

AN HOUR A DAY OF PARENTAL INVOLVEMENT IN MODULAR DISTANCE LEARNING: AN INTERVENTION PROGRAM TO IMPROVE READING PERFORMANCE IN FILIPINO OF GRADE II PUPILS AT BIÑAN ELEMENTARY SCHOOL



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Abstract

Reading always has and in all ages been a great source of knowledge. The ability to read is important and very essential for social and economic development. In this time of pandemic, the risk of students becoming underprivileged to their education was highlighted. Through this, the Department introduced Distance Learning to continue education in amidst of COVID-19. Modular Learning modality was introduced, that learners learned through Self Learning modules.

Parents, as one of the stakeholders of the school community, play great roles in the child's educational and environmental transformation. Parental involvement in their children's education not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also develops reading skills.

As of October 2020, Grade II teachers of Biñan Elementary School found that there are still non-readers in Filipino. In the school year 2020-2021, there were 44 pupils out of 341 pupils or 13% of the pupils enrolled in Grade II are identified non-readers.

This study highlights an hour parents' involvement may contribute to the success of the reading intervention for the non-readers. As parents serve as internal stakeholders, the school can utilize them to address the non-readers at home.

As result after the conduct of research, 42 learners developed to instructional readers and 2 learners were still under frustration.

Therefore, involvement of parents was highly recommended to develop the reading status of the learners. Intensify the parents' capacity to involve in reading through mentoring of the Grade 2 advisers. Reproduction of localized reading materials also help the reading development of the learners.

Keywords: Parental Involvement, Modular distance learning, reading performance

INTRODUCTION

Reading always has and in all ages been a great source of knowledge. The ability to read is highly valued and very important for social and economic advancement. In today's world with so much more to know and to learn and the need for a conscious effort to conquer the disruptive forces, the importance of reading has increased.

Reading is more than one step learners need to develop. As the experience has taught when reading the learner has the possibility to acquire new vocabulary, to learn more about the world and to develop strategies for language learning. Written language plays an important role in language learning. Parent involvement in early literacy is directly connected to academic achievement. Children need parents to be their reading role models with daily practice to navigate successfully through beginning literacy skills.

The current study replicated Gickling and Armstrong (1978) by using curriculum-based assessment for instructional design to match reading materials to skill levels of three third graders who were struggling readers with low levels of on-task behavior. Difficulty levels of the reading passages were grouped according to ratios of known and unknown words into three categories: frustration (80-90% known), instructional (93-97% known), and independent levels (100% known). A single-subject, multi-element design was used to examine the effects of these reading activities on individual students' time on task and reading comprehension. Although within-subject variability in responding was observed, results suggested that students demonstrated improved time on task while completing tasks at the instructional level, compared to tasks at the frustration and independent levels. Comprehension was highest at the independent level and lowest at the frustration level.

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that there are still non-readers in Filipino. In the school year 2020-2021, there were 44 pupils out of 341 pupils or 13% of the pupils enrolled in Grade II are identified non-readers.

Cognitive skills are not fixed but can be influenced through education in school, and significantly, parental efforts. The most effective period for cognitive skill investment by parents is early in the life of their children (Cunha et al., 2006).

Parent involvement is the number one factor that result to literacy success and future academic achievement. Parent involvement in literacy is directly linked to academic achievement. Children need parents to be their reading role models with daily involvement to navigate successfully through literacy skills. Additional to this, successful parent involvement progresses not only student behavior and attendance but also positively connected student achievement (Evans, Shaw, Bell, 2000).

Based on the article, To Read or Not to Read: A Meta-Analysis of Print Exposure from Infancy to Early Adulthood, a positive association of parents reading to their children and the child's subsequent reading skills, language skills and cognitive development. (Mol & Bus, 2011).

In the study Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy, found that reading storybooks to children is one of the most important activities for developing the knowledge required for eventual success in reading. Reading has been found to be related to language growth, emergent literacy and reading achievement. (Bus et al., 1995). In addition, reading to children also stimulates them to read books themselves and further develop their cognitive skills (Canoy et al., 2006).

This action research highlights an hour parents' involvement may contribute to the success of the reading intervention for the non-readers. As parents serve as internal stakeholders, the school can utilize

them to address the non-readers inside the classroom.

METHODOLOGY

Based on the data gathered in the pre-reading of Grade II pupils, the localized materials made by the Grade II teachers utilized by the parents in reading intervention. The parents of the pupils that are identified as non-readers spend an hour to the school together with their child. Parents served as peer buddy in reading. The class adviser served as facilitator of the reading intervention, where the teacher able to help the parents on how to conduct and utilized the module for reading intervention program.

This action research was anchored on the following procedures that result for the effectiveness of the reading intervention.

The first step in creating the action plan would be to have all Grade II teachers and committed parents attend Teachers and Parents Training on reading intervention module for reading intervention program. The Teachers and Parents Training assured that all teachers and parents at the grade level are trained the same way, and all receive the materials they need to be successful with the reading process. This also include the signing of commitment form to the parents who can commit an hour of their time to be part of the reading intervention program their child and other child. Teachers and Parents Training in guided reading would help take out the factor of teacher and parent inter-reliability.

Second, administration of pretest to their pupils to find their current reading level. Teachers can set up guided reading groups by students' frustration level and non-readers, together with monitoring the progress during each session.

Third, scheduling after the pupils under reading intervention groups have been created, teachers would need to set up a schedule where they have uninterrupted guided reading time. An hour

per day with parent involvement in the reading intervention program should be sufficient to ensure the effectiveness of the reading intervention. Parents scheduled for orientation for roles and obligations in reading intervention program.

Fourth, an hour, the parent able to serve as reading buddy of their child every after class. This was facilitated and monitored of Grade II teachers on how parents involve and how the pupils participate in the reading intervention program. Teachers should implement fully the guided reading program with the parents.

Last, Post-test through the guided reading intervention with the parents, the teachers should do frequent progress monitoring to make sure that the students are not falling behind in the reading instruction yet showing growth.

RESULT

Table 1
Performance of Grade II Pupils in Filipino Before the Implementation of AHDPI

Grade Level	Enrollment	No. of Learners	Reading Level
Grade Two	335	44	Non-reader

Table 1, entitled Performance of Grade II Pupils in Filipino before the implementation of AHDPI conveyed Based in the table above there were 44 or 13% non- readers out of 335 learners in Grade two.

Table 2
Performance of Grade II Pupils in Filipino as result to the Implementation of AHDPI

Grade Level	Enrollment	No. of Learners	Reading Level		
			Non-Reader	Frustration	Instructional
Grade 2	335	44	0	2	42

Table 2 exhibit the results of "An Hour a Day of Parental Involvement" a significant improvement in the reading level with 42 or 95% became Instructional, only 2 or 5% frustration and 0 or 0% non-reader.

DISCUSSION

Involvement of parents was highly recommended to develop the reading status of the learners. Intensify the parents' capacity to involve in reading through mentoring of the Grade 2 advisers. Reproduction of localized reading materials also help the reading development of the learners.

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