

# Parental Involvement on Reading Readiness: Phonetic Awareness of Kindergarten Learners

Regine R. Lacbay

Col. Pedro Pasia Memorial School Dita, Cuenca Batangas

**Abstract:** When parents are involved in the education process they learn how to help their children. Not all parents know exactly how to help their child develop strong early literacy skills. It is through partnerships with teachers and schools that parents are empowered to help their children succeed at reading. Some parents involve their children in rich literary experiences, while other children are not given this important early background. It is important for parents to understand what children need in regards to early literacy. Many positive effects of parents reading to their children have taken place before children begin school. Other positive gains are made through support from parents during the primary years of school. Reading to a child at any time positively affects a child's reading achievement. Young children learn about literacy through listening and discussing literature. Once children begin school, it is their participation in reading that appears to be positively related to their reading achievement (Lancy, 2007). As observed by the researcher who is a Kindergarten teacher, a few of her students are able to cope with the rigors of formal schooling in grade one because of the influence and support of their parents. They are able to read printed texts immediately because of the support of their parents. These students are able to read already because they read at home as they are helped by their parents. On the other hand, majority of the grade one students whose parents are not as involved in their education lag behind their reading skills. Thus, this study is undertaken, primarily to find out what is the effect of parental involvement in the achievement and success of the students in school. The effects of the parental involvement in their studies that will lead to their success in school will be determined.

**Keywords:** *Parental Involvement.*

## I INTRODUCTION

Parenting is the most challenging yet rewarding experience. As such, parents are the major influence in their children's lives. They have a vital role in the emotional development of their children. Parents can help children learn how to express their feelings through instructing, modeling, and guiding them in applying the skills of emotional management. As a parent, helping children with their feelings can both help them feel better and reduce behavior problems. Children who are able to manage their emotions often experience more positive feedback from others and are more successful in everyday life. Parents are important in the holistic development of their children (Gutierrez & Leyesa, 2014). Thus, parents consider the quality of the schools that they want their children to go to study. They also take into account the performance of the teachers in their decision to enroll their children in a certain school. But these are only the first steps parents do in assisting in the education of their children. Their involvement in the education of their children does not end in enrolling them to a school after careful

deliberation. Parents are also indispensable partners of schools in educating the children. Parental involvement in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language, and social skills. It is generally thought of that parental involvement in the education of their children lend itself to the effectiveness of the students' learning in school thus lead to their success in school as well as personal achievement necessary for their well-being. As observed by the researcher who is a Kindergarten teacher, a few of her students are able to cope with the rigors of formal schooling in grade one because of the influence and support of their parents. They are able to read printed texts immediately because of the support of their parents. These students are able to read already because they read at home as they are helped by their parents. On the other hand, majority of the grade one students whose parents are not as involved in their education lag behind their reading skills. Thus, this study is undertaken, primarily to find out what is the effect of parental involvement in the achievement and success of the students in school.

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## II. LITERATURE REVIEW

Parental involvement refers to a variety of parental behaviors that directly or indirectly influence children's cognitive development and school achievement. Illustrative examples of these parents' behaviors, presented in the empirical literature, are: attending parent-teacher conferences; being a member of a PTA, volunteering in school, helping in the classroom, helping with homework, discussing school activities with the child, monitoring child's school progress, encouraging and rewarding good grades, reading to/with the child, modeling reading behavior, taking the child to the library, contacting the school in case of problems, monitoring the child's out-of-school activities, and talking regularly with the child. Parental involvement refers to parent behaviors related to the child's school or schooling that can be observed as manifestations of their commitment to their child's educational affairs. This means that a parent who shows these behaviors in a larger extent, can be regarded as higher involved than a parent who shows these behaviors in a lesser degree (Fantuzzo, et al., 2007). In the Philippines, parental involvement in the education of the children is influenced by certain social cultural context. The diversity of Filipino cultures, the parenting style being used by the parents is different from being too strict to being too moderate. Parenting styles are associated with different child outcomes and the authoritative style is generally linked to positive outcomes/ behaviors such as strong self-esteem and self-competence (Bornstein, 2009). Parent involvement has been shown to increase the likelihood of success in school. Families contribute greatly to a student's achievement. The challenge arises when parents see the situation differently. Some parents feel they do not have time to read at home. They feel the teacher should be held responsible for literacy exposure and practice. Actually, many individuals play important roles in a child's ability to learn how to read. Teachers cannot be solely responsible for a child becoming a successful reader because a teacher has not grown up with the child. Parents have opportunities to

share many things with a child. Parents have opportunities with a child that a teacher cannot provide in the classroom (Kupetz, 2007). Critical periods for early literacy development start around the age of three and go until about the age of nine. Most children have not entered school at the beginning of this critical phase. Parents are the adults that can make a difference at this point in a child's development. Neither parents nor teachers can be held solely responsible for teaching a child to read, but many benefits can be achieved when they work together.

