

Parental Involvement: Its Impact on the Reading Performance of Key Stage I Learners

Carina Arancillo Gino

School of Graduate Studies, St. Louise de Marillac College of Sorsogon, Sorsogon City, Philippines

E-mail: carina.arancillo007@deped.gov.ph

Abstract— The study, “Parental Involvement: Its Impact on Reading Performance of Key Stage I learners,” conducted at M.A. Roxas Elementary School, aimed to explore the role of parental involvement in enhancing the reading performance of Grades 1-3 pupils. The study addressed five key questions related to the types of reading activities parents engage in, the impact of parental involvement on reading abilities and performance, the factors that facilitate parental involvement, and potential school-home partnerships to enhance parental involvement. The study involved 65 parents who provided data through survey questionnaires and a checklist. The data were analyzed using descriptive statistical tools, including frequency count, weighted mean, and ranking.

The findings underscored the significant impact of parental involvement on pupils’ reading performance. Parents who actively engaged in reading-related activities at home, such as reading together, providing access to books, and creating a reading-friendly environment, significantly contributed to their children’s reading development. The study also highlighted the positive influence of parental support in fostering a love for reading and promoting better comprehension skills.

Keywords— Parental Involvement, Reading Performance

I. INTRODUCTION

Education is a participative practice enjoining all school stakeholders including parents and educators. It is well acknowledged that a child's academic performance and overall development are significantly affected by their parents' involvement in their education. Parental involvement plays a crucial role in shaping the academic outcomes of students, particularly in their early years of schooling. The extent to which parents are engaged in their children's education significantly impacts various aspects of their academic development, including reading proficiency. In the context of primary education, where foundational skills are established, the role of parental involvement becomes even more pronounced.

One of the main components of the No Child Policy left behind (NCLB) Policy is improving the children’s literacy, specifically the reading skills of the learners. The Reading

First and Early Reading First initiatives were strengthened to achieve the policy’s goal of achieving reading proficiency in Grade III. However, developing reading levels at a young age is imperative for well-developed reading abilities.

Generally, reading is an important part of learning for it is a gateway to acquire knowledge and information. It is also crucial for developing critical thinking skills,

expanding vocabulary, and enhancing communication abilities. As the good old saying goes “A man who reads well is the man who thinks well; he has the basis for opinion and he has developed good judgement. Reading indeed plays a vital role in one’s growth and learning. Accordingly, reading skills and academic performance have a close relationship as reading enhances various cognitive skills. Those learners who take time to read regularly tend to have better focus and information retention, which are essential for success in academic endeavors. Moreover, reading helps learners develop better writing skills and perform better in various subjects such as language, science and social studies. This strong link between reading and academic performance highly emphasized the importance of giving scrupulous attention to reading. Schools and homes as well should set forth their full support and cooperation to fostering a good reading culture.

Further, reading 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 and use their language have more opportunities to learn firsthand compared to children who do not have such advantages (Wells, 2011). It is discovered that children with home

communication teaching done by parents acquire skills multiple times, while children with school communication teaching acquire skills only once (Hammer, et al. 2012). Furthermore, any Filipino child with sufficient reading skills would have greater chances of success in school compared to a child whose reading skills are poor, Reyes (2015).

Badyik (2014) believed that it is important to identify learners reading difficulties, to develop enhancement programs for them. Identifying reading difficulties is crucial for preventing long-term consequences and for providing timely support.

Many pupils, particularly those in public schools, struggle to learn to read, Mahinay (2021). In the Philippines, the government has issued policies and programs to make each child a reader. This policy aims to promote effective readers and enhance literacy because children with poor reading skills receive poor grades at school, get easily distracted and frustrated, have behavior problems, seem to dislike school, often fail to develop their full potential, and eventually will drop from school works, Reyes (2015).

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. In support of this, Every Child a Reader Program (ECARP) is strengthened through the Early Language, Literacy, and Numeracy Program Kinder to Grade Three, a stage in which basic skills should be mastered to prepare the learners for complex tasks at the intermediate level.

Based on DepEd Order No.70, s. 2012, the ECARP or Every Child a Reader Program aims to improve the reading level of the learners according to their respective grade levels. However, despite the persistence of the Department of Education to improve the reading level, the PISA result in 2018 revealed that the Philippines scored lower than the average of participating OECD Countries. This prompted the DepEd to intensify the ECARP program through 3B or Bawat Bata Bumasa. This program aims to equip the learners with reading skills to make them proficient and independent readers in their grade level. Accordingly, the department encourages schools to foster their school-based reading program to ensure that the goal is attained.

Based on RA 10533 which has been approved by Congress, the use of the mother tongue as the language of instruction in core subjects from kindergarten to Grade 3 be emphasized. Although some studies proved the effectiveness of the mother tongue in improving the academic performance of the learners, the diversity in languages posed a challenge. The article Language in the Philippines: A challenge for Basic Education insinuated that it is impractical to use in teaching as there are multiple dialects in a certain region. Further, teaching materials are difficult to obtain in local dialects.

Consequently, World Vision noted that learning to read in the mother tongue early in school reduces dropout rates and makes learning engaging, meaningful, and enjoyable for children. Children who benefit from mother tongue instructions and learning also perform better in their second language. In another concept about the mother tongue, it is noted that learners perform better in their mother tongue based on their performance, but it should be supported by pieces of evidence. Thus, using the appropriate Assessment tool should provide valid evidence for this claim.

Furthermore, in SY 2019 – 2020 a series of tests administered in Region V by Philippine Informal Reading Inventory (Phil-IRI) revealed that there are lots of learners who belong to struggling readers after taking both English and Filipino tests. With the alarming numbers of learners who cannot read, the former Governor, Joey T. Salceda called for urgent passage of proposals in his comprehensive education agenda, calling the issue “a ticking economic time bomb.” In connection with that, Based on Gilbert Sadsad, Regional Director of Region V, DepEd-Bicol is giving the utmost significance to every learner which is why they initiated the program dubbed as 5Bs, “Bawat Bicolanong Bata Bihasang Bumasa”. As stated in DepEd-V Regional Memorandum No. 157-2019 the 5Bs aims to establish standards in the planning and implementation programs and encourage schools and divisions’ active response to a national call for strengthening reading instruction. In the same way, they implement this program to focus on every child to be a reader. DepEd’s 5Bs program is a response to the 3B (Bawat Bata Bumabasa) challenge to develop the reading proficiency of the Bicolano Learners.

