents of the respondents are having monthly income of 5 001 to 8 000 monthly and followed by 3 001 to 5 000 monthly income. The common monthly income of the parents signifies that it is not enough to support the needs of the family moreover in providing their kids with the learning materials for home study and practice. This further shows that most of the families are below the poverty level which also causes absences of pupils from class due to financial reasons.

The result of the study confirms the assertion of Aemon (2005) that the economic hardship caused by the socio-economic level of the parents led to the poor performance of pupils in school. Lack of financial support of parents for the educational needs of their children and absences from classes due to financial reasons can affect their performance in school.

The table reveals that 35.3% of the parents in the experimental group have a monthly income of PHP 10 000 and above. It has also 29.4% of the parents have a monthly income of PHP001 to 10 000. Then, 23.5% of the parents have a monthly income of PHP 5001 to 8 000. Parents with Php 3001 to 5 000 with 11.8% have the lowest number of parents of the respondents.

This means that most of the parents in the experimental group have an income of Php 10 000 and above, which indicates that the families can provide the needs of the family both at home and in school which helps augment the capability of pupils in learning. The family income signifies that the family can provide the basic needs of the children and further can afford to provide the necessary interventions at home for speedy learning.

Table 3 presents the parents' profile of the control and experimental group by family marital status. Frequency count and percentage were used to treat the data.

Table 3. Parents' profile of control and experimental groups by family marital status

Monthly Income	Control Group (f)	Experimental Group (f)	Percentage (%)	
			Control group	Experimental Group
Single Parent	3	2	20.0	11.8
Married	9	10	60.0	58.8
Separated	3	5	20.0	29.4
Total	15	17	100	100

Table 3 reveals the parents' profile of the control group by family marital status. The results show that there are 9 of the parents are married 15 which is 60% of the total respondents. It further shows that there are 3 of the parents out of 15 which is 20% of the total respondents are single parents and in the same manner, there are also 3 of the parents out of 15 which is 20% of the total respondents are separated.

This indicates that most of the parents of the respondents are married and living together and have stability in the family relationship. The children further experienced enough comfort and care with their parents and enjoy having a family to be within their quest in making their youngster more meaningful. A love that is developed in a complete family created confidence in the children to achieve their goals and aspirations.

It further reveals the parents' profile of the experimental group by family marital status. The results reveal that there are 12 parents who are married among the 17 respondents which are 70.65% of the total respondents. It also shows that there are 5 parents out of 17 and which is 29.4%

were sons and daughters of separated couples and further shows that there are 2 parents out of 17 with a percentage of 11.8% being sons and daughters of a single parent.

The results indicate that in the experimental group, there are more pupils who are coming from married parents that comprise 12 among the 17 respondents which are 70.6% of the total population. It is also shown in the table that there are 5 pupils who are coming from a separated parents with a percentage of 29.4% of the total respondents, then followed by a single parent with 2 pupils and having a percentage of 11.8% of the total respondents.

Level of Reading Proficiency of Grade I Pupils on the Pre-Test Activity

Reading is essential for a child's success. All too often, the barriers faced by children with difficulty reading outweigh their desire to read; without proper guidance, they never overcome them. Reading is fundamental to function in today's society. Davis (2014). A person who can read can empathize with and connect to the characters in a story. A reader builds background knowledge about many different subjects that he can later use. Students with the necessary reading skills can later develop writing and language skills necessary for academic and professional success as stated by Hoss (2006).

Table 4 presents the level of reading proficiency of Grade I pupils in the control group on the pre-reading activity. Frequency count and percentage were used to treat the data.

Table 4. Level of reading proficiency of Grade I pupils in the control group on the pre-reading activity.

Range	Percentage	Descriptive Rating
96%-100%	0%	Independent
91%-95%	0%	Independent
86%-90%	0%	Instructional
81%-85%	0%	Instructional
76%-80%	8%	Instructional
75% and below	92%	Frustration

Legend	Range	Descriptive Rating
	91%- 100%	Independent
	76%-90%	Instructional
	75% or below	Frustration

Table 4 reveals the level of reading proficiency of Grade I pupils in the control group on the pre-reading activity. It shows that 92% of the respondents have a range of 75% and below which describes as frustration. It has also 8% of the respondents have a range of 76%-80% which describes as instructional. Finally, 0% of the respondents have a range of 81%-100% which describes as instructional and independent.

This means that most of the respondents have difficulty in reading that needs intervention and help from parents. Despite the teacher’s request for the parents to visit in school for Parent-Teacher Conference, the parents did not show interest to respond to the teacher’s call for the help that the teacher needed to sustain the learning in the classroom and enrich it at home.

As mentioned by Nadeem (2016), a child's education can be greatly enhanced by their parent’s involvement in the classroom and at home. Parent-teacher interactions during parent-teacher conferences, at an open house, and throughout the school year could enhance pupils’ performance.

Table 5. Level of reading proficiency of Grade I pupils in the experimental group on the pre-reading activity.

Range	Percentage	Descriptive Rating
96%-100%	0%	Independent
91%-95%	0%	Independent
86%-90%	0%	Instructional
81%-85%	0%	Instructional
76%-80%	6%	Instructional
75% and below	94%	Frustration

Legend	Range	Descriptive Rating
	91%- 100%	Independent
	76%-90%	Instructional
	75% or below	Frustration

Table 5 reveals that 94% of the respondents have a range of 75% and below which describes as frustration. It follows by 6% of the respondents which have a range of 76%-80% which describes as instructional. Moreover, it has 0% of the respondents have a range of 81%-100% which describes as instructional and independent.

