

# Influence of the Family on the Pupils' Reading Performance

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**Abstract—** Generally, this study aimed to determine the contribution of the parents' assistance on the reading abilities of the pupils. Specifically, it aimed to describe the socio – demographic profile of the parents of pupils in Pagalungan District, determine the level of parents' assistance in reading, reading abilities of the pupils, and influence of parents' profiles and assistance on the pupils' reading abilities. There were 254 parents and 291 pupils considered to be the subject of the study. Percentage and frequency were used to describe the socio – demographic profile of the parents. Mean was used to determine the level of parents' assistance and the level of pupils' reading ability. Multiple regression analysis was used to test the hypotheses of the study.

Result revealed that parents were moderately aware of their role in providing the need of their pupils in school; regulated to assist their children in home; and motivated in making productivity and quality time assisting the reading of the pupils. It is also found out that parents' socio – demographic profiles significantly influence the oral and silent reading ability of the pupils. In this, age and educational attainment were considered great predictors of pupils' reading abilities. Result further revealed that parents' assistance in reading significantly influence the oral and silent reading abilities of their children. Parents' self – motivation and empathy found to be the best predictors of pupils' reading abilities. Thus, it is recommended that parents should enhance and strengthen their role as parents to the education of their children

**Keywords—** Family, Pupils

## I. INTRODUCTION

Parents' assistance in reading plays a very important role in learning process of children. Reading serves as the basis in the learning process, however recent studies show that poor reading comprehension affects the performance of the students particularly in, Mathematics, Science and Health subjects, hence, parents need to play a vital role in improving the reading comprehension skills of their children.

In the United States, the most recent National Assessment of Educational Process (NAEP, 2002) shows that many of the eight to twelfth grade students do not have the capacity to perform the higher order cognitive work required for deep learning of content through reading. Eight grade students showed no improvement since 1998, although they exceeded scores for 2012 and 1994, twelfth—grade students showed a

decline in 1992. These are all due to the students poor reading and comprehension skills.

Moreover, in the Philippines, one of the existing problems of the Department of Education is the low level of reading comprehension of students. Abad (2004) stated that there should be a reading intervention in all schools of the country, thus he implemented “Every Child A Reader” aiming for all Filipino school children to read and comprehend. He explained that the program was instituted as a remedial measure to address the poor performance of learners in High School Readiness Test (HSRT), which was conducted in the school 2004 and the result was 0.6 percent of about 1.2 million first year high school students who registered a passing grade of 75 percent. Based on the DepEd's studies, one of the reasons why many students were not yet ready to go to high school is because of their reading problems.

In the Philippines, a number of elementary students have problems in reading and comprehension not only in English but in other subjects as well. The Department of Education takes its move in the terrible dilemma in reading through the reading programs like READDAVAO and (PAIR) Parents Assistance in Reading. The program aims to develop the reading skill of students; motivate the interest of students in reading in order to broaden their horizons and enrich their reading level; and give the needed trainings and seminars to willing and cooperative parents.

In an effort to improve the reading skills of the children, the Parents' Assistance in Reading (PAIR) helps to promote assistance in particular areas of reading and strengthen and improve the weak areas. With the Department of Education's serious efforts in enhancing the reading comprehension skills of students as well as in improving their academic performance especially in Mathematics and Science and Health subjects, the researcher will conduct this study to find out how parents' assistance in reading might affect the reading performance of their children.

## II. METHODOLOGY

The descriptive – survey method of research was used in this study in determining the level of parents' assistance in reading. Complete enumeration was used to get the number of parents and pupil respondents. A total of 254 parents, 158 Grade VI pupils, and 133 Grade V pupils were the subject of the study.

Data collected were tallied and tabulated. Socio–demographic profiles of the parents were described using frequency and percentage. Level of Parents' Assistance In Reading (PAIR) and level ability of the pupils were determined

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using weighted mean while hypotheses were tested using multiple linear regression techniques.

### **Socio – demographic Characteristics of the Parents**

Socio – demographic characteristics of the parents of Pagalungan District included in the research were age, sex, educational attainment, and monthly income.

For the socio – demographic profile, most of the parent respondents of the study were female, 41 – 45 years old, high school level, and with a monthly income of 6,000 to 10,000.

### **Level of Parents' Assistance In Reading (PAIR)**

#### **Self – awareness**

It reflected in Table 1 the level of Parents' Assistance In Reading (PAIR) in terms of self – awareness. It revealed in the result that parents are aware in providing reading references to their children, displaying reading progress of children; and identifying children weaknesses in reading.

Result also revealed that respondents were moderately aware in committing to the reading schedule of children, supporting children's time for reading practices, reporting progress for more improvements, diagnosing reading difficulties, using budgeted time for reading schedule, and maintaining substantial reading alternatives.