As the pandemic enters its fourth year, a cluster of new studies have shown that about a third of children in the youngest grades are still very poor in reading. In

response to the extended break that learners experienced over the summer of 2020 due to the pandemic, the CRLA was developed. The CRLA, or the comprehensive rapid literacy assessment tool for learners in Grades 1- 3 determines what level of readiness and support the returning children need. The beginning of school year tasks focused on letter sounds, isolated words, and sentences in reading in MT (G1), Filipino (G1-G2), and English (G1-G3). Thus, the CRLA met the needs of teachers who were missing such a tool in their early-grade assessment toolbox. The CRLA was initially piloted in November 2020 with selected schools. The experience of the pilot led DepEd to scale up the CRLA to all schools in the ABC+ Target Regions. Thus, ABC+ joins the world in celebrating International Literacy Day 2021 to share good news to improve literacy in the Philippines.

Thus, The DepEd Regional Office in Bicol (Region V) scaled up the administration of the ABC+-developed Comprehensive Literacy Assessment (CRLA) and the Bikol Language Identification Tool (BLIT) in all Public Elementary Schools in the region in the school year 2021-2022. A Regional Memorandum (No. 82 dated August 23, 2021) was distributed to guide all schools for the roll out. The CRLA and BLIT are included in interventions provided by the USAID ABC+ project to selected schools in Region V. This tool will support an enhanced implementation of the Early Language, Literacy, and Numeracy Program (ELLNP) in Region V. The Researcher has observed that there had been several literacy assessment tools employed by the department of education. Still, these assessment tools have gaps in assessing reading at the primary grade level.

On the other hand, the sudden shift from the usual face-to-face interaction is a big challenge that confronted both the pupils, parents, and teachers. Thus, in the Philippine educational setting, reading acquisition has been a problem in both private and public schools in the country.

Based on the Globus Journal of Progressive Education "To achieve good reading performance, children need much guidance and assistance not only from their teachers but also from their parents to become successful readers". Moreover, to motivate and encourage their children to achieve better in school, parents should support their children in their studies, particularly by providing a supporting environment at

home. The task of teaching reading is not the sole responsibility of educators, Margaret's carr, (2011). However, too many students do not get this support and consequently are not reaching their potential as emerging readers.

Parental involvement has been described by researchers as a variety of activities that allow parents to participate in the educational process of their children at home and in school. Activities such as information exchange, decision sharing, volunteer services for schools, home tutoring/teaching, and child/school advocacy could be used to involve parents in school learning (Tarraga, Garcia, and Reyes, 2017). Hence, Parental involvement in schools focuses on the family background concerning characteristics of school involvement activities and then tracing if it genuinely affects reading performance. It contributes willingness and motivation to their children's outputs (Park & Holloway, 2016). When parents and children collaborate in learning activities, bonding between parents and children increases as they can spend much more time together. Such instance allows parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them alleviate their anxiety. It has been recommended that parents should be taught interventions on how to provide emotional support to children at times of uncertainty.

Regrettably, most families fail to give the essential home support that early learners deserve for improved performance. Families may fail to provide learning support due to various barriers and challenges they face. These barriers can include financial difficulties, job insecurity, income loss, and lack of time to establish working relationships with educators. Parents may struggle to balance the demands of supporting their children's educations with other responsibilities. Further still, Parental encouragement plays a crucial role in successful learners. Their role is not limited to home but also in the involvement in school activities.

Also, parents now have the important task of ensuring that their children receive quality education without compromising their safety. Although education takes a major hit as classrooms are forced to close their doors to eager learners, countless parents are stepping up to support their children who are adjusting to the new set-up for the school year. Parents and teachers have a common goal to facilitate the best educational experience possible for pupils. When parents and

teachers communicate with one another, they can work together towards this common goal. Hence, each party contributes its specific skills and knowledge toward meeting objectives (DepEd Memo No. 021, s. 2020).

Considering the aforementioned scenario and suppositions, this thesis aims to investigate the correlation between parental involvement and the reading performance of Grades I to III pupils. By examining the level and nature of parental participation in their children's learning activities, as well as assessing the reading proficiency of students across different levels of parental involvement, this study seeks to shed light on the impact of parental engagement on early literacy skills development.

Therefore, understanding the dynamics of parental involvement and its influence on reading performance is essential for educators, policymakers, and parents themselves. Identifying effective strategies to promote and enhance parental involvement can contribute significantly to improving the overall literacy outcomes of young learners, ultimately laying a solid foundation for their academic success and lifelong learning journey.

Therefore, the new normal education creates challenges that require parents to play a bigger role in their children's education, this thesis endeavors to contribute valuable insights to the field of education, with practical implications for fostering collaborative partnerships between schools and families in support of children's reading development. Specifically, in M.A. Roxas Elementary School where the researcher is stationed, the results of the CRLA Assessment show that most of the learners in Grades I- III belong to full to moderate intervention level, for this reason, the researcher is encouraged to conduct this study to determine the level of parental involvement and its impact on the reading performance of the pupils.

Hence, the conduct of this study would be a rich source of information to help teachers in understanding their struggling readers and eventually aid them with appropriate strategies, support, and motivation to improve their reading performance. Likewise, this study serves as intermediary factor that helped the parents to know and understand their role in developing their child's.

II. OBJECTIVES

This study determined the parental involvement in learners' reading performance of the grades I- III learners of M.A. Roxas Elementary School, Bulan III District, Bulan, Sorsogon.

Specifically, it identified the different reading activities in which parents involved themselves; impact of parental involvement on the reading abilities of first-key-stage learners; parental involvement affect the reading performance of the first key stage learners; factors that facilitate parental involvement in the reading activities of the key stage I learners; and school and home partnership may be proposed to enhance parental involvement in the reading skills of the key stage 1 learners?

