

Investigating Parent's Involvement on Pupil's Reading Achievement

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Abstract: Family plays a key role in helping young children achieve success in different learning areas. Hence, this study determined the level of involvement of 30 parents in their child's reading achievement. Specifically, this study sought answers to the following questions: What is the respondents' level of involvement on their child's reading achievement? and What activities may be suggested to enhance the pupils' reading achievement?

Results showed that the parents are involved on their pupil's reading achievement. When parents are engrossed in the reading process at home, pupils achieve at higher levels.

Based on the conclusion drawn from the study, the researchers suggested the following recommendations: Parents may be given seminars about the significance of their involvement to pupils' education especially on their reading achievement. Second, the school through its administrators may initiate a workshop for parents that will give them insights about the proper strategies that they may use in guiding their pupils to achieve reading success. Parents should help pupils in building their willingness to learn and make reading as their habits. Lastly, if a parent could not give even a little time and place to his or her child to teach, a tutor is recommended to monitor the child's progress so that the learner may not be left behind by his or her classmates.

Keywords: Parental Involvement, Reading Achievement.

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Introduction

Education is necessary and important to society and serves as our weapon to face the fast changing world of discovering new and more advanced knowledge. Education provides insight, as well as increases knowledge and skill and improves the abilities of every learner. It is important to the development of human capital and an individual's ability to provide a better living.

In education today, pupil achievement has become a sizzling topic especially with increased accountability for classroom teachers. Pupil achievement measures the amount of academic

content a pupil learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. The ultimate goal for any teacher then is to improve the ability level and prepare pupils for adulthood.

On the other hand, the success on pupil's achievement traditionally seems to be most involved by their parents most especially in their early years in education. Our home serves as the first school of these young individuals and their parents are the first teachers who mold them more as they grow.

According to Bryan (2005), children are likely to excel in academics when their parents actively participate in their education. So if all parents will give time and place for their children's education, every child is a good learner.

The experts agree that parental involvement in education is one of the biggest indicators of pupils' achievements. Parenting involvement is one factor that has been consistently related to a child's increased academic performance (Kgosidialwa, 2010). This means that parents play the most important role to meet their children achievements. Studies have shown that pupils performed better academically and had more positive school attitude if they had parents who were aware, knowledgeable, and involved (Anthony & Walshaw, 2007).

As parents, reading in a child's early years to help them succeed later in life should also be prioritized. As Dr Seuss (2005) would say "The more that you read, the more you will know, the more that you know, the more places you will go"

Reading is considered as one of the major habits that need to be practiced by most pupils. Every child needs to read in order to attend to his experience, to get information, to follow interest and to keep abreast with current events.

Most of the problems that arise in the school are results of children's inability to read. Their failures to understand appreciate and get satisfactory marks in school are direct results of reading difficulties and weaknesses.

Still, further study on parental involvement in reading achievement of the pupil is going on and continues on searching for the answers why parents' involvement is the most crucial part in the learner's life. Hence, a study that will investigate how parents' involvement influence their child's reading achievement deems necessary.

Objective of the Study

The main purpose of this study was to determine the parent's involvement on pupil's reading achievement. Specifically, this study sought answers to the following questions: What is the respondents' level of involvement on their child's reading achievement? What activities may be suggested to enhance the pupils' reading achievement?

Methodology

The main purpose of this study was to determine the level of involvement of parents in their child's reading achievement. For this reason, this study made use of the descriptive method of research, a fact-finding method, through the use of researcher-made questionnaire.

Using the questionnaire, the researcher determined the involvement of the parents towards their pupils' reading achievement with the following interpretation:

Scale	Mean Ranges	Verbal Interpretation
4	3.51 – 4.00	Often/Highly Involved
3	2.51 – 3.50	Sometimes/Involved
2	1.51 – 2.50	Seldom/Slightly Involved
1	1.00 – 1.50	Never/Not Involved

Results and Discussion

This presents the data gathered together with the corresponding analysis and interpretation. The data are presented in tabular form organized in a sequential manner, following the order of the specific problems posed at the beginning of the study.

1. Parent’s Involvement on Pupil’s Reading Achievement

This part of the study determined the parent’s involvement on pupil’s reading achievement. It reveals the computed mean and standard deviation for each statement with its corresponding interpretation.

