



Republic of the Philippines
Department of Education
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CITY SCHOOLS DIVISION OF BIÑAN CITY

“PROJECT PARTNER’s: Parents Training as Para Teachers- An Assistance for Parents to Improve the Reading Skills of Grade V Non-readers of Dr. Marcelino Z. Batista Memorial Elementary School”



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ABSTRACT

The reading performance of 7 pupils of Grade V of Dr. Marcelino Z. Batista Elementary School is low as reflected in Phil IRI assessment. In fact, among the 7 participants is categorized as non-readers or frustration and the parents of these participants will be the respondent of the research. The 7 respondent will have a seminar/ workshop to improve the reading skills of the participants. This study focused on the improvement of reading skills through parent's assistance. It aimed to identify the effectiveness of various approaches offered by the project. It covered 7 pupils from Grade 5 as the respondents. They were composed of 6 males and 1 female. The research looked into the reading level of the respondents and the effectiveness of the reading approaches given in the workshop. Quantitative analysis was utilized, where pupils from grade 5 were measured individually in terms of their reading skills to determine who among them cannot read and evaluation form will be given to parents to know how effective the reading approaches to improve the reading skills of their children. The findings indicated increase from the results of First Quarterly Reading Assessment to the Fourth Quarterly Reading Assessment. It is recommended that parent-involvement and reading approaches offered by the researchers had a positive effect on the students' reading comprehension, reading skills, reading motivation, attitudes towards reading and supported by varied instructional materials.

Keywords: approaches, parent-involvement, reading skills

INTRODUCTION

It is widely accepted that parents have a significant role in their children's education and influence their learning and

development (Froiland and Davison 2014; Pinquart, 2015). Many studies have shown that parent involvement is related to children's academic success (McNeal, 2015; Wang and Sheikh-Khalil 2014), their

attitudes and motivation towards school or lessons (Frenzel et al. 2010; Lipnevich et al. 2016; Simpkins et al., 2015; Spera, 2006) and desire for education (Jung and Zhang 2016, Leung et al. 2010). Considering that reading comprehension skills acquired in primary school years affect all learning experiences of individuals throughout their lives (Bradley, 2016), it can be argued that family involvement play an important role in the development of students' reading comprehension skills. Considering the effect of parental involvement on the development of reading skills, it is important for schools and educators to determine how they can help parents who have difficulties in supporting their children in this regard (Lee and Bowen, 2006).

Moreover, reading is a major factor that affects the performance of the learners. Most of the cognitive activities inside the classroom require the ability to read and to think. Learners have to read before they give their reactions to certain articles or reading texts. Learners have to read something before they compose a paragraph to make it more comprehensive, detailed and in-depth. This ability to read is a basic requirement for the learners to gain understanding. With this, teachers try their best to remediate pupils these kinds of pupils. However, based on observation, reading remains to be a problem up to now despite several studies conducted by teacher-researchers. Some can read but cannot comprehend; others can read but cannot observe proper intonations, pausing and pronunciation.

Although there are findings that point to an increase in pupil achievement by strengthening the relationship between school and parents, limited attention is given to how this school-parent cooperation or parent participation should be provided and developed. The research aims to improve the reading skill of their child and teaching approach in literacy skill through the assistance of parents.

In relevance in launching DEPED MATATAG, Vice President and Secretary of Education Sara Z. Duterte stressed

"Improving access, equity, equality, resiliency, and well-being will not happen overnight, nor it can be done by DepEd alone. We need a national commitment and sustained effort from all sectors of the society.". Regarding to this parents can monitor their children's potential more closely. Parents form the closest social environment where schools communicate with students and are primarily responsible for their activities. Therefore, it would be a big mistake for parents not to be involved in the learning process as they are their children's first teachers.

In addition, parents should have time to do follow up as to letting them practice reading at home. The approaches offered of the project was a help for the parents and children to practice reading at home to improve the reading level of the pupils.

METHODOLOGY

The researcher asked for validation from the school master teacher and school reading coordinator to verify the materials and date to be used in the study

There are 7 non-readers of all section in Grade V so 7 parents of the non-readers are the respondents in the study. Consent and assent was given to the respondents and participants.

The respondent was oriented before the seminar or workshop. Reading materials was given to practice their children at home and applied what they learn in the workshop.

Data collection through survey was used to determine if the approaches offered was effective to improve the reading skills.

The data collected in the study was analyzed, organized and classified based on the research questions.

- a. What reading approaches can be offered by the project?

The reading approaches offered of the study are the following: phonics, guided reading, sight word, language experience, multisensory and explicit and implicit instructional strategies.

b. How effective is the project based on parent's evaluation?

Based on the survey analyzation the standard deviation of the 7 options was 3.64 and it was excellent.

c. Is there a progress on the performance of selected pupils before and after the project conducted?

There is an improvement in the reading skills of the non readers of Grade V.

RESULTS

Based on the survey the explicit and implicit phonics approaches, guided reading, sight word and language experience help to improve the reading skills of their children. There is an improvement on the reading level of the pupils and the relationship between school and parent strengthen, parent cooperation was also developed.

Analyzation of data in the survey used to get the mean and standardeviation. While in terms of reading level of the pupils they were assesed quarterly. The mean of each options were follows: option 1(3.62), option 2(3.58), option 3(3.61),option 4(3.67), option 5(3.65), option 6(3.64) and option 7(3.68) respectively. Standard deviation obtained 3.64. This indicate that survey was excellent.

After conducting the action research PROJECT PARTNER's: Parents Training as Para – Teachers- An Assistance for Parents to Improve the Reading Skills of Grade - V Nonreaders of Dr. Marcelino Z. Batista Memorial Elementary School the result showed that some of the reading approaches given in the workshop was effective to improve the reading ability of the pupils. Parents participation was big help to student learning. Development of parent-involved reading activities.In the experimental process, parent-involved

reading activities were done by the pupils and their parents.

Table 1: Likert Scale Analyzation

	1	2	3	4	5	6	7
Mean	3.6 2	3.5 8	3.6 1	3.6 7	3.6 5	3.6 4	3.6 8
Media n	4.0 0						
Mode	4	3	4	4	4	4	4
Std. Deviat ion	.53 3	.43 2	.53 2	.53 7	.53 5	.53 4	.53 8
Range	4	4	4	4	4	4	4

Table 2: Quarterly Phil-Iri Result

Name of Pup ils	Level of Comprehension (Filipino)								
	Frustration			Instructional			Independent		
	2n d	3r d	4t h	2n d	3r d	4t h	2n d	3r d	4t h
A	/				/				/
B				/				/	/
C			/					/	/
D	/				/				/
E	/				/				/
F				/				/	/
G			/					/	/
H			/					/	/

Name of Pup ils	Level of Comprehension (English)								
	Frustration			Instructional			Independent		
	2n d	3r d	4t h	2n d	3r d	4t h	2n d	3r d	4t h
A	/				/	/			
B				/				/	/
C			/					/	
D	/				/	/			
E	/				/				/
F	/				/	/			
G				/				/	/
H			/					/	/

DISCUSSION

In the whole process this assistance to parents Project PARTNER's helped a lot to the non reader pupils of Grade V of Dr. Marcelino Z. Batista Memorial Elementary School to improve their reading skills. Their

academic performance also have an improvement but their reading comprehension needs to develop but the most important was they can read. The reading activities with parental involvement were to strengthen family participation at home. Studies can also be conducted to enable this participation at school.

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