III. METHODOLOGY

This study utilized descriptive method of research. The main instrument used in this study is a researcher-made questionnaire. It was personally distributed to each parent. The data had been analyzed and interpreted with the assistance of a statistician using appropriate statistical tools. An unstructured interview was also used to identify the parental involvement of the parents which affected the Reading Performance of the first key stage learners. The statistical used were weighted mean, frequency count, and rank.

IV. RESULTS AND DISCUSSION

The data were presented as follows to facilitate data analysis and interpretation: 1. reading activities whether parents are involved in the reading performance of their children 2. impact of parental involvement on the reading abilities of first key stage learners 3. How parental involvement affects the reading performance of the first key stage learners 4. factors that facilitate the parental involvement in the reading activities of the key stage I learners and 5. school and home partnership proposed a plan that enhances parental involvement in the reading skills of the key stage 1 learners of M.A. Elementary School, Bulan III District.

1. Reading Activities of Parents that are involved in the performance of key Stage I learners.

This section presents the activities of parents' involvement in the reading of key stage I learners in M.A. Roxas Elementary School. To analyze the data, a weighted mean was used.

Based on the study of Naranjo, and Annaliza (2019), Parents, have different ideas, perceptions, and attitudes

based on their involvement in their child’s reading achievement. This study finds strength in parental involvement with different reading activities to help learners improve reading achievement. In line with this, Reading is an important part of a child's education and progress. The ability to read is necessary at school, in the work place, and day-to-day living. Parents’ involvement has a positive effect on the reading performance of their children and to develop reading skills in a child.

The succeeding table reflected the data about the activities of parents in the reading performance of first key stage learners.

Table 1 presents the activities of parents involved in reading. Reading is an essential part of a child’s education and development. According to Collier (2019), If a parent reads with a child on a regular basis, then they will undoubtedly develop a stronger relationship with them. Reading provides parents with an opportunity to have a regular and shared event that both parent and child can look forward to. Furthermore, it provides children with feelings of attention, love, and reassurance which is key for nurturing and wellbeing. Hence, parents play a crucial role in encouraging their children to read and helping them develop a love of books.

Table 1. Activities where Parents are Involved in Reading

Indicators	Weighted Mean	Adjectival Rating
Explore digital books and educational websites that offer interactive reading experiences.	2.63	Always
Parents and children take turns reading a book together, helping the child with challenging words, and discussing the story.	2.37	Always
Involve children in choosing books they want to read, which can increase their enthusiasm.	2.28	Seldom
Establish a nightly routine of reading before bedtime, which can be calming and enjoyable	2.23	Seldom
Parents can create their own stories or tell traditional tales to their children.	2.22	Seldom
Parents can read books to their children, using different voices and expressions to make the story engaging.	2.20	Seldom
Have conversations about the books you’ve read, asking questions about characters, plot, and theme.	2.18	Seldom
Join or create a family book club to read and discuss books together.	1.72	Seldom
Encourage children to write stories or keep journals to enhance their writing skills.	1.72	Seldom
Average	2.17	

Table 1 presents the activities where parents are involved in reading. It can be noted that the activity that have the highest weighted mean score of 2.63 always exploring digital books and educational websites that offer interactive reading experiences. Digital books, such as e-books, story apps, picture book apps, and interactive stories, are narratives presented on touchscreens with multimedia and interactive features. Accumulating evidence suggests that early reading of print versus digital books is associated with different parent-child engagement patterns and children’s outcomes. Parents’ verbal scaffolding, children’s age, and congruence between the narrative and the book’s interactive/multimedia features are three documented process variables that explain the difference between

reading print and digital books. To maximize the added value of digital books for children, the interaction between parent, child, and book characteristics needs to be studied in future research and be targeted through interventions and design-research collaborations.

This is followed by parents and children taking turns reading a book together, helping the child with challenging words, and discussing the story with a weighted mean of 2.37 interpreted as always. Along with the Collier Articles (2019), regular and consistent reading can help to improve a child’s concentration abilities. Furthermore, it will help a child learn to sit still and listen for long periods of time, which will benefit them in their schooling. Other indicators have an

adjectival rating of seldom like Involve children in choosing books they want to read, which can increase their enthusiasm;2.28 weighted mean. Establish a nightly routine of reading before bedtime, which can be calming and enjoyable with a weighted mean of 2.23, Parents can create their own stories or tell traditional tales to their children.;2.22, Parents can read books to their children, using different voices and expressions to make the story engaging;2.20, Have conversations about the books you've read, asking questions about characters, plot, and theme having a weighted mean of 2.18, Join or create a family book club to read and discuss books together having a weighted mean of 1.72 and Encourage children to write stories or keep journals to enhance their writing skills having a weighted mean of 1.72. The average weighted mean rating is 2.17 interpreted as seldom.

These results indicate that many children don't have an enthusiasm for reading and parents struggle to motivate them. As stated by Danielle Cohen (2015) on her article that, Whatever the specific problem is, many parents find themselves wondering why a child just doesn't seem to be trying very hard in school, and how they can help them get motivated. In connection with that, to help encourage a love for reading in children, there are several strategies that parents can employ. The most important step is to involve children in choosing books they want to read. Reading can be fun and rewarding experience for children when they have chosen the book themselves. Furthermore, when children are allowed to pick their books, they are more likely to finish them, so it's important to take them to the library or bookshop and let them make their own choice.

According to Cassie, Annie E. (2023) Parents can exert a powerful influence on a child's literacy development, reading abilities and attitudes around literacy — and this influence starts at an early- age, the research consistently shows. One of the most important roles that parents can play in their child's education is supporting and nurturing their child's reading abilities and love of reading.

According to the study of Mindella , J.A. and Williamson A.A.(2017), Bedtime routine embodies the characteristics of nurturing care and early child stimulation, which are deemed to be essential for positive outcomes, especially for at-risk children. Furthermore, common, adaptive components of a bedtime routine can contribute to an array of positive developmental outcomes beyond improved sleep,

inclusive of language development, literacy, child emotional and behavioral regulation, parent-child attachment, and family functioning, among other outcomes. The recent study agrees with the above article since Establishing a nightly routine of reading before bedtime can be beneficial for both parents and children. This can become a calming and enjoyable activity, and it is a great way to bond with your child. Parents can also read books to their children, using different voices and expressions to make the story engaging. Asking questions about the characters, plot, and theme of the books can also help to develop their understanding and critical thinking skills. Joining or creating a family book club is another great way to encourage a love of reading in children.