## III. RESEARCH QUESTIONS

This study generally aims to make an action plan for the parental involvement of the Kindergarten pupils to be able to help them in their reading phonetic awareness. Specifically, it seeks to answer the following questions:

1. What is the profile of the Kindergarten parents in terms of:
  - age.
  - sex.
  - source of income;
  - highest educational attainment;
  - monthly income;
  - civil status; and
  - involvement level to help child read?
2. What is the respondents' assessment on their involvement on the reading readiness achievement of their children as to:
  - Letter and sound recognition;
  - Word recognition; and
  - Sentence recognition
3. What plan of action could be crafted based on the findings of the study as to the parental involvement on the reading readiness of the Kindergarten pupils?

## IV. SCOPE AND LIMITATION

This study covered the effects of the parental involvement in the reading readiness of their children which is necessary for the academic achievement of their children. The respondents included in this study were the Kindergarten parents of Col. Pasia Memorial School. All of the total

population of the parents of the Kindergarten pupils handled were utilized in this research. The extent of the involvement of the parents was measured in terms of their involvement on the reading readiness achievement of their children. One limitation of this study was the inability of the researcher to conduct a dialog with all the parents who are also the respondents. This was due to the time constraints that the researcher has to deal with in the conduct of the study. This study was conducted during the school year 2022-2023.

## V. METHODOLOGY

This study used the descriptive quantitative approach using the survey questionnaire in data gathering. According to Shields & Rangarjan (2013), descriptive research does not answer questions about how, when, and why the characteristics occurred. Rather, it addresses the what question such as what are the characteristics of the population or situation being studied. The characteristics used to describe the situation or population are usually some kind of categorical scheme also known as descriptive categories. Descriptive research generally precedes explanatory research. Hence, descriptive research cannot describe what caused a situation. Thus, descriptive research cannot be used to as the basis of a causal relationship, where one variable affects another. In other words, descriptive research can be said to have a low requirement for internal validity. Hence, this design was used in this study because it aimed to describe the profile of the parents of the Kindergarten pupils in order to craft a plan of action as to their involvement on the reading readiness of their children. The respondents used in this study were the 47 parents of the Kindergarten pupils handled by the researcher. In addition, it used the total sampling procedure by having all the parents participate in the study. The survey questionnaire used in this study was constructed by the researcher. The first part was on the profile of the respondents which included their age, sex, source of income, highest educational attainment, monthly income, civil status, and level of involvement on the reading readiness of their children. On the other hand, the second part of the questionnaire was on their assessment on their involvement on the readiness of

their children to read as to letter and sound recognition, word recognition, and sentence recognition. They were translated into Filipino for easy understanding of the parents who were the respondents. The data gathered were tallied and computed using the percentage for the profile of the respondents, and for the assessment of the respondents on their involvement on the reading readiness achievement of their children, the scale of 1 to 4 was used

Score	Range	Verbal Interpretation
4	3.50-4.00	Strongly Agree
3	2.50-3.49	Agree
2	1.50-2.49	Disagree
1	1.00-1.49	Strongly disagree

## VI. DISCUSSION OF RESULTS AND DISCUSSION

The following are the results of the study.

### 1. Profile of the Respondents

The following are the data gathered on the profile of the respondents.

- **Age.** A large number of the respondents were in the age of 23-30 years old with 27.65 percent, followed by 31-35 years old with 21.27 percent, and the least number of parents which is 2.12 percent belonged to the age bracket of 20 years old and below. It further means that the parents of the kindergarten pupils were in their early adulthood.

- **Sex.** Majority of the respondents or 72.35 were female while only 27.65 percent were male. It means that there were more female parents who participated in the study than the male parents.

- **Source of Income.** A large number of respondents or 31.91 percent were housewives and did not receive any monetary value for being housewives, while 29.78 percent were skilled workers such as carpenters, mechanic, etc., 23.43 percent

were working in their on barangays as Barangay Health Workers, still others such as 10.63 percent were working on their own businesses, and the minority or 2.12 percent were working in the office and overseas Filipino workers (OFW). It means that the parents of the Kindergarten pupils were productive in terms of economic aspect. But then, it could be gleaned from the data that the majority were housewives who have time for their children's needs.