Table 1. Parent’s Involvement on Pupil’s Reading Achievement

Statements	Mean	Standard Deviation	Interpretation
As a parent, I ...			
1. set a time and place in our home for my child to read books and other reading materials.	3.40	0.50	Sometimes
2. guide my child when reading at home and monitor his/her progress everyday.	3.40	0.50	Sometimes
3. read inspiring stories for my child and relate them to real-life experiences.	3.30	0.60	Sometimes
4. provide different reading materials that are applicable to his or her age and abilities.	3.40	0.56	Sometimes
5. discuss unfamiliar words about the stories read with my child.	3.23	0.63	Sometimes
6. ask varied questions about the stories read with my child.	3.13	0.51	Sometimes
7. test my child’s weaknesses and strengths in reading.	3.43	0.50	Sometimes
8. download videos about varied strategies that could be used for my child’s reading achievement.	3.37	0.61	Sometimes
9. send my child in a tutorial school to improve his or her reading ability.	2.30	1.09	Seldom
10. visit the teacher in school to know the status of my child in reading and other areas of learning.	3.23	0.50	Sometimes
Composite Mean	3.22	0.60	Involved

It can be observed in Table 1 that the respondents were involved in their children’s reading achievement. The highest mean of 3.43 was obtained by the item *As a parent, I test my child’s weaknesses and strengths in reading*. The table also revealed that the statement which garnered the least rank was *As a parent, I send my child in a tutorial school to improve his or her reading ability* with a mean of 2.30.

All in all, the items garnered a composite mean of 3.22, interpreted as involved. In the study of Becher (1985), he summarized that students undoubtedly achieve at higher levels when their parents are involved in the reading process at home. In addition, Silvern (1985) contended that reading stories to young children not only increases reading achievement scores but also listening and speaking abilities. These children are more likely to use complex sentences, have increased literal and inferential comprehension skills, gain more story concept development, increased letter and symbol recognition, and they develop positive attitudes towards reading.

2. Suggested Activities to Enhance the Pupil’s Reading Achievement

After revealing the respondents’ level of involvement on pupil’s reading achievement, the researchers proposed several activities which aim to enhance pupil’s reading achievement. The suggested activities are presented in tabular form along with each specific purpose and brief description.

Table 2. Suggested Activities to Enhance the Pupil’s Reading Achievement

Activity	Purpose	Description
Peer Reading	To feel more comfortable and open when interacting with a peer while reading.	Those who need help with reading are matched with a non-professional who assists by reading to the learner, reading alongside the learner and then listening to the learner.
Book Buddies	To foster reading confidence, speed and positive attitude towards reading through direct interaction between students.	One-on-one reading will be done at least twice a week to promote active learning.
Read Together	To read in English with confidence, fluency and interest through exposure to many graded readers.	Reading as a group improves fluency and can help young readers expand vocabulary. A group approach can give a struggling reader confidence to tackle a book since she has support from others.

Conclusion and Recommendation

This study revealed that the parents are involved on their pupil’s reading achievement. When parents are engrossed in the reading process at home, pupils achieve at higher levels. Based on the conclusion drawn from the study, the researchers suggested the following recommendations: Parents may be given seminars about the significance of their involvement to pupils’ education especially on their reading achievement. Second, the school through its

administrators may initiate a workshop for parents that will give them insights about the proper strategies that they may use in guiding their pupils to achieve reading success. Parents should help pupils in building their willingness to learn and make reading as their habits. Lastly, if a parent could not give even a little time and place to his or her child to teach, a tutor is recommended to monitor the child's progress so that the learner may not be left behind by his or her classmates.

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Parental involvement in children's education is a subject of growing interest and recent legislation in both the UK and USA has given formal recognition of parents. Parent-assisted Instruction in Reading and Spelling Jonathan Solity and Chris Reeve 22. Giving Parents a Choice: Teaching Paired Reading and Pause, Prompt and Praise Strategies in a Workshop Setting Sam Winter 23. Parental Involvement at Mowbray School Pauline Holdsworth D: Variations 24. Parents as Coaches for Dyslexic and Severely Reading Retarded Pupils Colin Tyre and Peter Young 30. Teaching Parents to Teach Reading to Teach Language: A Project with Down Syndrome Children and their Parents Sue Buckley Part 3: Implementation 31. Review and Prospect Keith Topping 32. Questions 1-5 Reading Passage 99 has eight paragraphs, A-H. Which paragraphs contains the following information? Write the correct letter A-H in boxes 1-5 on your answer sheet. NB. You may use any letter more than once. Ways of investigating children's language One method of carrying out research is to record children's spontaneous language use. This can be done in their homes, where, however, it may be difficult to ensure that the recording is of acceptable 10. Another venue which is often used is a 11., where the researcher can avoid distracting the child. Parent-school involvement strategies should more directly affect academic achievement and only modestly influence student attitudes and behaviors. If these hypotheses are empirically supported, and the broader framework distinguishing between parent-child and parent-school involvement is confirmed, many of the previous inconsistencies reported in the literature might begin to make sense. Despite the wealth of literature on the relationship between parent involvement and academic achievement, little research explicitly examines how parent involvement affects student attitudes and behaviors, the