Reading and discussing books together can help children pick up on subtleties and nuances that they may not have noticed otherwise. It can also help to foster a sense of community and provide an opportunity for parents and children to bond. It can be helpful to encourage children to write stories or keep journals. This can help to enhance their writing skills and give them a chance to express their creativity. There are many strategies that parents can use to help encourage a love of reading in their children. Involving children in choosing books, establishing a nightly routine of reading, reading books aloud, having conversations about books, joining, or creating a family book club, and encouraging children to write can all help to increase enthusiasm and make reading more enjoyable.

Based on the findings of Naranjo, Annaliza B. (2019) Reading at home was a good modeling practice for parents to influence their child to read and love learning. It would help pupils strengthen comprehension skills, problem-solving skills, and at the same time communication skills. Parents' involvement in reading activities is a helpful way to foster parent and child is connection and discipline. This means that the parent's role in the reading development of their child was continuous and the more they are involved in reading activities, the more motivation they are influencing the child to love reading and learn at the same time.

The average weighted mean rating is 2.17, interpreted as seldom. This indicates that although parents are engaging in reading activities with their children, there is still a room for improvement. Bardwell, Lauren (2022) said on her article that, no matter what your kid's age is, several factors influence their reading and writing

growth, including attitude, motivation, access, and exposure. The following strategies as tips for developing internalized mindsets, behaviors, and habits.

Parents should involve their children in choosing books they want to read, establish a nightly routine of reading, create stories, or tell traditional tales to their children, read books to their children with different voices and expressions, have discussions about the books read, join, or create a family book club, and encourage their children to write stories or keep journals. All these activities can help foster love of reading in a child and set them up to master other competencies in reading.

II. Impact of Parental Involvement on the Reading Abilities of First Key Stage Learners.

The involvement of parents in young children’s educational endeavors promotes parental engagement

and has a major impact on children’s academic success and social development (Pomerantz & Monti, 2015).

In connection with that, Reading is an important skill, and learners need to develop strong attitudes toward reading at an early age, based on the results of the study carried out by Akkaya and Ozddemir (2013).

To provide the expected personal and social benefits of reading, individuals should love reading and should not avoid it. Students' attitudes towards reading affect their motivation to reading (McGeown et al., 2015).

In this regard, positive attitudes towards reading can also play an important role in the time that individuals spend reading and the strategy they use to comprehend what is read.

Table 2. Impact of the Reading Activities on Learners' Reading Attitude

Indicators on Learners' Reading Attitude	FC	Rank
Establishing a Reading Routine.	60	1
Providing rewards.	59	2
Modeling Good Reading Habits.	57	3
Encourage Reading.	55	4
Reading with them.	50	5.5
Discussing the book.	50	5.5
Setting goals to improve the reading level.	49	7
Exploring different genres of books.	46	8
Reading Aloud.	42	9
Reading for fun	41	10

Table 2 explores the impact of reading activities on learners’ attitudes, and the results show that establishing a reading routine is the most important factor for developing positive attitudes toward reading. In this research study, the most influential reading activity is to establish a reading routine, with a frequency of 60 and a rank 1. This is followed by providing rewards for reading, with a frequency of 59 and a rank 2. Modeling good reading habits is the third most influential activity, with a frequency of 55 and a rank 3. Other influential activities included reading with learners and discussing the book, with a frequency of 50 and a rank 5.5; setting goals to improve reading level, with a frequency of 49 and a rank 7; exploring different genres of books, with a frequency of 46 and a rank 8; reading aloud, with a frequency of 42 and a rank 9; and reading for fun, with a frequency of 41 and a rank 10.

The results of this study indicate that several activities can be used to develop positive attitudes toward reading in learners. Establishing a regular reading routine was the most important activity, followed by providing rewards for reading and modeling good reading habits. Other activities such as reading with learners and discussing the book, setting goals to improve the reading level, exploring different genres of books, reading aloud, and reading for fun were also found to be influential. According to Morgan, and Hawys (2023), The idea behind Learning to read, and then reading to learn is that children first have to master the mechanics of reading (frequently using phonics). Once they read, many learning pathways will open up to them. However, learning to read can be hard work for young learners. To get the best from our students, they need to enjoy reading. In line with that, a positive reading attitude is important.

Educators need to be aware of the activities that can be used to encourage positive attitudes toward reading in learners. Establishing a regular reading routine is the most important activity According to Collier (2019) Make it a part of one's routine. Try ones best to read to your child every day and keep it consistent. Incorporate this into your, and your child's, daily routine until it becomes as much of a habit. Also, according to Morgan (2023), even before children can read independently, we should read to them and make it fun! If we can create a positive attitude towards reading, children will choose to read and through reading, they will continue to learn and grow. The ability to read opens doors to many different worlds of information. It enables you to find out about a huge range of subjects independently. Other activities such as providing rewards, modeling good habits, reading with learners and discussing the book, setting goals to improve the reading level, exploring different genres of books, reading aloud, and reading for fun can also be used to promote positive attitudes toward reading.

III. How does Parental Involvement affects the Reading Performance of the first key stage learners.

Reading plays an integral part in the education of individuals, especially young children. It is so important that it cannot be eliminated from the education process.

Reading is a basic life skill that is a cornerstone for a child's success in school and, indeed, throughout life (Willinsky, 2017).

Without the ability to read properly, opportunities for personal fulfillment and job success will inevitably be lost. Reading provides an opportunity to develop children's minds and this helps them form enduring habits and character (Arthur, 2015).

According to the study of Mwangi, John (2018) Parents are the first educators the children come in contact with. They are the first teachers and role models for their children and therefore they have a strong influence on their learning. Impacting knowledge on children through reading at an early stage adds a lot of meaning to their lives (Whalley, 2017).