- **Highest Educational Attainment.** In terms of the highest educational attainment, a large number of the respondents or 42.55 percent finished high school level, while 12.76 percent were undergraduate of high school, and 10.63 percent were college graduate. It could be gleaned from the data gathered that the parents were educated and that they can read and teach their children to read.

- **Monthly Income.** A large number of the parents or 46.80 percent had a monthly income of Php5,000 and below. This means that the family has a meager income and that the basic needs of the family is not met while 42.55 percent has a monthly income of Php5,001 up to Php10,000. Still, with this kind of monthly income, the family's need is not met thus, there is a gap between the income and needs of the family.

- **Civil Status.** Majority of the respondents or 51.06 percent were married while 36.17 percent were not married but cohabit, and 4.27 percent were separated and do not cohabit.

- **Level of Involvement** in the Reading Readiness of their Kindergarten Child. A large number of the respondents or 46.80 percent were involved once or twice only in a week in teaching their child to read, 21.27 percent said they teach their child everyday, while 2.15 percent said they were not able to teach their child to read at home because of their work.

## **2. Assessment of the Respondents on their Involvement on the Reading Readiness of their Kindergarten Child. The following are the results of the assessments of the respondents.**

**Letter and Sound Recognition.** The respondents

agreed that they are involved in the reading readiness of their children. This is evident with the composite mean of 3.03. The highest item was on the ability of the child to identify the pictures starting with the given letter. This item obtained a weighted mean of 3.36. This further means that the respondents found it easy for their children to read by identifying the pictures beginning with the given letter. However, the respondents found difficulty in having their children write the letter of the given sound. This obtained the lowest weighted mean of 2.70.

**2.2 Sentence Recognition.** In terms of the sentence recognition. The respondents also said that they agree on their involvement on the reading readiness of their children. It obtained a composite mean of 2.68. Furthermore, the respondents agreed that their children were able to match the word to the correct picture. They found this skill to be learned easily by their children. This obtained a weighted mean of 3.06. However, they found it difficult for them to have their children write the word that names the picture. This obtained a weighted mean of 2.55. Hence, it could be gleaned from the data presented that the parents found it difficult for them to have their children write the words that name the pictures.

**Sentence Recognition.** The respondents agreed that they were involved in having their children be able to recognize and read the sentences. It is evident in the composite mean of 2.41. Moreover, they were also agreed on their children being able to answer questions based on the sentence read. This obtained a weighted mean of 2.58, however, they found difficulty in teaching their children in having them read independently the sentence. Hence, the parents should help their children on their ability to read sentences independently.

## **3. Plan of Action Crafted to Help Parents Involvement in Reading Readiness of their Children.**

The following table presents the plan of action for the involvement of parents on their children's reading readiness.

Plan Of Action For Parents' Involvement In The Reading Readiness Of Their Kindergarten Children.

KEY RESULT	SUGGESTED ACTIVITY	OBJECTIVES	PERSONS INVOLVED	RESOURCES	EXPECTED OUTCOME
Letter and Sound Recognition	Let's Sound it Right	At the end of the activity, the participants should be able to practice ways of helping a pupil to read	Principal Kindergarten Teacher Parents	LCD project or Sound system Downloaded materials from the Learning Resource Sites	Parents will be able to learn how to teach their children the proper way of letter recognition and sound
	Collaboration through Reading Journals	Follow through the lessons for the day	Principal Kindergarten Teacher Parents	A notebook that will be labeled as reading journal	Parents will have a cue to continue the lessons learned in school
Word Recognition	Word Book	Help their children read words through the created word book	Principal Kindergarten Teacher Parents	A scrap book where all words learned in school were pasted	Parents will help their children master the words learned in school by having this word book read also at home
Sentence Recognition	Scrap Book	Help their children read sentences independently	Principal Kindergarten Teacher Parents	A scrap book wherein the parents will be able to help their children read sentences in school	Parents will help their children read and at the same time write the sentences based on the picture.

## VII. DISSEMINATION AND ADVOCACY PLANS

The respondents are educated hence they could be tapped to be involved in the reading readiness of their Kindergarten children. They agreed that they are involved in the reading readiness of their children. The plan of action will be able to help them in the reading readiness of their children. On the other hand, For the parents to find time to help their Kindergarten children be able to read by practicing at home; to be able to be involved more in teaching their children to read at home; to use the suggested activities in the plan of action developed for them.

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