It implies in the result that selected parents of Grade VI pupils in Pagalungan District were moderately aware on the different activities to improve the reading abilities of their children.

Home schooling is not a new phenomenon. It shows how parents are aware of the need of giving their assistance in the education of their children. In colonial days families, including wealthy ones, educated their children at home, combining the efforts of parents, tutors, and older children (Hill, 2000).

#### **Self – regulation**

It revealed in Table 1 that parents were much regulated on their assistance in reading of their children by organizing the reading statements of their children. However, they were regulated by developing their personal views in reading.

It further revealed that they moderately regulated themselves by showing self – improvement through reading inventory, developing action learning, maintaining visibility in reading habits, and setting clear sense of perspective.

Selected parents of Grade VI pupils found out that they regulated themselves in assisting the reading ability of their children. Cortina and Elder (2005) stated that since reading is a form of thinking process, the goal is to comprehend the ideas; this is where the parents should come in. Parents should be made to realize the connection between what is being read and what is already known to the children which is called the prior knowledge. Parents' assistance plays a very important factor in improving the children's level of reading. They are deciding if not controlling factor that affects greatly the reading and comprehension level of their children.

#### **Self – motivation**

Level of self – motivation of the parents in assisting the reading ability of their children was shown in Table 1. It revealed in the table that parents were motivated by making productivity and quality time in reading, promoting own success in reading, and enduring self – improvement in reading.

Result further revealed that parents were moderately motivated to assist their children by improving own reading skills, recognizing own reading difficulties as bases for improvement, and showing own interest and habits.

Finding implies that parents were moderately motivated to assist their children in reading. Parents should be motivated through the needed trainings and seminars to help their children increase their reading level. Reading is a conduct that cannot be directly observed or measured. Comprehension of the read text should follow.

#### **Empathy**

Table 1 shows the level of Parents' Assistance In Reading (PAIR) in terms of empathy. Result revealed that parents were motivated in assisting their children in reading by developing effective strategies in reading, plan and develop results for improvement, generating working relationship with the readers, and analyzing good product from the readers' (children) efforts.

It is also revealed that parents were moderately motivated in assisting their children in reading by taking self – improvement for others, allowing access for improvement, and recognizing/appreciating productive results.

It implies that parents were motivated to assist their children in reading by understanding the needs of their children. Understanding the text in relation to the leaders' experimental/conceptual background is essential to comprehension. How a reader goes beyond simply remembering information in understanding it as a complex mental process that today is recognized as a major feature of reading comprehension (Berliner, D., & Biddle. 1995).

### **Reading Performance of the Pupils**

Level of reading performance of the Grade VI pupils of Pagalungan District was found in Table 7. The pupils read orally and silently the two different paragraphs. After reading, they answered the prepared questionnaires. It reflected in the result that in terms of oral reading, pupils of Pagalungan District were approaching proficiency. Oral reading fluency is distinctly separated into two components that are critical for a student to possess prior to being able to read fluently. The two necessary components are speed and accuracy (Samuels, 1979; Schatschneider & Torgesen, 2004).

For silent reading, result revealed that pupils were developing. Teachers spend quite a bit of time teaching various reading strategies to their students in hopes that they will use the techniques during independent activities. Within the last 20 years, Sustained Silent Reading (SSR) has become a component in the school reading program (Moore, Jones, & Miller, 1980). Moore et al. state, "this attention grew out of the realization that, although much time is spent teaching students how to read, few opportunities are afforded them to practice reading" (p. 445).

However, in terms of reading abilities, pupils of Pagalungan District were developing.

TABLE II: READING PERFORMANCE OF THE SELECTED PUPILS OF PAGALUNGAN DISTRICT.

Category	Mean	Description
Oral Reading	86.06	Approaching prof.
Silent Reading	81.74	Developing
<b>Weighted Mean</b>	<b>83.90</b>	<b>Developing</b>

**Influence of Socio – demographic Characteristic on the Reading Performance of Pupils**

Influence of the socio – demographic characteristics of the parents of the Grade VI pupils in Pagalungan District on the reading abilities of the pupils in terms of oral and silent was discussed in this part.

**Socio – demographic Characteristics and Oral Reading**

In Table 3, the result reflected that the combined contribution of the socio – demographic characteristics of the parents significantly influence the oral reading ability of the pupils (F – value = 4.212, Probability = 0.031\*). Since probability value is less than 0.05, hypothesis of the study was rejected.

It revealed further that 23.40% of the variation of the oral reading performance of the pupils is accounted by the socio –

demographic characteristics of the parents. The remaining 76.60% are accounted by some variables not included in the context of the study.

