

PARENTAL INVOLVEMENT: AN INTERVENTION TO IMPROVE THE READING COMPREHENSION OF GRADE SEVEN STUDENTS



MELODY C. JASPELA
Teacher II
Nereo R. Joaquin National High School

One of the main challenges the researcher is facing as a language teacher in this time of pandemic is to encounter students who struggle in reading, specifically in their comprehension skills. When checking the outputs of the learners not just in English class but also in other subject areas, the researcher and her colleagues find it frustrating that there were students who were not able to answer the questions in their module and the main reason why is that they cannot comprehend what they read. The Department of English is continuously finding ways on how to overcome this challenge.

The researcher believes that one of the ways to overcome this is to involve the parents or the guardians in inculcating the love for reading to their children. Since, we are in pandemic, and the parents are the ones who serve as the teachers in their homes we really need their support and help. This study will be of great help to the educators to increase the effectiveness of the teaching and learning process. The parents together with the researcher attended orientations and meetings together with the researcher to learn reading strategies. This became a challenge as other parents or guardians have to work, so the researcher had a video conference with them one by one during their most convenient time. Another challenge are the parents who do not have internet connection at home, so when they go to school to submit outputs the researcher explains and shares some reading strategies to the parents or guardians.

This action research aimed to improve the reading comprehension of the Grade 7 students of Nereo Joaquin National High School. There was a total of 348 enrollees for the Grade 7 students in the school year 2020-2021. 114 learners or 33 % of the population scored frustrated level in their Phil IRI reading comprehension skills. The researcher addressed in improving the reading comprehension skills using the Parental Involvement Intervention. The result of the study showed that there was an increase in the mean of pretest of the respondents after the involvement of the parents in the respondents' reading activities. The findings stressed that the results of the post test of control and experimental group have significant differences. It is proposed that language teachers should involve parents or guardians in the reading activities of the students.

Keywords: Parental involvement, Phil Iri, intervention

INTRODUCTION

The rationale of the study is to test the effectiveness of Parental Involvement in Improving the Reading Comprehension of the Struggling Readers of the Grade 7 students of Nereo Joaquin National High School School Year 2020-2021 in this time of Pandemic. This academic year has been a challenge to language teachers, especially on how they will monitor the reading skills of the students. But the Department of Education positively embraces the challenge and introduced the Basic Education Learning Continuity Plan (BE-LCP). This focuses on finding ways on how the education will continue amidst the threat of COVID-19.

In accordance with the Dep Ed Order No. 012, s 2020 Adoption of the Basic Education Learning Continuity Plan for school year 2020-2021 in light of the COVID-19 public health emergency, reiterates that school must find ways on how they will continue providing the learners the education that they deserve. The BE-LCP is also a package of education interventions that will respond to basic education challenges brought about by COVID-19. In developing the BE-LCP, Dep Ed engaged internal and external stakeholders for inputs in the design of a learning delivery strategy and operational direction that ensures the health, safety and well-being of all learners, teachers and personnel of Department.

Nereo R. Joaquin National High School has also made changes and innovations in line with the Basic Education Learning Continuity Plan. One of the school's programs is the Project Ajar (All Joaquinians are Readers). The school must continue its Reading Advocacy Program crafted last school year 2019-2020, which was based on the results of the learners Phil Iri. The data showed that 13 % of the school's population are struggling readers or under the frustrated category.

This study will be beneficial to the schools, the teachers, parents, other stakeholders and the learners. This reading intervention

program will improve the quality of the teaching and learning process. The schools may adopt the program to meet the needs of the struggling readers. The involvement of stakeholders will also be maximized, and the learners will be able to improve their reading skills in terms of reading comprehension. It would also provide an insight and framework to the future researchers of which, they could utilize this as a reference for more in-depth studies and could serve as a baseline of the Department of Education to promote the use of Game Based Reading Intervention as a program of the public and private schools and can be included as part of the implementation design.

METHODOLOGY

The researcher employed a purposive sampling design. The participants were the Grade 7 students from the sections of Orchids and Dahlia. The researcher selected 20 respondents who will represent the control group and 20 learners who will represent the experimental group.

In this study, the researcher asked permission to the school head to conduct study on the effectiveness of parental involvement on improving the reading comprehension of the students.

The researcher also asked the parents' consent for respondents' participation. In this study, the researcher gathered the data through the pretest and posttest. A quasi-experimental research method of investigation was used in this study, it is to explore whether parental involvement contributes to the improvement of reading comprehension of the students. The researcher aims to assess the effectiveness of involving the parents or guardians in improving the learners' reading comprehension. Two groups are determined in this study. The control group does not have any intervention, and they read on their own. The experimental group uses the parental involvement in helping the students read.

Parents will be asked to guide their children to read at home.

RESULTS

Based on the result, of the pretest and posttest mean score of the control and experimental group, it reflects that there was a decrease of 0.05 in the pretest and post-test mean scores of control group, while there was an increase of 1.85 in the pretest and post-test mean scores of the experimental group.

Moreover, the results of Paired Sample T test employed to test if there is significant difference between Pretest and Posttest mean score of the control group. The test revealed that there is no significant difference between the pretest and posttest mean score of the control group since the T stat value of 0.213 is lower than the t critical value of 2.024, we need to accept the null hypothesis, which means that there is no significant difference between the pretest and the post-test mean score of the control group. Reflected in the results of Paired Sample T test employed to test if there is significant difference between Pretest and Posttest mean score of the control group.

The test revealed that there is a significant difference between the pretest and posttest mean score of the control group since the T stat value of 8.812 is higher than the t critical value of 2.024, we need to reject the null hypothesis, which means that there is a significant difference between the pretest and the post-test mean score of the experimental group.

Shown in the results of Independent Sample T test employed to test if there is significant difference between the posttest mean scores of both the control and experimental group.

The test revealed that there is a significant difference between the pretest and posttest mean score of the control group since the T stat value of 7.248 is higher than the t critical value of 1.686, we need to reject the null hypothesis, which

means that there is a significant difference between the post-test mean scores of the control and experimental group.

DISCUSSION

From the formulated findings, the researcher came up in the following conclusions: The reading comprehension level skills of students who had parental involvement is better than the students who did not go under the intervention. It is based on the results of their post-test.

Based on the result of the study, it is revealed that the involvement of the parents or guardians in teaching reading to their children is an effective intervention to increase their reading comprehension skills. This study will also serve as the basis for the school when crafting programs and projects related to reading. By implementing a parent involvement program in school, where parents, teachers, administrator and other school stakeholders work together as a team, it will greatly affect the learning environment of the learners in a positive way. The researcher also believes that continued researches and studies on this topic will be beneficial to our educational system.

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