Reading makes them eager to explore things written in books as they grow older, thereby cultivating reading culture and learning about things, places, events, and experiences (Deal & Peterson, 2016). Parental involvement in the reading performance of a child's first key stage is essential for the child's development and success.

Table 3. How does Parental Involvement Affect Reading Performance of the first key stage learners

Indicators	Weighted Mean	Adjectival Rating
Parents help improve their reading comprehension	4.41	Always
Parents could monitor reading fluency.	4.18	Often
Parents can also pay attention to their child's attitude towards reading.	4.16	Often
Parents could monitor the development of their children's reading performance.	4.13	Often
Parents could keep track of their child's reading speed.	4.09	Often
Parents help to foster a love for reading.	4.06	Often
Parents could check their child's intent in reading.	3.96	Often
Parents can also instill reading habits in their children.	3.82	Often
Parents could keep track of their child's reading level.	3.72	Often
Parents could assess their child's reading vocabulary.	3.59	Often

This is evidenced by the results presented in Table 3, which show that the indicator 'Parents help improve their reading comprehension' receives the highest weighted mean rating of 4.41, interpreted as always. This indicates that parental involvement is an integral part of helping children learn to read and improve their reading comprehension.

During the conversation, one parent stated that reading with their children is one of the finest strategies to increase reading comprehension. This allows them to ask questions and for one to clarify any challenging concepts or terminology. Another parent said that while reading with one's children, he should ask them questions about what they've read. This will assist pupils in thinking critically about the subject and remembering

it more effectively. Similarly, another parent stated that re-reading helps youngsters grasp and remember what they've read. Encourage children to reread novels that they have already read.

Several parents mentioned that several internet tools can assist youngsters with their reading comprehension. Look for applications, websites, and games that can assist your youngster in better understanding what they're reading. Furthermore, a parent stressed the need for diversity in reading. Provide your children with a variety of genres and topics to read about to keep them engaged and interested. According to another parent, when your children complete a book, discuss it with them. Inquire about what they liked and disliked about the book, as well as what they learned from it. Discussing new vocabulary and concepts with your children will help them better grasp what they've read. Explain what the words imply and how they are utilized in the book.

Several parents narrated that reading aloud is a great way to help children understand what they're reading. Encourage them to read aloud and to practice their reading skills. Furthermore, a parent stated that establishing a consistent reading practice might help children to become better readers. Make reading a part of their daily routine by assigning them a time to read each day.

The other indicators also have an adjectival rating of often, such as Parents could monitor reading fluency, with a weighted mean of 4.18; Parents can also pay attention to their child's attitude towards reading, with a weighted mean of 4.16; Parents could monitor the development of their children's reading performance, with a weighted mean of 4.13; Parents could keep track of their child's reading speed, with a weighted mean of 4.09; Parents help to foster a love for reading, with a weighted mean of 4.06; Parents could check their child's intent in reading, with a weighted of 3.96; Parents can also instill reading habits in their children, with a weighted mean of 3.82; Parents could keep track of their child's reading level, with a weighted mean of 3.72; and

Parents could assess their child's reading vocabulary, with a weighted mean of 3.59.

These results indicate that parental involvement plays a crucial role in helping children develop and improve their reading skills. By monitoring their child's reading fluency, attitude, level, speed, intent, and vocabulary, parents can help foster a love for reading in their children. Additionally, they can instill reading habits in their children, which will help them become better readers.

The results presented in Table 3 demonstrate the importance of parental involvement in the reading performance of first key-stage learners. By monitoring their child's reading performance, parents can help improve their reading comprehension and foster a love of reading. Therefore, parents need to be involved in their child's reading journey to ensure their success.

IV. Factors that facilitate Parental involvement in the reading activities of the key stage learners.

Parents are one of the most significant factors in the development of the children particularly in their reading progress. This is because of the authority and skill they have to shape and develop their children into motivated, inspired, and compassionate people with their explicit involvement in the process of learning. According to the study of Bendanillo, and Mirabelle (2021) to achieve good reading performance, children need much guidance and assistance not only from their teachers but also from their parents to become successful readers. Moreover, Pahuriray (2021) states that to motivate and encourage their children to achieve better in school, parents should support their children in their studies, particularly by providing a supporting environment at home. The task of teaching reading is not the sole responsibility of educators. The parents are likewise expected to augment and reinforce what is being developed in the school.

As presented in the table below, factors that facilitate parental involvement in reading activities are analyzed through frequency and ranking data.

Table 4. Factors that Facilitate Parental involvement in the reading activities of the key stage learners

Indicators	FC	Rank
Regular communication.	65	1
Open dialogue.	61	2
Accessible Resources.	60	3
Setting up reading challenges.	58	4

Involvement in Classroom Activities.	55	5.5
Recognition of success in reading.	55	5.5
Offering Additional Reading Resources.	48	7
Reading together.	47	8
Reading at home.	46	9
Holding Reading Events such as book clubs.	41	10

The importance of parental involvement in children's reading activities during the first key stage of education cannot be overstated. Research has shown that parental involvement is a major factor in helping children acquire the skills and knowledge they need as they progress through their educational journey. To better understand how parents can best support their children's reading activities, it is important to look at the factors that can facilitate parental involvement.

According to Durisic, M. and Bunijevac M. (2017), to comply with the system of integrated support for their students', schools need to build partnership with parents and develop mutual responsibility for children's success in the educational system. In this way, parental involvement is increased, parents' effort to support schools are encouraged, and they are directly making a positive impact to a successful educational system.

Table 4 presents data from a recent study that examined the factors that facilitate parental involvement in reading activities of first-key stage learners. The data shows that the most important factor is regular communication with a frequency of 65 and rank 1. This was followed by open dialogue with a frequency of 61 and rank 2, accessible resources with a frequency of 60 and rank 3, and setting up reading challenges with frequency of 58 and rank 4.

The other factors that are found to be important included involvement in classroom activities with a frequency of 55 and rank 5, recognition of success in reading with frequency of 55 and rank 6, offering additional reading resources with frequency of 48 and rank 7, reading together with frequency of 47 and rank 8, reading at home with frequency of 46 and rank 9, and holding reading events such as book clubs with a frequency of 41 and rank 10.