Among the variables used in the study, age of the parents is found to be the best predictors of the oral reading abilities of the pupils. It implies that the younger is the parent, more assistance she exerted in the oral reading of her children.

Chard, Vaughn & Tyler (2002) emphasized that readers who focus more intensely on practicing their reading skills are generally able to become more fluent readers. Consequently, as students become more fluent readers, due to extensive practice, they are able to apply more conscious effort to the task of comprehending the text.

TABLE III INFLUENCE OF THE SOCIO – DEMOGRAPHIC CHARACTERISTICS OF THE PARENTS ON THE ORAL READING PERFORMANCE OF THE PUPILS.

Profiles	Coef. B	Std. Error	t - value	Probability
(Constants)	77.324	9.548	8.098	0.000
Age	0.522	0.146	3.575	0.017*
Sex	0.036	2.528	0.014	0.989
Relation to the child	-0.025	1.353	-0.018	0.986
Educational attainment	0.784	1.197	0.655	0.518
Monthly income	0.000	0.001	0.251	0.803

$R^2 = 0.234$        $F - Value = 4.212$   
 Probability = 0.031\*      \* = Significant at 5% level

**Socio – demographic Characteristics and Silent Reading**

It reflected in Table 4 that the combined effect of the socio – demographic characteristics of the parents significantly influence the silent reading ability of the pupils (F – value = 3.751, Probability = 0.014\*). Hypothesis of the study was rejected because value of probability is less than 0.05.

In fact, 22.60% of the variation of the oral reading ability of the pupils was accounted by the socio – demographic characteristics of the parents. The remaining 77.40% are accounted by another variables not included in the context of the study.

Result further revealed that among the parents’ socio – demographic characteristics, educational attainment was considered significant predictor of the silent reading ability of the pupils.

The negative sign in the t – value indicated that the higher is educational attainment of the parent, the more concerned she is on the silent reading ability of her children. It further implies that parents with higher educational attainment contributed much on the result that pupils were developing in silent reading.

Teachers spend quite a bit of time teaching various reading strategies to their students in hopes that they will use the techniques during independent activities. Within the last 20 years, Sustained Silent Reading (SSR) has become a component in the school reading program (Moore, Jones, & Miller, 1980). Moore et al. state, “This attention grew out of the realization that, although much time is spent teaching students how to read, few opportunities are afforded them to practice reading” (p. 445)

TABLE IV INFLUENCE OF THE SOCIO – DEMOGRAPHIC CHARACTERISTICS OF THE PARENTS ON THE SILENT READING PERFORMANCE OF THE PUPILS.

Profiles	Coef. B	Std. Error	t - value	Probability
(Constants)	96.135	7.326	13.123	0.000
Age	-0.076	0.112	-0.681	0.501
Sex	-3.171	1.940	-1.634	0.113
Relation to the child	-0.276	1.038	-0.266	0.792
Educational attainment	-2.350	0.919	-2.558	0.016*
Monthly income	0.000	0.000	-0.595	0.556

$R^2 = 0.226$        $F - Value = 3.751$   
 Probability = 0.014\*      \* = Significant at 5% level

**Influence of Parents’ Assistance In Reading (PAIR) on the Reading Performance of the Pupils**

Influence of the different variables on the Parents Assistance In Reading (PAIR) such as self – awareness, self – regulation, self – motivation, and empathy on the reading abilities of the pupils such as oral and silent was discussed on this part.

**PAIR and Oral Reading**

Parent Assistance In Reading (PAIR) significantly influence the oral reading ability of the pupils (F – value = 2.533, Probability = 0.042\*). Since probability value is less than 0.05, hypothesis of the study was rejected (Table 4).

Result also revealed that 26.40% of the variation of the oral reading ability of the pupils is accounted by the PAIR program. The remaining 73.60% are accounted by some other programs not included in the concept of the study.

TABLE V INFLUENCE OF THE PARENTS’ ASSISTANCE IN READING (PAIR) ON THE ORAL READING PERFORMANCE OF THE PUPILS.

PAIR	Coef. B	Std. Error	t - value	Probability
(Constants)	74.010	11.917	6.210	0.000
Self – awareness	1.157	1.821	0.635	0.530
Self - regulation	-1.063	1.726	-0.616	0.542
Self – motivation	0.745	0.217	3.433	0.040*
Empathy	2.452	3.108	0.789	0.436

$R^2 = 0.264$        $F - Value = 2.533$   
 Probability = 0.042\*      \* = Significant at 5% level

**PAIR and Silent Reading**

It reflected in Table 6 that the combined effect of PAIR significantly influence the silent reading ability of the pupils (F – value = 2.485, Probability = 0.047\*). Hypothesis of the study was rejected because probability value is less than 0.05.