The results indicate that before the intervention was conducted, a very high percentage of the experimental group belongs to 75% and below reading performance. The percentage of frustrated pupils in the experimental group is higher than in the control group which also needs attention from both teachers and parents for the improvement of their reading performance.

Level of Reading Proficiency of Grade I Pupils in the Control and Experimental Groups on the Post Reading at Home

Table 6 presents the level of reading proficiency of Grade I pupils in the control group on the post-reading activity. Frequency count and percentage were used to treat the data.

Table 6. Level of reading proficiency of Grade I pupils in the control group on the post-reading activity.

Range	Percentage	Descriptive Rating
96%-100%	3%	Independent
91%-95%	2%	Independent
86%-90%	15%	Instructional
81%-85%	19%	Instructional
76%-80%	33%	Instructional
75% and below	28%	Frustration

Legend	Range	Descriptive Rating
	91%- 100%	Independent
	76%-90%	Instructional
	75% or below	Frustration

Table 6 reveals there is 33% of the respondents have a range of 75% -80% which describes as instructional. It is followed by 28% among the respondents who have a range of 75% and below which describes as frustration. Then 19% of the respondents have an average of 81%-85% which describes as instructional. It also follows 15% among the respondents who have a range of 86%-90% which describes as instructional. Moreover, it has 2% of the respondents have a range of 2% described as independent. Finally, it has 3% of the respondents have a range of 96%-100% which describes as independent.

Table 7 presents the level of reading proficiency of grade I pupils in the experimental group after the intervention was conducted. Frequency count and percentage were used to treat the data.

Table 7. Level of reading proficiency of Grade I pupils in the experimental group on the post-reading activity.

Range	Percentage	Descriptive Rating
96%-100%	10%	Independent
91%-95%	19%	Independent
86%-90%	22%	Instructional
81%-85%	33%	Instructional
76%-80%	11%	Instructional
75% and below	5%	Frustration

Legend	Range	Descriptive Rating
	91%- 100%	Independent
	76%-90%	Instructional
	75% or below	Frustration

Table 7 reveals that there is 33% of the respondents have an average range from 81%-85% which describes as instructional. The average range of 86%-90% has also a percentage of 22% described as instructional. An average range of 91%-95% has a percentage of 19% described as independent. Then, an average range of 76%-80% has a percentage of 11% described as

instructional. It is followed by an average range of 96%-100% with a percentage of 10% describes as an independent. And lastly, the average range of 75% and below which describes as frustration.

The data shows that the group of pupils with parents' assistance garners a high percentage of independent reading proficiency compared to the control group. This further indicates that the assistance provided by the parents at home has a great impact on their reading proficiency.

The Pearson Correlation of the Reading Level of Control and Experimental Groups and Family Monthly Income and Marital Status of their Parents

Table 8 presents the Pearson Correlation of the reading proficiency of control and experimental groups and the family income and marital status of the parents. Pearson r was used to analyze the data.

Table 8. Pearson Correlation of the reading proficiency of control and experimental groups of family monthly income and marital status of the parents.

Variables	Beta Coefficient	STD Error	t-value	p-value	Decision	Interpretation
Constant	68.669	11.740	5.849	.000		
Income	-3.054	3.300	-.926	.362	reject Ho	significant
Marital	5.683	3.442	1.651	.110	reject Ho	significant

The result shows that family income and marital status did not affect the reading proficiency of pupils which has .362 for family income and .110 for the marital status level of significance. Thus, Ho1 is accepted which states that "there is no significant relationship between pupils' reading proficiency to their family monthly income and marital status".

The Pearson Correlation of the Reading Proficiency of Grade I Pupils in the Control and Experimental Groups between the Pre-and Post-Reading Activities

Table 9 presents the significant difference in the reading proficiency of grade I pupils in the control and experimental groups between the pre- and post-reading activities. Pearson Correlation was used to treat the data.

Table 9. Pearson Correlation of the reading proficiency of the pupils in the control and experimental groups between pre- and post-reading activities.

Group of Pupils	Mean	Standard Deviation	F-value	P-value	Decision	Interpretation
Control Group	83.4	13.3	.774	.386	reject Ho	
Experimental Group	43.8	16.2	.231	.634	reject Ho	

The results reveal that there is no significant difference in the reading proficiency of the pupils in the control group between pre- and post-reading activities which have 386 levels of significance. Thus, Ho₂ is accepted which states that “there is no significant difference in the reading proficiency of pupils between pre and post-reading activity in the control group. Furthermore, shows that the experimental group has a .634 level of significance. Thus, Ho₂ is rejected which states that “there is no significant difference between the pre- and post-reading proficiencies of pupils in the experimental group.

IV. Conclusion

In light of the findings, the following conclusion was derived.

1. Parents in the control group belong to lower monthly income compared to parents in the experimental group. Parents’ marital status of the control and experimental groups are married and are capable of more support to learners.
2. There is a difference in the reading proficiency of the pupils in the control and experimental group both in pre and post-reading activities. The experimental group has a higher increase in their proficiency level.
3. The increase in reading scores may be attributed to the parent’s involvement.

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