These findings suggest that parents should strive to stay in regular contact with their children's teachers and establish an open dialogue about their children's reading progress. They should also make sure their children have access to a variety of reading resources, such as books, magazines, and websites. Additionally, they should

consider setting up reading challenges and activities for their children to engage in, both in and out of the classroom. It is also beneficial to recognize and reward their children's successes in reading and to offer additional reading resources that can help them progress. Finally, parents should try to read with their children and to hold reading events such as book clubs.

The results of this study demonstrate the importance of parental involvement in the reading activities of first-key stage learners. According to the Online Magazine of American University Online Programs (2020), When parents communicate with teachers to discover their children's needs, students can see that their family is looking out for them and wants them to be successful. Parents who assist children with homework and remind them to study for tests can increase their chances of short-term and long-term success by helping them develop important habits. Parents can also support children and help boost their confidence by encouraging them when they do well in school.

In connection with the above Online Magazine, parents should strive to stay in regular contact with their children's teachers and establish an open dialogue about their children's reading progress. They should also provide their children with access to a variety of reading resources, set up reading challenges and activities, recognize and reward their children's successes in reading, try to read with their children and hold reading events such as book clubs. By doing so, parents can ensure that their children have the support they need to become successful readers.

V. School and Home Partnership Program (SHPP) to Enhance Parental Involvement in Key Stage 1 Learners' Reading Skills

The ability to read fluently and accurately is an essential foundation for learning across all areas of the curriculum. As such, parents need to be actively involved in helping their children develop their reading skills. To this end, a school and home partnership is proposed to enhance parental involvement in the reading skills of the key stage 1 learners.

The proposed partnership will involve the school and the parents working together to create an environment that is conducive to learning and where parents can become actively involved in their child's reading development. The school will provide resources such as books, library materials, and activities to help support the development of reading skills. The school will also provide guidance and support to the parents to help them understand the importance of reading and how to best support their child's development.

Parents will be encouraged to read with their child, both in school and at home, and to discuss the books their child is reading. This will help children develop their understanding of the text, build their confidence in reading, and develop their ability to make connections between what they read and their own experiences. Parents will also be encouraged to model good reading habits by reading aloud to their children and discussing the books they are reading.

Moreover, the school and home partnership will provide various activities to help support the development of reading skills. This could include inviting parents into the classroom to read with their child or setting up reading clubs or book clubs to help encourage independent reading. The school will also provide resources such as online resources or videos to help parents understand the importance of reading and how to best support their child's development.

The school and home partnership will provide an opportunity for parents to become more actively involved in their child's reading development. Through this partnership, the school and the parents can work together to create a supportive environment where learning is encouraged, and children can develop their reading skills.

Objectives:

In the Philippines, there has been an increased focus on the importance of parental involvement in the education of children, particularly in the early years. One way that schools have sought to increase parental involvement is through the implementation of School and Home Partnership Programs to Enhance Parental Involvement in Key Stage 1 Learners' Reading Skills.

The primary objective of this program is to provide parents with the tools and resources to support their child's reading development. This involves offering

parents a range of activities and resources that can be used to develop their child's reading skills, as well as providing guidance in areas such as how to effectively read with their child. The program also seeks to provide parents with the opportunity to discuss their child's progress in reading with teachers and other professionals, to ensure that the child is on track with their reading development.

The program also seeks to provide parents with the opportunity to learn about the importance of reading for their child's overall academic success. This includes providing information about the importance of developing a love of reading in their child, as well as offering tips and strategies for encouraging their child to read. The program also seeks to provide parents with the opportunity to learn about the different types of books available to young readers, as well as provide advice on how to select the appropriate books for their child.

Likewise, the program seeks to provide the opportunity for parents to develop a deeper understanding of their child's reading skills. This involves providing parents with the opportunity to discuss their child's reading progress with teachers and other professionals, as well as guiding them in areas such as how to interpret a child's reading assessment results. The program also seeks to provide parents with the opportunity to practice reading strategies and activities with their children.

The program seeks to provide parents with the opportunity to become more involved in their child's education. This includes providing parents with the opportunity to attend school events, such as parent-teacher conferences, and to take part in school activities, such as reading clubs.

The School and Home Partnership Program to Enhance Parental Involvement in Key Stage 1 Learners' Reading Skills is an important initiative for schools, as it seeks to provide parents with the tools and resources to support their child's reading development. By providing parents with the opportunity to become more involved in their child's education, the program seeks to foster a strong relationship between parents and schools, which is essential for the academic success of children.

Program Mechanics:

Parental involvement in children's early literacy can have a major impact on their reading success. As parents play an important role in their children's academic

development, it is important to create a School and Home Partnership Program to ensure that parents are actively engaged in their children's learning. The following are 10 possible projects of a School and Home Partnership Program to enhance parental involvement in Key Stage 1 learners' reading skills.

1. **Parent Orientation:** A parent orientation session should be held to discuss the goals and objectives of the School and Home Partnership Program. This session should provide a platform for parents to ask questions and receive advice on how to best support their children's learning.
2. **Supportive Environment:** The school should create a supportive environment where parents feel welcomed and encouraged to be actively involved in their children's literacy development. This includes providing resources, such as books, magazines, and other reading materials, and creating an opportunity for parents to take part in their children's reading activities.
3. **Home Visits:** Home visits should be conducted to assess the level of parental involvement in the children's reading activities. The home visit should also be used to provide advice and guidance to parents on how to best support their children's reading development.
4. **Reading Support Sessions:** Reading support sessions should be held both at school and at home. These sessions should be tailored to meet the individual needs of the child and should involve both parents and teachers in the learning process.
5. **Reading Clubs:** Reading clubs should be established to provide children with the opportunity to read and discuss books with other children. This will help to foster a love of reading and a sense of community among the children.
6. **Parent Workshops:** Parent workshops should be held to discuss the importance of reading and to provide guidance on how to best support their children's reading development. These workshops should also provide information on the various reading strategies that can be used to help children improve their reading skills.
7. **Reading Competitions:** Reading competitions should be held to encourage children to read more and to develop a deeper understanding of the material. These competitions should be tailored to each child's reading level and should be used as a way to motivate children to read.