In fact, 15.90% of the variation of the silent reading ability of the pupils was accounted by the PAIR programs. The remaining 84.10% was accounted by some other factors not included in the context of the research.

Among the PAIR programs included, empathy was considered best forecaster of the silent reading ability of the pupils. Result implies that silent reading ability of the pupils was dependent on the understanding and love of parent in assisting them. In fact, parents’ empathy contributed to the silent reading ability of the pupils to become developing.

Parents should be made to understand the need for their assistance in reading. Other research investigation of reading comprehension focused on how much a person could remember after reading. If the person correctly answered questions or stated what was read, then it was assumed comprehension occurred. The concept of reading comprehension has been expanded to include not only how much is remembered, but also a person’s understanding of what is read and how he/she learns from it. This implies more than remembering words or

Among the variables included in the study, self – motivation found to be the best predictor of the oral reading ability of the pupils. It implies that parents were moderately motivated to assist their children and resulted to approaching proficiency in oral reading.

Mc Neil (1992) stated that reading comprehension is the construction of the correspondent between an existing scheme and elements of the text. These views connote the relationship of certain schemes and the different levels of comprehension. In the same sense, previous experiences in relation to the text contribute to the development of the different levels of comprehension. Parents, no matter how busy they are should find time for their children to keep on practicing reading especially under their guidance and encouragement.

ideas. Understanding the text in relation to the leaders’ experimental/conceptual background is essential to comprehension. How a reader goes beyond simply remembering information in understanding it as a complex mental process that today is recognized as a major feature of reading comprehension (Berliner & Biddle,1995).

**Significant Difference between Male and Female Pupils on the Reading Comprehension Oral Reading between Male and Female Pupils**

It shows in Table 7 that the mean of the male and female pupils in oral reading are 83.40 and 88.72 respectively. As such, it is clearly shows that there is a significant difference on the oral reading comprehension of the male and female pupils. It indicated that female pupils are in approaching proficiency while male pupils are developing.

It follows that the value of the probability is 0.041 which is less than 0.050 level of significance. It implies that reading comprehension of the male and female pupils had significant difference in terms of oral and female pupils are higher comprehension compared to the male pupils. Based on the findings, the null hypothesis of the study was rejected.

TABLE 7 DIFFERENCE OF THE ORAL READING COMPREHENSION BETWEEN MALE AND FEMALE PUPILS.

Pupils	Male	Female
Characteristics		
Sample size	104.00	150.00
Mean	83.40	88.72
Standard Deviation	0.1876	0.9973
t – Value	1.817*	
Degree of Freedom	30.746	
Probability	0.041	

\* = Significant at 5% level

**Silent Reading between Male and Female Pupils**

It shows in Table 8 that the mean of the male and female pupils in silent reading are 80.20 and 83.28 respectively. As such, it clearly shows that there is no significant difference on the silent reading comprehension of the male and female pupils. It indicated that both male and female pupils are developing.

If follows that the value of the probability is 0.091 which is greater than 0.050 level of significance. Based on the findings, the null hypothesis of the study was accepted.

TABLE XIII  
DIFFERENCE OF THE SILENT READING COMPREHENSION BETWEEN  
MALE AND FEMALE

Characteristics	Pupils	
	Male	Female
Sample size	104.00	150.00
Mean	80.20	83.28
Standard Deviation	0.1655	0.5443
t-value	0.577*	
Degree of Freedom	33.726	
Probability	0.091	

\* = Significant at 5% level.

### III. CONCLUSIONS

Based on the result of the study, it is concluded that parents of the Grade III and Grade VI pupils were in their middle age, high school graduate, and monthly income of 6,000 – 10,000.

It is also concluded that parents were aware, motivated, and regulated to assist their children by providing their needs in study particularly follow up the readings of their children at home.

It is further concluded that reading abilities of the pupils, both in oral and silent reading affected by the socio – demographic profile of the parents. Age and educational attainment of the parents found to be the great predictors.

Conclusion is also drawn that parents’ assistance significantly influences the ability of the pupils in reading orally and silently. It is found out that self – motivation and empathy found to be great predictors of the pupils’ reading abilities.

### IV. RECOMMENDATIONS

Based on the result, it strongly recommended that parents should always intervene on the reading capability of their children. They should not always depend on what is imparted by the teachers in the classroom. Parent’ assistance significantly contributed to the performance of the pupils in reading. Therefore, it is recommended that they should always monitor the performance of their children in the school and follow up it in home. It is also recommended that parent should provide reading material for their children to enhance their comprehension and understanding what is being read.

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