8. **Reading Rewards:** Reading rewards should be given to children who show improvement in their reading skills. These rewards could include books, stickers, certificates, or other incentives.
9. **Reading Star Chart:** A reading star chart should be used to monitor the children's reading progress. This chart should be updated regularly and should be used to provide feedback to parents on their children's progress.
10. **Parent Reading Groups:** Parent reading groups should be established to provide parents with the opportunity to read and discuss books with other parents. This will help to foster a love of reading and a sense of community among parents.

By implementing these program mechanics, schools can create a School and Home Partnership Program that will help to promote parental involvement in their children's early literacy development. This will help to ensure that children have the best chance of developing strong reading skills that will last them a lifetime.

Program Logistical Support from PTA and other Stakeholders

The school and home partnership program are a program designed to promote parental involvement in the education of their children. The program focuses on key stage 1 learners, specifically their reading skills. One of the key components of this program is the financial support from the Parent-Teacher Association (PTA) and other stakeholders. This article will discuss the importance of such financial support in enhancing parental involvement in key stage 1 learners' reading skills.

Benefits of Financial Support from the PTA

The PTA is a powerful organization that can provide financial support to the school and home partnership program. This financial support can be used in a variety of ways to promote parental involvement in the education of their children. For example, the PTA can provide funding for parent-teacher conferences, special events, or educational materials that can be used by parents and their children at home. This allows parents to gain a better understanding of their children's reading skills and to be more involved in their education.

Likewise, the PTA can provide financial support for activities that help to strengthen the home-school partnership. For instance, the PTA can fund field trips or other events that bring parents and their children

together outside of the classroom. This type of activity helps to create a strong bond between the parents and their children and encourages them to be more involved in their education.

Other Stakeholders

The PTA is not the only organization that can provide financial support to the school and home partnership program. Other stakeholders, such as local businesses and community organizations, can also contribute to the success of this program. These organizations can provide funding for materials, supplies, and activities that help to promote parental involvement in the education of their children. Additionally, local businesses can provide incentives to parents for their involvement in the school and home partnership program, such as discounts on products or services.

The school and home partnership program are an important program that can help to enhance parental involvement in the education of their children. Financial support from the PTA and other stakeholders is essential for the success of this program. This financial support can be used for a variety of activities, such as parent-teacher conferences, special events, and educational materials. Additionally, other stakeholders can provide funding for materials, supplies, and activities that help to promote parental involvement in the education of their children. Through this financial support, the school and home partnership program can be successful in enhancing parental involvement in key stage 1 learners' reading skills.

Program Monitoring and Evaluation

Evidence has shown that parental involvement in a child's education has a positive impact on educational outcomes. The School and Home Partnership Program (SHPP) is a program designed to enhance parental involvement in the learning and development of their children in Key Stage 1 (KS1). The program focuses on the development of reading skills in KS1 learners.

Program Monitoring

To ensure the success of the SHPP, program monitoring is necessary. Program monitoring involves the systematic observation of the program's activities and progress to assess whether it is meeting its objectives. This includes gathering and analyzing data such as the number of participants, attendance rates, and feedback from participants. Program monitoring also involves the assessment of the effectiveness of implementation

strategies, the identification of areas for improvement, and the development of strategies to address any issues that arise.

Program Evaluation

The program evaluation of the SHPP is the process of assessing the program's effectiveness in achieving its objectives. This involves collecting data such as the number of parents who have participated in the program, the level of parental involvement in their children's reading skills, and the impact of the program on the reading skills of KS1 learners. The evaluation will also assess the cost-effectiveness of the program.

The School and Home Partnership Program is an important program designed to enhance parental involvement in the learning and development of their children in Key Stage 1. Program monitoring and evaluation are essential components of the program to ensure its success. By collecting and analyzing data, the program's effectiveness in achieving its objectives can be assessed, and areas for improvement can be identified.

V. CONCLUSIONS AND RECOMMENDATIONS

The study identified establishing a reading routine as the most influential reading activity, followed by providing rewards for reading and modeling good reading habits. Other significant activities included reading with learners and discussing the book, setting goals to improve reading level, exploring different genres of books, reading aloud, and reading for fun. These activities, ranked based on their frequency, underscore the importance of a multifaceted approach in promoting reading among children.

The study highlights the significant role of parental involvement in improving children's reading comprehension, with the highest rating of 4.41. Other aspects of reading where parental involvement is often observed include monitoring reading fluency (4.18), paying attention to the child's attitude towards reading (4.16), tracking the development of reading performance (4.13), and reading speed (4.09). Parents also foster a love for reading (4.06), check their child's intent in reading (3.96), instill reading habits (3.82), keep track of their child's reading level (3.72), and assess their child's reading vocabulary (3.59).

These findings underscore the integral role parents play in their children's reading development. The study

found that the key factors facilitating parental involvement in first-key stage learners' reading activities are regular communication, open dialogue, accessible resources, setting up reading challenges, involvement in classroom activities, recognition of reading success, offering additional reading resources, reading together, reading at home, and holding reading events like book clubs.

In conclusion, the study established a strong correlation between the level of parental involvement and the reading proficiency of pupils, emphasizing the importance of parental involvement in children's academic success. The findings provide valuable insights for curriculum makers, school heads, parents, teachers, and pupils, underscoring the need for effective school-home partnerships to enhance parental involvement in children's reading activities. The study found that parents are most frequently involved in reading activities such as exploring digital books and educational websites and by parents and children taking turns reading a book together, helping the child with challenging words, and discussing the story.

REFERENCES

- [1] Naranjo, Annaliza B. (2019), Journal of Thesis Projects and Dissertations (IJTPD) Vol. 7, Issue 1, pp: (77-82), Month: January - March 2019, Available at: www.researchpublish.co
- [2] Reyes, M.S., Cayubit, R.F., Angala, M.H., Bries, S.C., Capalungan, J.T., Docdoc, J. and McCutcheon, L.E., (2015), "Exploring the link between adolescent anger expression and tendencies for suicide: a brief report". North American Journal of Psychology, 17(1), 113.
- [3] Margaret Carr, (2011), "Young children reflecting on their learning: teachers' conversation strategies". Early Years, 31(3), 257-270, DOI: 10.1080/09575146.2011. 613805.
- [4] Pahuriray, Vina Grace M., (2021), "SelfRegulating Capacity in Language Learning and English Academic Achievement". Globus Journal of Progressive Education, 11(2), 82-86, 10.46360/globus.edu.220212012
- [5] Mummahad K. S. & Usman H. (2017), Revitalizing the Teaching of Reading in Nigerian Schools. International Journal of Topical Educational Issues, Vol. 1 (No. 2); March, 2017: 294 – 301.
- [6] Tarraga V, Garcia, B. and Reyes, J. (2017), Home – based family involvement and academic achievement: a case study in primary educational studies. Educ.stud 44, 361 – 375. Doi:10.1080/03055698.2017.1373C36.
- [7] Akyol, H., Cakiroglu, A. and Kurukuyer, H. (2014), A Study on the Development of Reading Skills of the students having Difficulty in Reading Program: Enrichment Reading Program, International Electronic Journal of Elementary Education Vol.6 No. 2, 2014
- [8] Badyik, B. cited in Akyol, H., Cakiroglu, A. and Kurukuyer, H. (2014), A Study on the Development of Reading Skills of the Student having Difficulty in Reading: Enrichment Reading Program, International Electronic Journal of Elementary Education Vol. 6 No. 2, 2014
- [9] DepEd Order No. 12, s. 2015, Guidelines on the Early Language, Literacy, and Numeracy Program: Professional Development Component
- [10] DepEd Order No. 45 s, 2002, Reading Literacy Program in the Elementary Schools, <https://www.deped.gov.ph/2002/09/11/do-45-s-2002-reading-literacy-program-in-the-elementary-schools/>
- [11] DepEd Memorandum on the Philippines ranking on the 2018 PISA Results, 2019, <https://www.deped.gov.ph/2019/12/04/statement-of-the-philippines-ranking-on-the-2018-pisa-result/>
- [12] DepEd Memorandum No.173 series 2019, Hamon, Bawat Bata Bumabasa (3Bs Initiative) https://www.deped.gov.ph/wp-content/uploads/2019/11/DM_s2019_173-1.pdf
- [13] Executive Order No. 201. Series 2003, Establishing the Policy to strengthen the use of the English Language as a Medium of Instruction in the Educational System. <https://www.officialgazette.gov.ph/2003/04/26/executive-order-no-201-s-2003/>
- [14] RA10533, An act enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for basic Education, Appropriating Funds Therefore and For Other Purposes <https://ovap.peac.org.ph/about/RA10533>
- [15] Official Gazette (2013), Implementing rules and regulations of Enhanced Basic Education Act of 2013
- [16] Philippine Basic Education (10 October, 2013), Language in the Philippines: A challenge for Basic Education: A challenge for Basic Education

- [https://philippinebasiceducation.us/2013/10/languageschallenges-forhtml!?!=](https://philippinebasiceducation.us/2013/10/languageschallenges-forhtml!?!)
- [17] Worldvision,(2017) “The importance to Read in my Mother Language, <https://worldvision.org>
- [18] Comprehensive Rapid Literacy assessment (CIES Presentation) <https://sharedrti.org/comprehensiverapid-literacy-assessment-ceis-presentation#>
- [19] Naranjo, A. B. (2021), International Journal of Thesis Projects and Dissertations (IJTPD) Vol. 7, Issue 1, pp: (77-82), Month: January - March 2019, Available at: www.researchpublish.com
- [20] DO 33, s. 2016, Guidelines on the Utilization of the 2016 Every Child a Reader Program Funds for the Early Language, Literacy and Numeracy Program: Professional Development Component
- [21] DepEd Order No. 70, s. 2011, Guidelines on the Utilization of Funds for Every Child is a Reader Program (ECARP)
- [22] DepEd Memorandum No. 021, s. 2020, Second Set of Policy Directives of the DepEd Task Force NCOV
- [23] Reyes, M.S., Cayubit, R.F., Angala, M.H., Bries, S.C., Capalungan, J.T., Docdoc, J. and McCutcheon, L.E., (2015), “Exploring the link between adolescent anger expression and tendencies for suicide: a brief report”. North American Journal of Psychology, 17(1), 113
- [24] Bhandari Pritha (2023). What Is Quantitative Research? | Definition, Uses & Methods. <https://www.scribbr.com/author/pritha/page/7/>
- [25] Cassie, Annie E. (2023). 10 Ways Parents Can Support Reading at Home, (<https://www.aecf.org/blog/10-ways-parents-can-support-reading-at-home>)
- [26] Collier, Ellie (2019). Why is Reading so Important for Children?<https://www.highspeedtraining.co.uk/hub/why-is-reading-important-for-children/>
- [27] Kucirkova, Nathalia (2019). Children’s Reading With Digital Books: Past Moving Quickly to the Future.(https://www.researchgate.net/publication/335812450_Children%27s_Reading_With_Digital_Books_Past_Moving_Quickly_to_the_Future)
- [28] Bendanillo, Mirabelle (2021). Parental Involvement in Relation to Students’ Reading Performance. Globus Journal of Progressive Education A Refereed Research Journal Vol 11 / No 2 / <https://globusedujournal.in/wp-content/uploads/2021/10/GE-JD21-Mirabelle-M.-Bendanillo.pdf>
- [29] Durisic,M. and Bunijevac M.(2017). Parental Involvement as an Important Factor for Successful Education, Veselen Maslesa, St. Sorcerers, Bijeljina, Bosnia & Herzegovina, Republic of Serbia
- [30] Bardwell, Lauren (2022). 6 Ways to Get Families Engaged in Reading Fluency Growth <https://thejournal.com/articles/2022/03/25/6-ways-to-get-families-engaged-in-reading-fluency-growth.aspx>